

Written Prior Notice Sample filled in--Placement

Description of the action being proposed or refused by the school district:

The district proposes to place [insert student name] in the life skills program for an hour each day and in the resource room program for another hour per day with the special education teacher. The remainder of his day is proposed to be in the regular classroom with modifications from the classroom teacher and special education teacher, and support from a special education assistant.

Explanation of why the school district proposes or refuses to take this action:

The district proposes placement in the life skills program to help address [student] needs in gaining skills related to money, time management, reading and following recipes, and daily hygiene/self-care. These are skills necessary to help him prepare for life after high school. The team also proposes placement in the resource room program to provide specialized instruction to work on [student] goals in functional reading and math skills. [Student] skill levels in reading and math are far below that of his peers.

A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):

The team reviewed [student] recent functional skills assessment [insert name of assessment date], and progress reports from this school year in regards to his self-management goals. Although he has made some gains in being able to ask for help when he is stuck on something, he continues to struggle with managing his time, understanding the functional connection between money and purchases, reading recipes and preparing simple meals. The team reviewed recent academic testing [insert name of test and date] which indicated that [student] skills in reading and math are at the first grade level. Data collected from monitoring of the reading and math goals show progress in both these areas, as the baseline data for the reading and math were at the kindergarten level at the beginning of the school year.

A description of other options the IEP Team considered and why those options were rejected:

The team considered not placing [student] in the life skills and the resource room programs; however the ability to focus in a smaller group with integrated lessons related to [student] interest areas as well as real connections to how these skills are used in day to day life will help to solidify and generalize the skills.

A description of other factors which are relevant to the school district's proposal or refusal:

[Student] mother was concerned that he would be in the life skills program by himself and wanted to be sure there was peer interaction so [student] can continue to have the benefit of social interaction and social skills. The life skills program currently has 5 other students participating in the group, and [student] is familiar with three of the students already. Additionally, the life skills program is taught by the special education teacher in conjunction with the occupational therapist and the speech therapist, in order to provide further integration of skills to help students in all areas of need.

As the parent of a child with a disability, you have protections under the Procedural Safeguards of the Federal special education law, the Individuals with Disabilities Education Act (IDEA). You have been given a copy of the Procedural Safeguards Handbook at least annually, and may obtain an additional copy at any time by requesting one from the school district's Special Education Office.

Sources (at least two names and contact information) for parents to contact to obtain assistance in understanding the special education process and their rights (Procedural Safeguards) are listed below:

[insert name, agency, position, or department, and contact information], [insert address, phone number and email]

[insert name, agency, position, or department, and contact information], [insert address, phone number and email]

Method and date of delivery: Regular mail, [date]; OR Certified mail, [date]; OR Email, [date]; OR Sent home with student in home/school communication folder [date]

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