



DRAFT

Prior Written Notice

Purpose: Other: IEP Annual Review

Name: Tony Test1234
DOB: 02/11/1994

ID#: TEST99999
Age: 16

School: Test School
Grade: 9th Grade

Dear Ted and Tina Betterhead,

State and Federal laws regarding students with disabilities require that the local school system notify and inform you if certain changes are being made to your child’s special education program. You must be informed when the school district:

- Begins or refuses to begin the process of identification, evaluation, or educational placement of your child;
- Proposes to change the identification, evaluation, or educational placement of your child;
- Refuses to change your child’s free appropriate public education, which usually means the IEP.

The IEP Team or other group of appropriate individuals determined that Tony Test1234:

OTHER PURPOSE OF MEETING

Annual Review of IEP

EXPLANATION OF ACTION(S) PROPOSED OR REFUSED

I. The IEP Team or other group of appropriate individuals decided the action(s) stated above because:

* Be sure that whatever action(s) listed here coincide with the purpose(s) listed above as well as with the purpose(s) noted on your invitation to conference. For an annual review of an IEP, you might address goals developed, selection of accommodations, number of sessions & amount of time for services, continuum of services, transition planning etc. If you are going to make a change to educational placement (regular, resource or separate) on the DEC 5, be sure to select educational placement as an additional purpose for your meeting above.

Annual Review Sample: Tony’s accommodations were updated based on his present performance. Read aloud was removed as he no longer utilizes this accommodation. Written Expression, organizational skill and math goals were updated based on the progress he has made.

Sample for rising 6th grader: Tony’s math, reading and written expression goals have been updated to meet his current needs. For the remainder of his 5th grade year, he will receive 10 thirty minute sessions of services to address his reading, writing and math needs. Upon entry to middle school, he will receive 10 forty-five minute sessions due to increasing curricular demands, workload, and pace of instruction.

(Note to teachers: This rising 6th grade sample is not a change of placement from regular.)

Sample for rising 9th grader: At present, Tony’s needs are being met through ten 60 minute sessions of inclusion services. Upon entering high school, Tony will need 10 ninety minute sessions of inclusion services as the demands of high school curriculum, workload, and pace of instruction increase. The IEP team also feels that Tony will need an additional 90 minute block of pull-out services in order to address the additional needs in terms of organization, time management and task completion. Also the work load and time constraints will become more stringent for Tony once he enters high school.

(Note to teachers: This rising 9th grade sample is not a change of placement from regular.)

II. The IEP Team or other group of appropriate people also considered the following option(s) and rejected these option(s) because:

*You must address at least one item that you considered but rejected. For instance you may have considered an increase or decrease in service time; a change in continuum of services; use of an additional accommodation or deletion of an existing accommodation; addition,



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deletion or revision of a particular annual goal; or other areas encompassed under the annual review process. Remember you should address at least one option that you rejected.

Annual Review Sample: The team considered keeping read aloud as an accommodation; however, the team agreed that this accommodation is too distracting for Tony. The team also considered adding a reading fluency goal; however, it was rejected due to consensus by the team that functional reading goals are more applicable for Tony at this time.

Sample for rising 6th grader: The team considered keeping Tony's service time the same, but believed that his service time should be increased in order to help him be successful with the transition to middle school and the added curriculum demands which he will be expected to meet.

Sample for rising 9th grader: The IEP team considered keeping Tony's service time the same as he enters high school; however, this option was rejected because it was believed that Tony needed the additional support to help him make the transition to high school more smoothly. Increased curricular demands along with increased pace and work load in high school classes was another reason for warranting an increase in service time for high school.

III. Describe each evaluation procedure, test, record, or report, used as basis for the action stated above:

Explanation of Other: Teacher observations, parent and student input, review of work samples

IV. Describe other factors that are relevant to the agency's proposal or refusal: No other factors were relevant.



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The following individuals were present during the development of this Prior Written Notice on **03/02/2010**:

V. Team Signatures:

Signature	Position
_____	LEA Representative
_____	Regular Education Teacher
_____	Special Education Teacher
_____	Parents
_____	_____
_____	_____

This is the final action (decision) of the local education agency. If you disagree, you, as the parent or adult student, are entitled to the due process rights that are described in your Handbook on Parents' Rights (www.ncpublicschools.org/ec/policy/resources/rights). The deadline for filing a request for a due process hearing is 365 days from the receipt of this notice.

If you do not have a copy of the Handbook on Parents' Rights or would like another one, please contact your school principal or call the local director of Exceptional Children Programs. The principal or director can also help you understand your rights if you have any questions, or you can call the Exceptional Children's Assistance Center, 1-800-962-6817. Please save this letter for your records.

If you have any questions, please feel free to call **Test User** at **336-555-1234**.

This decision will be implemented on **03/02/2010**.

Prior Written Notice (DEC 5) was given/sent to the parent by Test User **on 03/02/2010**.

Method of Delivery: **Hand Delivered**

Prior Written Notice (DEC 5) was given/sent to the age of majority student by Test User **on 03/02/2010**.

Method of Delivery: **Hand Delivered**