PRIOR WRITTEN NOTICE/CONSENT

Directions for completion

If this is a brand new IEP (initial or a move-in), the demographics page will need to be filled out first before filling out this form.

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If student has an existing IEP in the WEBKIDSS:

1. Go to the students current IEP.
2. Click on the “Popup Form” button or go to the Function drop-down box and choose the form (KS:103)—Consent for Placement.
3. Demographic information provided on the Demographics page of the IEP will automatically generate into form.
4. In first “date” box in upper right hand corner, place the IEP meeting date.
5. Enter DATE of IEP meeting in the next box.

First four checkboxes:

Box #1 ☐ Check this if eligibility was discussed and determined.

Box #2 ☐ Check this if special education and related services was discussed and determined.

Box #3 ☐ Check this if appropriate educational placement was discussed for IEP development.

Box #4 ☐ Check this if any additions or changes were discussed for services, placement, and goals.

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☐ A. IDENTIFICATION/ELIGIBILITY Check this if determining eligibility and if child is eligible or not and check reasons for this determination.

☐ B. INITIAL SERVICES & PLACEMENT Check this ONLY if this is an initial evaluation meeting to place child on an IEP.

☐ C. CHANGE IN SERVICES Check if there is a change in services from last IEP year. If you check this, then choose whether that change is (not a material change) or (a material change).

Material Change: A decrease or increase of 25% or more of the duration or frequency of a special education service, a related service, or a supplementary aid or service specified on your child’s IEP.

☐ D. CHANGE IN PLACEMENT Check if there is a change in placement from last IEP year. If you check this, then choose whether that change is (not a substantial change) or (a substantial change).

Substantial Change: A change in placement with a decrease or increase of more than 25% of the child’s total school day.

☐ E. OTHER CHANGES TO IEP, NOT INVOLVING SERVICES OR PLACEMENT Always check this box as changes in accommodations, modifications, goals, etc., are usually needed.

☐ F. THE (LEA) REFUSES TO INITIATE OR CHANGE THE IDENTIFICATION, EDUCATIONAL PLACEMENT, OR PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES AS EXPALINED BELOW.

DO NOT check this unless Administration (SCKSEC) has been notified.

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1. Description of the Action Proposed or Refused

Give a narrative description of services that student will be receiving.

Example: Student will receive 60 minutes of pull-out services in Resource Room for reading supports every day, 120 minutes of para support in general education classroom for reading supports every day, 20 minutes of speech services in a pull-out setting 1x per week, vocational services (CBT) for 60 minutes 2x per week.

Dismissal/Withdrawal/Graduating

Example: Student will no longer receive special education services.

2. Explanation of why the action is proposed or refused

a. Student is continuing current services:

Example: Prior IEP service and placement time has met the stuDent’s educational needs.

Example: Student is making satisfactory progress and is meeting expected outcomes with current service and placement time.

b. Student has an increase in service or placement:

Example: Prior IEP service and placement time has not met the student’s needs.

Example: Student will need this time to enhance skills introduced in general education classes.

Example: Student will receive CBT service and placement in order to develop job skills for post-secondary transition.

Example: Student needs study skills in the Resource Room to increase organization and planning knowledge and homework completion.

Example: Student needs additional para support in the classroom in order to make gains alongside age/grade peers.

c. Student has a decrease in service or placement:

Example: Student has made progress and no longer needs two (any number) classes daily in the Resource Room.

Example: Student has made progress and no longer requires daily para support in the general education classroom.

Example: Student has made significant progress and no longer requires Adaptive PE service. Goals have been met in Adaptive PE.

Example: Student has made gains and is showing more independence in organizational skills and no longer needs study skills in the Resource Room.

d. Student has a decrease/increase in services or placement

Example: Student has made satisfactory progress in Resource Room, so less pull-out service is needed. Para support will be increased as student will be in the general education classroom more has he/she has made gains toward independence.

e. Indirect/Consult

Example: Student’s progress has steadily increased and no longer needs direct service. Student will receive consult only services.

f. Dismissal

Example: Student no longer require special education services.

g. Withdrawal

Example: Parent requested that student be withdrawn from special education services.

h. Graduating

Example: Student will graduate from high school.

1. Age Out

Example: Student has reached the age to “age out” of special education services.

3. Options considered and why the options were rejected:

Example: Considered increasing or decreasing placement or service time, rejected due to current placement and time are meeting student’s educational needs.

Example: Considered continuing current placement or service time, rejected due to current placement or time not meeting the student’s education needs.

Example: Additional reinforcement of general education curricula is necessary (or not necessary if decreasing).

Dismissal Example: Considered continuing services, rejected as student has met goals and objectives and no longer needs this service.

Withdrawal Example: Considered continuing current placement and service time, rejected due to request of parent (or student if 18) to withdrawal from services.

Graduating Example: Student could continue to receive services until age 21, rejected due to parent’s (or student if 18) request to graduate and receive a high school diploma.

Age Out Example: Student has reached the age to “age out” of special education services.

4. Description of the data used as basis for the proposed or refused service:

Example: Team Decision, Student Report, Teacher Report, Parent Report, Observations, Classroom Grades, Classroom Performance, Formal Assessments, AIMSWEB probes, test scores, etc.

(Any of these that apply to this particular consent or others that may apply.)

Graduating Example: Student has completed all requirements for high school graduation.

5. Other factors relevant to the proposal or refusal (harmful effects):

This statement will automatically generate into this box for you.

The team has considered potential harmful effects including lost instructional time, social stigma, and/or time away from peers. The team believes the benefits of the proposed actions outweigh any potential harmful effects.

You may add other pertinent information that relates directly to your student as well.

Example: Student will not be with his non-identified peers in general education settings.

Example: Student may increase inappropriate behaviors in a general education setting.

Student may need to take initiative to be a self-advocate for any assistance needed.

Dismissal Example: Student will not be eligible to receive special education services.

Withdrawal from SPED Example:

Student may not continue to have education success without special education services.

Withdrawal from school Example:

Student will not have the same opportunities as a student who attains a high school diploma.

Graduating Example: Student has met all requirements for graduation.

Aged Out Example: Student has reached the age to “age out” of special education services

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DELIVERY

First Box: Teacher Name (Case Manager)

Check method of delivery of this notice.

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Request for Consent for Special Education Action – page 4

Place your name in the School Contact Person box along with school address and school phone number.

\*\* Parent will need to initial the BIG box indicating that they have been informed of all information relevant to these proposed actions.

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CONSENT

Parent will check the appropriate box for consent and sign and date the form.

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Parent must sign this form any time it is needed.

Send original to Keystone office and keep a copy for your student file.