

Sample Rejections Letter

Rejections letter IEP 2018-19

I reject the omission of:

- 1) At the bottom of page 3 it says he sometimes acts immaturely and does not communicate with his friends and converse about problems. Instead he will either explode or will act withdrawn. Please add, "This is his response to his communication disorder".
- 2) Warnings/timer before transitions.
- 3) A multisensory, rules – based reading program.
- 4) A checklist for directions written and monitored by the teacher or a paraprofessional as an organizational strategy.
- 5) Organization goal 2: assuming he is going to learn how to complete these objectives, the current performance level should reflect what he currently can do, not what he can't do. For example, he's going to organize his materials... With 80% accuracy. The question is, what percentage is he at right now? That way a parent can determine that their child has made progress. To say that he's going to independently perform the task of writing his homework legibly in his planner at 80% accuracy in 7 out of 10 trials, the parent and the teacher should sign his planner to ensure that the work gets done and is written appropriately. The benchmark for self-editing his work is premature when he needs help with learning "how" to self-edit because his written expression is in the deficient range. He first needs to learn how to write sentences and paragraphs, literally what to write in response to a stimulus. He needs to know and understand vocabulary words that can help him form sentences.
- 6) Summer services: I would like for him to be tested at the end of the school year and at the beginning of the school year September 2018 documenting whether or not he regressed over the summer. His scores are so low I don't see how he can be retaining what he learned last year, over the summer. I would like the team to reconvene once he has had this testing and determine his eligibility for summer services.
- 7) There is no specially designed instruction for reading/writing/math: Review of report cards basically show that he has made no progress in reading literature, reading informational text, reading with fluency to support comprehension, language, numbers and operations across the board since 2015. He needs goals and programs to teach him.
- 8) He needs small group services and goals in academics ELA, reading, written expression and math.
- 9) His communication benchmarks should include teaching him strategies for listening.

I reject the addition of:

- 1) The psychological evaluation information without mentioning the fact that he lost 21 points from his verbal comprehension score in three years, which impacted his IQ scores. Note: The full-scale IQ score in 2016 is not valid. To give full scale IQ score, the scores must be less than 12 points discrepant. The difference between 68 and 94 is 26 points.
- 2) PLEP A & B: “The student’s disability(ies) affect progress in the general curriculum as follows: the student’s specific learning disability impacts his organization, auditory attention, and listening comprehension, which affects progress across the general curriculum.” You forgot to change the specific learning disability to communication. Also, his executive functioning disorder is what impacts his organization. Please adjust the wording.
- 3) PLEP-A Accommodations: visual blockers when distracted and noise canceling headphones as needed. Discussion: how will the teacher know when he is distracted and when the noise canceling headphones are needed? The actual accommodation is not rejected we just need an explanation so that the person who is implementing these accommodations, will know when they are needed.
- 4) Full inclusion is rejected. He needs small groups in a language-based classroom to learn language, with goals in reading, written expression and math.

Rejections created by Toni Saunders M.S.PsyABA

Parent’s Signature of approval

Date

Summary:

Basically, he is a student with a communication disability which is the reason why reading, writing and math are so difficult. He doesn’t have the ability to be in an inclusion classroom evidenced by the fact he has made no progress in 3 years. He needs a language-based classroom and they are available in your district. I have spoken with his mother and she is willing to have him get services for an ELL student for about 6 months of data collection to see if his scores during testing are a result of not understanding English vocabulary or simply his auditory processing/communication disability. He was found not to have “Central Auditory Processing”, but it is clear he is not auditorily processing language, directions etc. So, he needs strategies to learn how to listen, he needs a reading program, writing program and math program in small group with baselines taken to chart progress.

I have counseled the parent to present this document as a partially rejected IEP and reject the placement. We will need a meeting before the beginning of the year to discuss all of this and come to a consensus of what will happen with his education in the next school year.