



Prior Written Notice

Student:	Student UID#	DOB:
School:	Grade:	Age:

**PRIOR WRITTEN NOTICE
Decisions of the Local Education Agency**

The purposes below apply to this meeting:

Eligibility	Educational Placement/Change in Placement
Annual Review	Disciplinary Change in Placement
Reevaluation	Other:

Commented [CAH1]: These purposes reflect the actual areas discussed during the IEP Team meeting.

Dear _____:
(Parent/Guardian/Student)

State and federal laws regarding students with disabilities require that the Local Education Agency (LEA) notify and inform you if certain changes are being made to your child's educational program. You must be informed when the LEA:

1. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education (FAPE) to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

EXPLANATION OF ACTION(S) PROPOSED:

1. Description of action(s) proposed:

[Empty box for description of action(s) proposed]

Commented [CAH2]: These are the final actions proposed by the LEA.

Commented [CAH3]: The actions proposed should be specific to the identification, evaluation or educational placement of the child or the provision of FAPE.

2. Explanation of why the agency proposed to take the action:

[Empty box for explanation of why the agency proposed to take the action]

Commented [CAH4]: The LEA provides the reason(s) for the proposed actions. This is intended to document the reasons for the final decision. Other options discussed are documented in item #6.

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EXPLANATION OF ACTION(S) REFUSED:

3. Description of action(s) refused:

Commented [CAH5]: A refusal is different from the options rejected. The refusals are specific to parent/guardian/student requests that are refused at the conclusion of the IEP Team meeting. The IEP Team meeting may and should consider parent/guardian/student requests during the course of the meeting. However, those requests that are refused at the conclusion of the meeting must be documented here.

If no actions are refused, the IEP Team may note "No actions refused"

4. Explanation of why the agency refused to take the action:

Commented [CAH6]: This explanation provides the reason why the parent/guardian/student request(s) is/are refused.

5. A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action(s):

Commented [CAH7]: All the data used to support the LEA's proposals and refusals are documented here. Data must be explained. Listing the assessment, etc. without a description is not sufficient.

This is the final decision of the local education agency. If you (Parent, Guardian or Adult Student) disagree, you are entitled to the due process rights that are described in the *Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards*.

For an explanation of the rights described in the Procedural Safeguards: Handbook on Parents' Rights, or an additional copy, please contact your school principal or local director/coordinator of Exceptional Children Programs. Additional information can be obtained through the Exceptional Children's Assistance Center (ECAC), 1-800-962-6817.

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6. A description of other options that the IEP Team considered and the reasons why those options were rejected:

[Empty text box for item 6]

Commented [CAH8]: This description documents the options that were considered by the IEP Team but rejected. This is not the same as a refusal. Options considered is meant to document the variety of options the IEP Team considered when developing an appropriate individualized program but rejected in favor of the action(s) that was/were documented in Item #1 – action(s) proposed.

7. A description of other factors that are relevant to the agency's proposal or refusal:

[Empty text box for item 7]

Commented [CAH9]: Relevant factors are elements that informed the IEP Team's decision. This is different from assessment data and could be factors such as anticipated transition to middle or high school, etc.

This decision will be implemented on: --/--/----

Prior Written Notice was given to the parent by:		Date: --/--/----
Prior Written Notice was delivered by:		Date: --/--/----

Commented [CAH10]: This date documents the date that the proposed actions will be implemented. Careful consideration should be given to this date in light of: (1) the date that the actions proposed are able to be FULLY implemented; (2) providing adequate notice for parents to seek dispute resolution options if in disagreement with the actions proposed.

Commented [CAH11]: Parents should receive a copy of the prior written notice BEFORE the date the decisions are implemented.



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IEP TEAM PARTICIPANTS

The following individuals were present and participated in the IEP Team decision(s). (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused. Note with an asterisk (*) if any team member who used alternative means to participate.)

Name/Signature	Position	Date
	Parent/Guardian/Student	
	Parent/Guardian/Student	
	Parent/Guardian/Student	
	LEA Representative	
	Special Education Teacher	
	General Education Teacher	
	Interpreter of Instructional Implications of Evaluations	

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