

## Prior Written Notice PR-01

Fed. (20 U.S.C. 1416 (a)(3)(A))  
State 3301-51-05

**Purpose:** to document WHAT you are doing and WHY, as well as HOW. There should be no “NA’s” .

**Timeline:** within a reasonable time (2-3 weeks) before proposes to or refuses to take specific actions - unless otherwise specified, and following a decision for change of services or placement.

**Must be:** in native language (i.e. translated in written form – Braille, Spanish... and with an interpreter if parent is hearing impaired)

### Type of Action Taken:

#### PROPOSES TO INITIATE AN INITIAL EVALUATION

- Within **30 days of date of referral** – list possible assessments (i.e. \_\_\_ or \_\_\_ ) OR list area of functioning to be evaluated (i.e. pragmatic language functioning, intellectual abilities)
- i.e. to show what **options were used to determine an evaluation was needed** (i.e. records review, work samples, interviews...), evidence of evaluation team planning and to document **interventions tried**
- i.e. child moves in from **out of state** with IEP and team needs more information (i.e. to serve, suspect wrong placement) wants to do an evaluation – since out of state becomes an **initial** evaluation.

#### REFUSAL TO INITIATE AN EVALUATION

- i.e. **parent requests** an initial evaluation and **district doesn't suspect a disability**, PWN must contain evidence as to WHY it isn't suspected

#### EXPEDITED EVALUATION

- i.e. **district proposes to conduct an evaluation in advance** of state mandated time frames

#### PROPOSES TO CHANGE THE IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT OF A CHILD OR PROVISION OF FAPE

- **Identification**
  - i.e. team feels student should change to :
    - **having a disability**, or
    - to **go to a different disability category** (i.e. speech to SLD), or
    - to change to a **child without a disability** (i.e. removal from special ed)
- **Evaluation**
  - i.e. team wants to **review the planning form to allow for changes in evaluation**
- **Educational placement (Least Restrictive Environment)**
  - i.e. team feels that **educational placement should change to:**
    - **more restrictive** on the continuum (i.e. resource room)

Note: a **change from one building to another does NOT constitute a change of placement**

- i.e. **18 year old exits self** from special education – parents are sent PWN to notify
- i.e. **18 year old doesn't show up for special ed** – parents are sent PWN to notify students refusal to show up
- **FAPE**
  - i.e. **entering/adding a related service**
  - i.e. **increasing or decreasing time** to a related service
  - i.e. **exiting a related service** (i.e. child no longer needs services)

#### REFUSAL TO CHANGE THE IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT OF A CHILD OR PROVISION OF FAPE

- **Identification**
  - i.e. **parent asks that student's identification be changed from one category to another**, district provides PWN stating WHY they don't feel it is appropriate

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- **Evaluation**
- **Placement**
  - i.e. **parent wants child placed in another setting** (A), district provides PWN stating that (A )was considered and the reasons WHY the district chose (B)
- **FAPE**
  - i.e. **disagreement with parent around a service issue** (i.e. amount of related service time, full time aide) PWN states that the district is NOT offering \_\_ based on these reasons.

### CHANGE OF PLACEMENT

- i.e. team is **moving child to a more/less restrict setting**– however IEP can serve as notice if parents sign/are in agreement

### CHANGE OF PLACEMENT FOR DISCIPLINARY REASONS

- i.e. district **proposing team meet to discuss an interim alternate educational setting**

### REEVALUATION

- i.e. every **3 years - ETR**
- i.e. No additional testing is being sought by the team – PR-01 to parents about their **right to request additional testing.**
- i.e. **team wants additional testing** – to identify what additional data is needed
- i.e. child moves in from **within state** – team **wants to do an evaluation** (i.e. questions evaluation, identification, placement)
- i.e. **adding a related service** – an evaluation would need to be accomplished first to determine if adding the service is appropriate or not
- i.e. team feels student should be **removed from special ed** – 1<sup>st</sup> would propose to reevaluate and then 2<sup>nd</sup> would propose to change Identification (after the evaluation is complete)

### IEP ISSUES/MEETINGS WHERE THE PARENT(S) DISAGREE WITH THE DISTRICT

- i.e. prior to **revision or amendment of IEP** during the year (i.e. make changes, student moves in with active IEP from somewhere else and team wants to revise as needed)
- i.e. If **parents don't agree with the IEP or changes on IEP** – PWN stating that parents are in disagreement with IEP
- i.e. **parents are refusing a district IEP -to parentally place their child in a parochial school**
- i.e. **if parents agree with IEP** – IEP serves as PWN

### DUE PROCESS HEARING, OR AN EXPEDITED DUE PROCESS HEARING, INITIATED BY THE DISTRICT

### GRADUATION FROM HIGH SCHOOL

- i.e. **student is graduating and accepting diploma** (Summary of Performance is given to assist with transition)

### EXITING HIGH SCHOOL DUE TO EXCEEDING THE AGE ELIGIBILITY FOR FAPE

- i.e. **student has met graduation requirements before , but is accepting diploma at age 22-** (Summary of Performance is given to assist with transition)

### OTHER

- i.e. **Annual review** – (send with parent invitation PR-02)
- i.e. **due process hearing initiated by district**

Note: PR-01 can be provided electronically with parent agreement"

"When in doubt send PR-01" (It never hurts you).