

NOTE: PWN must be provided **AFTER** the decision to propose changes, but **BEFORE** implementing the change.

School District/Public Agency	<h2 style="margin: 0;">Prior Written Notice</h2> <h3 style="margin: 0;">34 C.F.R. §300.503</h3>
Contact Person and Number	

Name of Student	WISER ID	DOB	Grade	Date
Sample Student				

The school district must give you a written notice whenever the school district: (1) Proposes to initiate or change the identification, evaluation or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child; or (2) Refuses to initiate or change the identification, evaluation or educational placement of your child or the provision of FAPE to your child. You and your child are entitled to procedural safeguards under the Individuals with Disabilities Education Act (IDEA). A copy of the Notice of Procedural Safeguards can be obtained from your child’s school or the WDE website at www.edu.wyoming.gov. It contains a list of resources for parents to obtain assistance in understanding the IDEA.

Written Notice of Special Education Action

Description of the action the school district or public agency proposes or refuses to take:

The school should clearly describe any proposed changes, including the effective date of the changes, regarding the student’s evaluations, identification (eligibility), educational placement or the provision of FAPE.

OR

The school should clearly describe any refusals to requests made by the parents to change any matter regarding the student’s evaluations, identification (eligibility), educational placement, or the provision of FAPE. (For example, the parent requests an evaluation, and the school declines the request.)

Explanation of why the school district or public agency is proposing or refusing to take that action:

The school should explain the reasons for the proposed change. Parents should expect to see information regarding the student’s improved performance, lack of anticipated progress, recent successes, or recent struggles.

OR

Parents should expect to see an explanation of why the school is refusing a parent request. (For example, the school may disagree with the parent’s request to provide the student a 1:1 aid. This section should address the reasons the school is refusing to provide a 1:1 aid in student-specific terms, i.e. current educational needs, detrimental social effects, etc.)

Description of each evaluation procedure, assessment, record or report the school district or public agency used as a basis for the proposed or refused action:

This section should contain current data supporting the proposal or refusal. Data may include evaluation results, progress monitoring data, disciplinary referrals, outside evaluations, current grades, information from parents, etc. Every proposal or refusal should be supported by data or other information in the student’s record or provided by the parents.

Description of any other options the team considered and the reasons why those choices were rejected:

Rarely is only one option considered. The school should describe the other options considered and why those options were not selected. (For example, the team considered special transportation for the student, but rejected that choice because siblings ride the same bus as the student, increasing his comfort level and opportunity to practice social skills.)

Description of other relevant factors:

Other relevant factors might include things like medication changes, a death in the family, a recent family move, long term absence of a service provider, or any other issue or circumstance that may have bearing on the student’s participation or performance at school.