



Prior Written Notice (PWN) Guide

This resource consists of two items, a note taking guide and a clarification tool. They are meant to be used hand in hand to assist teams in crafting a student specific PWN that contains all the required components. The note taking guide can be used to take notes during special education meetings and may assist teams in categorizing discussion items to later be used in developing the Prior Written Notice (PWN). Teams can utilize this note taking guide to support the discussion and participation of all team members. Decisions are driven by the needs of the student and are to be made by the student's team based on the specific supports and services required by the student to access and progress in the general curriculum. No single team member can make unilateral or predetermined decisions. If the team is unable to reach consensus, the Public Education Agency (PEA) representative is required to make the decision. The clarification tool should be used in conjunction with the note taking guide to develop the student specific PWN. It can be used to help ensure teams include all the required components of a PWN.

***Use of this tool is not required and does not equate to meeting programmatic monitoring requirements or associated state and federal regulations. Examples and/or points of consideration included are not exhaustive.**



Note Taking Grid

Topic Area/Probing Questions	Notes
Meeting Purpose: • What is the purpose of the meeting? • What type of meeting? (IEP, Review of Existing Data, Eligibility Determination, etc.)	
Student Data: • What new data is available to review? (assessments, classroom-based performance, anecdotal observations/notes, other student records or pertinent data, etc.)	
Student Progress: • How is the student progressing towards his/her IEP goals? • How is the student progressing in the general education curriculum? ○ Academically? ○ Behaviorally/socially? ○ Functionally?	



Topic Area/Probing Questions	Notes
Changes to Programming/Eligibility: • Is the student's current placement providing the best access and progress in the general curriculum? • Has the student's eligibility or need for special education services changed? • Are the student's current services adequately supporting the student in accessing and progressing in the general curriculum? • Are any programming or service changes needed?	
Data Needs/Considerations: • Is there any data that is missing that would better support the team in the decision-making process? • What other considerations has the team discussed to best support the student's current needs?	
Concerns/Unmet Needs: • Are there any concerns from team members? If there are concerns, what information was provided? What solutions were suggested? • Based on the team discussion and data presented, are there any student needs that are currently not being met for the student to be successful?	



Topic Area/Probing Questions	Notes
Resources (parents, student, staff, etc.): • Are there any resources requested/needed by team members? • Are there resource recommendations that may assist team members in supporting the student?	

PWN Clarification Tool

PWN Components
The PWN includes a description of action(s) proposed or refused by the PEA. All actions and refusals must be identified, should be student-specific, and should accurately reflect decisions made. 300.503(b)(1) * Clearly outline the specific action the LEA is proposing or refusing to take, whether it involves identification, evaluation, educational placement, or the provision of FAPE. * Be detailed and precise, ensuring that parents and adult students understand exactly what is being proposed or refused. * Avoid ambiguity and provide enough context to make the action clear to someone who may not be familiar with educational or legal terminology or was unable to attend the meeting.
The PWN includes an explanation of why the agency proposed or refused to take action. 300.503(b)(2) * Be thorough in explaining the reason(s) behind the LEA's decision. * Connect the decision to the child's individual situation
The PWN includes a description of any options considered and why those options were rejected. 300.503(b)(6)



PWN Components

- * Explain any alternative actions that were considered by the multi-disciplinary evaluation team and/or IEP team
- * Could include areas of eligibility or need, educational placements or services, or other topics of discussion related to action proposed or refused
- * Provide the rationale for why these alternatives were not chosen.

The PWN includes a description of evaluation procedures, tests, and records used as a basis for the decision. 300.503(b)(3)

- * Detail all evaluation procedures, assessments, records, reports, and any other information used to inform the decision.
- * Can include: formal assessments, observations, academic records, and other data considered by the IEP/IFSP team

The PWN includes a description of any other factors that are relevant to the agency's proposal or refusal. 300.503(b)(7)

- * Any additional information that was relevant to the decision-making process.
- * Could include contextual factors such as the student's recent progress, behavioral considerations, or input from other professionals that influenced the final decision.

If the PWN is issued for any reason other than an initial referral for evaluation, it includes a statement of how a copy of the PSN can be obtained. 300.503(b)(4)

- * There must be a statement related to contact information (name or title and number of whom to contact) within the district/at the school site so the Procedural Safeguards Notice (PSN) can be obtained.

The PWN includes sources to obtain assistance in understanding the notice. 300.503(b)(5)

- * Contact information for individuals or organizations that can assist parents and adult students in understanding the PWN and their rights.
- * This might include contact information for the school's special education coordinator, local advocacy organizations, community parent organizations, or statewide resources



PWN Components

- * May include Arizona Department of Education/Exceptional Student Services, Arizona Center for Disability Law, or Encircle Families.
One of the sources could be the PEA, including the PEA's phone number and a contact name.