



**Special Education Conference
2025**

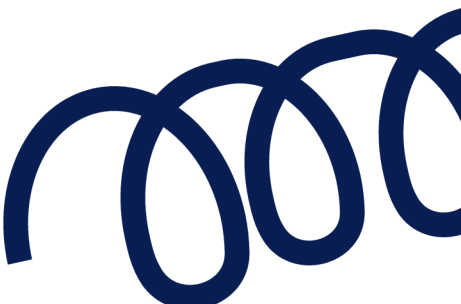
IEP NOTES & PRIOR WRITTEN NOTICES (PWNS)

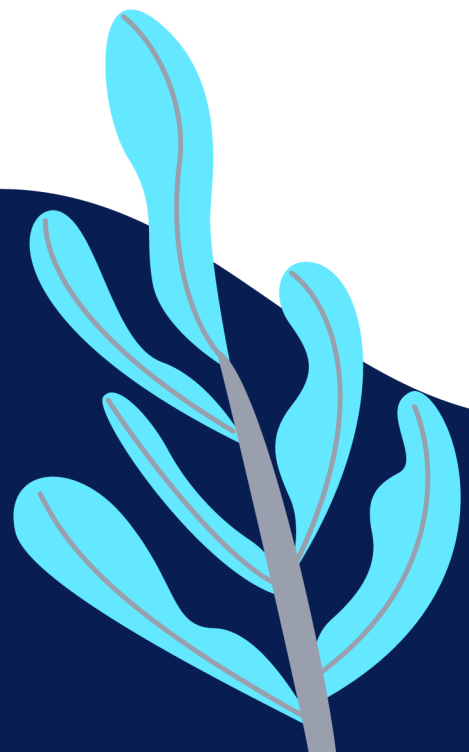
**Dr. Alicia Ledesma,
Special Education Coordinator**





AGENDA

- *IEP Notes*
 - *Purpose & Importance*
 - *Areas to Document*
 - *Writing Professional IEP Notes*
 - *Parent Participation & Concerns*
 - *Helpful Do's & Don'ts*
 - *Prior Written Notices*
 - *What to Include & Document*
- 





PURPOSE & IMPORTANCE

- *Document meaningful parent participation*
 - *Clarify complex decisions beyond IEP forms*
 - *Fulfill legal requirements under IDEA & Ed. Code*
 - *Provide transparency and protect all stakeholders*
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THE IEP MEETING - BE READY

PRIOR TO THE IEP

- *Use a clear agenda & meeting norms*
 - *We have samples in our shared drive*
- *Assign facilitator & note-taker (district staff)*
 - *Establish who will*

DURING THE IEP

- *Avoid pre-writing notes; use scaffolds/sentence starters*
- *Make sure discussion is documented*
- *Stop and ask for clarification if necessary*


AFTER THE IEP

- *Review key points to ensure that they were captured*
- *Make sure to check for typos/grammer mistakes*



AREAS TO DOCUMENT

- *Meaningful parent participation*
- *Parent questions & district responses*
- *Data and assessments reviewed*
- *Areas of need & new goals*
- *Discussion of LRE & placement options*

- *Concrete offer of FAPE (clearly identify options considered vs. what is offered)*
 - *Signatures & excusals*
 - *Summarize discussions instead of relying only on IEP checkboxes*
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WRITING PROFESSIONAL IEP NOTES

- *Summarize instead of writing verbatim*
- *Avoid excessive typos; ensure legibility for credibility*
- *Use titles/roles instead of names*
- *Third-person, objective tone*
- *Avoid slang and ensure clarity*
- *Use paragraphs for readability*



MEANINGFUL PARENT PARTICIPATION

- *Parents have meaningfully participated when they:*
- *Attend the meeting*
- *Are informed of the child's needs*
- *Have the opportunity to disagree or request changes*
- *Notes should reflect parent comments & questions*

*Failure to document this is a denial of FAPE.**



RESPONDING TO PARENT CONCERNS

- *Consider all parent requests, even if not agreeing*
- *Document:*
 - *The request and reason*
 - *Team discussion*
 - *District response with rationale*
- *Parents don't have veto power but should be active participants (based on case law)*
- *Use proactive language: "The district will consider this request and respond within 15 days."*

HELPFUL TIPS & DO'S & DON'TS

DO

- ✓ *Use polite, respectful language.*
- ✓ *Base decisions on data.*
- ✓ *Read notes aloud/share before adjourning.*
- ✓ *Document who attended (name & title) and procedural safeguards shared.*
- ✓ *Document reasons for disagreements and include "to-do" items with responsible party.*
- ✓ *Assign follow-up tasks clearly and number all pages.*

DON'T

- ✗ *Avoid vague summaries.*
- ✗ *Avoid pre-determination.*
- ✗ *Avoid using names instead of roles.*
- ✗ *Avoid adversarial language.*
- ✗ *Avoid committing non-participating staff to tasks without consultation.*

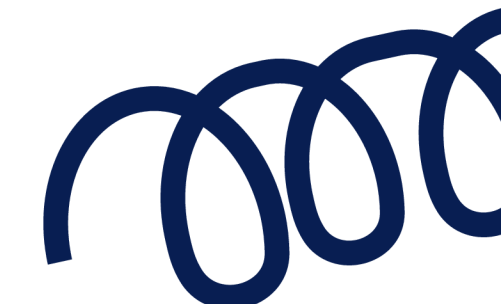


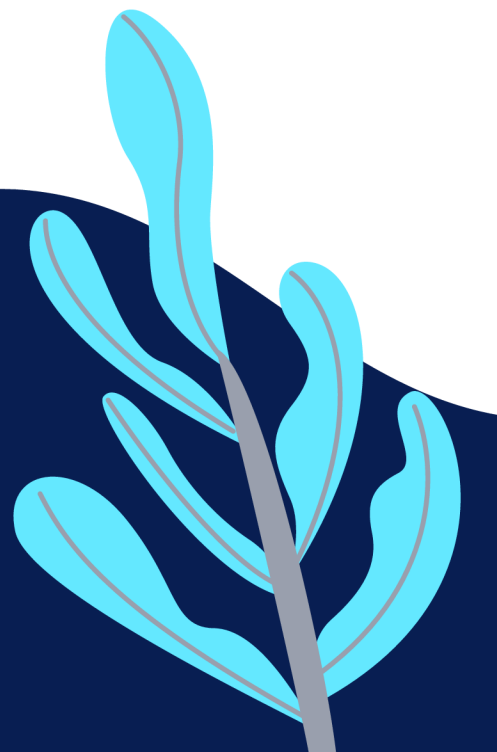
**PRIOR WRITTEN
NOTICES (PWN)**





PRIOR WRITTEN NOTICES (PWNS)

- *When to write:*
 - *Proposing or refusing changes to:*
 - *Identification*
 - *Evaluation*
 - *Placement*
 - *Provision of FAPE*
 - *Purpose: Inform parents of decisions and allow time to respond.*
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WHAT PWNS MUST INCLUDE

- *Description of action proposed/refused*
- *Explanation & supporting data*
- *Other options considered & why it was rejected*
- *Procedural safeguards*
- *Resources for parents*
- *Other relevant factors*

34 C.F.R. 300.503(b)

SAMPLE

The following shall serve as your Prior Written Notice to propose or refuse the:

- Identification
- Evaluation
- Educational Placement
- The provision of a free appropriate public education to your child

Description of

- proposed or
- refused action

Reason(s) for

- proposed or
- refused action

SAMPLE

Description of evaluation procedures, tests, records, or reports used in deciding to propose or refuse this action

Description of other options considered and reasons for rejecting them

Other factors relevant to the proposal or refusal

SAMPLE

- THE DISTRICT RECENTLY CONVENEED ALEX'S PLAN REVIEW (ANNUAL) IEP TEAM MEETING AND PARENT WAS IN ATTENDANCE.
- ALEX IS A SOPHOMORE AND THE TEAM REPORTED HE IS READING 3 YEARS BELOW GRADE LEVEL AND IS ONE YEAR BELOW GRADE LEVEL IN MATH.
- PARENT RAISED A CONCERN ABOUT DECODING AND QUESTIONED HOW THE TEAM WAS GOING TO HELP HIM CLOSE THE GAP IN READING.
- READING GOALS WERE DEVELOPED IN DECODING AND READING COMPREHENSION. THE IEP OFFERED ENGLISH COLLAB CLASS AND SAI STUDY SKILLS PERIOD.

SAMPLE

- PARENT WENT HOME AND STEWED ON THE TEAM ONLY CREATING TWO READING GOALS. AND HOW WAS A COLLAB CLASS GOING TO HELP HIM CATCH UP 3 YEARS?! THERE'S 30+ KIDS IN THAT COLLAB ENGLISH CLASS. WHERE IS HIS 1:1 READING INSTRUCTION??? HE NEEDS A RESEARCHED BASED READING PROGRAM! THANKFULLY PARENT HEARD ABOUT LINDAMOOD BELL
- PARENT SUBMITS A LETTER REQUESTING THE DISTRICT FUND LMB FOR 220 HOURS OVER 8 WEEKS. IT MAY JUST BE BETTER FOR ALEX IF HE GOES TO LMB IN THE MORNING AND COMES TO SCHOOL AFTER LUNCH.

PWN RESPONSE

1. REQUEST:

- THIS IS THE DISTRICT'S PRIOR WRITTEN NOTICE RESPONDING TO YOUR JANUARY 6, 2024 REQUEST FOR IT TO FUND AND/OR REIMBURSE FOR LMB SERVICES FOR ALEX.

2. DESCRIPTION AND EXPLANATION OF THE PROPOSED/REFUSED ACTION:

- CITE THE PLAN REVIEW/ANNUAL IEP MEETING: WHAT WAS DISCUSSED, READING PROGRESS/GOAL PROGRESS, HOW DID THE TEAM ADDRESS PARENT'S DECODING CONCERN, WHAT WAS DEVELOPED FOR GOALS IN READING, WHAT WAS THE FAPE OFFER, HOW WOULD THE FAPE OFFER SUPPORT HIS READING PROGRESS.
- INCLUDE THE AFFIRMATIVE FAPE STATEMENT: THE DISTRICT BELIEVES IT'S DECEMBER 11, 2023 ANNUAL IEP IS APPROPRIATE FOR ALEX AND OFFERS, PROVIDES, AND/OR MAKES AVAILABLE TO HIM A FAPE IN HIS LEAST RESTRICTIVE ENVIRONMENT INCLUDING ACCURATE PRESENT LEVELS OF PERFORMANCE, MEASURABLE GOALS IN ALL AREAS OF NEED INCLUDING READING - AND APPROPRIATE ACCOMMODATIONS, SUPPORTS, PLACEMENT AND SERVICES FOR HIM TO OBTAIN AN EDUCATIONAL BENEFIT.
- AS SUCH, THE DISTRICT DOES NOT BELIEVE THAT LMB IS APPROPRIATE OR NECESSARY FOR ALEX AT THIS TIME.
- HOWEVER, THE DISTRICT IS WILLING TO PROVIDE ALEX WITH 1:1 READING INSTRUCTION WITH A RESEARCH-BASED READING PROGRAM FOR 3X20 MINUTES WEEKLY DURING HIS SAI STUDY SKILLS CLASS.

PWN RESPONSE

4. DESCRIPTION OF EVALUATION PROCEDURES, TESTS, RECORDS, OR REPORTS USED IN DECIDING TO PROPOSE OR REFUSE THIS ACTION:

DISTRICT CONSIDERED ALL RELEVANT INFORMATION INCLUDING YOUR JANUARY 6, 2024 CORRESPONDENCE, RECENT DECEMBER 2023 IEP AND YOUR INPUT, ALONG WITH YOUR ADVOCATE'S, READING/GOAL PROGRESS, AVAILABLE ASSESSMENT AND DATA, TEACHER INPUT, REPORT CARDS, AND ANY OTHER RELEVANT INFORMATION THE DISTRICT POSSESSES CONCERNING ALEX.

5. DESCRIPTION OF OTHER OPTIONS CONSIDERED AND REASONS FOR REJECTING THEM

THE DISTRICT CONSIDERED GRANTING AND DENYING YOUR REQUEST FOR LMB BUT CHOOSE TO DENY IT FOR THE REASONS STATED ABOVE.

6. OTHER FACTORS RELEVANT TO THE PROPOSAL OR REFUSAL:



THANK YOU!

