

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

MEMORANDUM

August 7, 2009

TO: ADMINISTRATORS, SPECIAL EDUCATION AND  
RELATED SERVICES, STAFF AND TEACHERS

FROM:   
JERRY SJOLANDER, EXECUTIVE DIRECTOR  
SPECIAL EDUCATION

SUBJECT: ISSUING PWN's AND IMPLEMENTATION OF IEP's

In the last several school years, the District has followed the Department of Education guidance and state handbook that the IEP must be implemented immediately upon its completion. With that guidance in mind and the obvious conflict of the District's obligation to provide Written Prior Notice of such a decision, I authored and distributed a memo entitled "Reconciling Inconsistent Practices regarding the Issuances of a Prior Written Notice and Implementation of I.E.P. changes" dated September 2006. This memo reveals that guidance.

When do we need to issue a PWN?

1. When the District proposes to initiate or change the identification, evaluation, educational placement or provision of FAPE to a student, a Prior Written Notice is required.
2. When District refuses a parent request regarding the identification, evaluation, educational placement or provision of FAPE to a student.,

Once a team meets to make a decision regarding a student's identification, evaluation, IEP or placement, what happens next?

1. The parent should be orally notified at the meeting that the PWN is written following the meeting and the date of proposed implementation of any changes to IEP or placement.
2. A PWN is to be issued within 3 school days of the completion of a meeting. The PWN is to use clear and concise language to identify the District's proposal to the parent or refusal of a parent request.

3. The PWN is to identify the date upon which the decision will be implemented. The date of implementation **cannot** occur before 5 days after the meeting at which the decision was made.

How does a district representative respond when a parent requests the team "hold implementation of the IEP"?

Best practice dictates that the district representative schedule a meeting in a timely manner to insure that the parent's concerns and requests are meaningfully discussed by the IEP team. The district representative needs to remember that the District's responsibility is first to the student and to ensure we have an individualized program tailored to provide FAPE to the student. Options that the district representative may also consider include:

1. Implementing the IEP or changes dictated by the consensus of the team and scheduling a team review of how those changes are working for the student;
2. If the parent is indicating additional information will be forthcoming, implementing the IEP currently dictated by the consensus of the team and reminding the team and parent of the amendment process to address new information that may come later.
3. Scheduling a second meeting to continue discussion on a particular topic for which consensus may not have been achieved.