

Transition and Related Services: Parental Prior Written Notice (PPWN) – Guidance and Examples

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Disclaimer: South Dakota Department of Education, special education guidance documents are for general information purposes only. Individual Education Program (IEP) teams should not rely upon this information as a basis for making IEP decisions. Remember, IEP decisions should be individualized to the student and copying the examples below may not be appropriate.

Purpose

Prior written notice (PWN) is required prior to implementing any change in identification, evaluation, placement or the provision of Free and Appropriate Public Education (FAPE), regardless of whether an IEP meeting was held or not.

The PWN must clearly reflect an **individualized** comprehensive overview of the proposal(s) agreed to and/or refused. The notice provides the parent/guardian a comprehensive overview of the changes and affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.

Written notice must be given to the parent/guardian a minimum of five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parent/guardian.

Note: **The waiver should only be used on a limited basis.** The five-day notice provides the district and parent/guardian time to ensure new IEP is ready to implement and provide parent/guardian time to consider the proposal. If parent/guardian does waive the five-day waiting period, the district must document the agreement.

Prior Written Notice Requirements

The school district is required to give written notice and receive written consent whenever the school district proposes to conduct an evaluation or reevaluation of your child.

24:05:30:05. Content of notice. The notice must include the following:

- (1) A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the IEP team considered and the reasons why those options were rejected;
- (2) A description of each evaluation procedure, assessment, record, or report that the district uses as a basis for the proposal or refusal;
- (3) A description of any other factors which are relevant to the district's proposal or refusal;
- (4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this article and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (5) Sources for parents to contact to obtain assistance in understanding the provisions of this article.

When PWNs are acceptable when:

- Student focused or individualized to the student

- Reflects IEP team decisions and discussion

Not Acceptable Examples:

- Student's three-year re-evaluation date is due.
- According to state regulations, we are required to
- The IEP team did not have anything to reject at this time.
- Annual IEP was discussed and all approved.
- The state completed an accountability review and informed us we had to...

Transition

Component A: Explanation of why the district proposed or refused to take the action.

PWN Consent Examples:

- Student completed a transition assessment last year on _____ because Student turned 16 on _____. This assessment will be pulled forward and areas identified by the team updated.
- Student is currently taking an employability class. The team will use information gathered from the course regarding interest inventories and aptitude skills, assessment on workplace responsibilities, etc. to assist with transition planning.

PWN after decisions such as eligibility and/or IEP meetings

- "Did the team decide to include an independent living post-secondary goal? If so, what was the reason for that decision?"
- Why was the specific transition service selected or added?
- Will the student participate in employment-related activities?
- Is the student currently on track to earn a diploma? If not, what are the reasons?
- Did the team decide to modify the student's diploma course requirements, and was the pros and cons discussed?
- Outside agency involvement:
 - Plan to invite in the future
 - Plan to connect the parent and student later (added as a transition activity)
- Did the team consider the student's employment goal? Did they believe it was achievable? Were changes or activities added to support or strengthen the MPSG?
- Transfer of rights was discussed and will occur _____
- Is the student applying for project skills? Why?
- The student currently has a driver's license, worked during the summer at ____ and has requested to return next summer, is on track to graduate with a regular diploma, and the team determined transition activities should focus on _____.

Component B: Description of other options that the IEP team considered and the reasons why those options were rejected:

PWN Consent Examples

- The team declined conducting a new transition assessment because one was recently completed on ____.
- The team chose not to use ____ for the transition assessment and decided to use ____ instead due to ____.

PWN examples after decisions such as eligibility and/or IEP meetings

- If student does not require an independent living measure post-secondary goal, why?
- Transition activity was proposed and team decided not to add it and why?
- Team decided to wait until next year to implement ____ activity because ____
- The student is currently too young to participate in Project Skills (employment). However, the application process for vocational rehabilitation will begin next school year, as documented due to the student's credit-recovery needs, the team was unable to document ____.
- Inviting an outside agency was discussed but declined; document why?
- Graduation requirements were reviewed, including _____. The team determined that the student's specialized instructional needs and modified coursework will _____.

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

PPWN Consent and/or after IEP team decisions

- Student interest survey results completed on ____.
- Diagnosis of ____ on ____ by _____.
- ____ transition assessment completed on ____.
- Principal report detailing courses completed and those still needed for graduation.
- ____ agency input and information regarding ____.
- Reviewed parent and student checklist completed for steps to attend ____.
- ____ college acceptance letter and accompanying checklist.
- Written input from guidance counselor
- Written input and information on ____ from ____ agency
- Student document preferences and interests completed on _____
- Transition report
- Personal finance teacher
- Parent input

- Career Technical Education (CTE) teacher input

Component D: Description of other factors that are relevant to district's proposal or refusal:

PPWN Consent Examples

- Parents requested strategies for interacting with individuals unfamiliar with _____ who may struggle to understand their child.
- Student has been accepted to _____ after high school.
- Student is participating in _____ this may impact availability to evaluate.
- Consent to invite outside agency is included in the PWN consent packet, please sign and return.

PWN examples after decisions such as eligibility and/or IEP meetings

- Concerns when transition to _____.
- Post-secondary activities family has completed or will do.
 - Parent and student will tour _____ this school year.
 - Applications for _____ completed.
 - Plan to retake the ACT on _____.
- Parents inquired about online course options (dual credit).
- Parent or student invited _____ to meeting.
- Parent was provided resources on supported decision-making and levels of support.
- Parent requested a list of agency resources and district will follow up by _____.
- _____ teacher identified planned activities for the upcoming _____.

Speech Language

Component A: Explanation of why the district proposed or refused to take the action.

PPWN Consent Examples:

- Parents, teachers, paraprofessionals, and peers have increasing difficulty understanding the student's requests or narratives. Listening observations indicate the student is missing _____.
 - School hearing screenings show concerns with _____, which may affect speech. An additional hearing screening will be conducted by _____.
 - Parents and teachers report the student is struggling to understand directions, stories, and peer conversations, resulting in incorrect responses or difficulty expressing thoughts.
 - The student is aging out of the Birth to 3 program. The team reviewed strengths, needs, current services, and supports, determining the need for evaluation under Part B in developmental delay areas. Persistent challenges include articulation, language, and emerging pre-academic skills.
 - As _____ enters the 18–21 program emphasizing employment and independent living, the team agreed to complete components of the _____ assessment (e.g., language, social communication) through observations in community settings and current Project Skills job placements.
 - The student has met their language and articulation goals. The speech language therapist is proposing to conduct evaluation to dismiss student from special education. Upon input from the student's teachers and principal, there is concern in _____, so evaluation in areas of _____ will be added because _____.
-

PWN examples after decisions such as eligibility and/or IEP meetings

- What areas does the student qualify?
- Was there a change in eligibility? Why or why not?
- Evaluation was not completed by _____. Team determined it was (was not) necessary for eligibility determinations because _____.
- Who did the parent invite to the meeting that was not on the meeting notice? Did you document parent brought participant?
- Assistive technology needs were identified in _____. Record whether the district agreed or disagreed and describe next steps.
- Provide rationale for determining speech service frequency, duration, and location.
- Early childhood: explain why providing services with peers is the most appropriate setting for the student.
- Parent input and concerns about communication skills helped make what decision?
- Why did the team decide on that accommodation?

- Why did team determine direct services by SLP instead of through consultation?
- Parent requested a goal related to social interaction. What was the IEP teams' decision?
- Hearing issues documented by _____ impacted the district's decision on _____.
- Student placement was changed due to _____, supported by _____.

Component B: Description of other options that the IEP team considered and the reasons why those options were rejected:

PPWN Consent Examples

- Upon review of data collected and input from the IEP team, no behavioral concerns, visual, oral expression, articulation etc. were noted. These areas will not be included in the evaluation plan.
- Parents had documentation the student's hearing was tested with no concerns. District will not conduct a hearing screening this time.
- Parents would like an assistive technology assessment for _____. The district disagrees because _____ data indicates current strategies are working.

PWN examples after decisions such as eligibility and/or IEP meetings

- The team discussed why the instructional setting of _____ was not appropriate for the language goal because _____.
- Both articulation and language were assessed. Articulation will not be added as a related service because _____.
- The student's hearing screening on _____ showed no impact on _____.
- The team considered an annual goal for managing hearing aids; the request was declined because the student may be too young and parents prefer to begin instruction at home.
- The IEP team determined the student will discontinue receiving language as a related service due to goal completion, strong progress in general education, and the student's refusal to attend the last four sessions. Parents expressed concern about future regression; the team agreed to reconvene if progress declines.

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

PPWN Consent Examples

- First-grade teacher and Title teacher provided listening-comprehension assessments, observational data, and documentation of interventions administered from August to November 2025.

- Birth to 3 expressive-language goals and progress reports collected by _____ from January to May 2025.
- Hearing test results from Dr. _____ on _____.
- Report from Dr. _____ indicating the student has a cleft palate affecting _____.

PWN examples after decisions such as eligibility and/or IEP meetings

- Student's input on attending therapy sessions.
- Progress reports on _____ goals.
- Medical speech therapist report.
- Audiologist's October 7 report summarizing recent evaluation findings.
- Teacher and parent input
- Observations reported by _____ on _____ and by _____ on _____.
- Hearing screening on _____
- _____ Autism team report on _____.

Component D: Description of other factors that are relevant to district's proposal or refusal:

PPWN Consent Examples

- The student is very shy; evaluators should plan for at least two interactions to ensure verbal responses.
- Family, including the student, will be gone in April for 2 weeks during the evaluation timeline.
- Student uses a _____ communication device at home.
- The student is able to sign "bathroom," _____ letters of the alphabet, count to five, and sign "eat," "no," "yes," and "sick."
- When the student begins discussing tractors, staff should request "three facts" before transitioning to the task. Use fingers to visually cue the count.
- Parents have decided _____ will not start Kindergarten in the fall.

PWN examples after decisions such as eligibility and/or IEP meetings

- Parents requested strategies for interacting with people unfamiliar with their child and who may struggle to understand them.
- Student's parents are working in different towns. Discuss how will that impact services?

- Child will be switching from daycare to private preschool in the afternoon on Tuesday, Wednesday, and Thursday.
- The team reviewed the transition from elementary to middle school and outlined a plan to ensure new staff are prepared to support the student.

Occupational Or Physical Therapy

Component A: Explanation of why the district proposed or refused to take the action.

PPWN Consent Examples

- The school's Kindergarten screening identified concerns with _____. These concerns affect the student's ability to access the school environment and participate fully in classroom activities.
 - Student will be aging out of Birth to 3 on _____. Currently the student has gross motor goals. After reviewing progress, parent input, and information from the Birth to 3 case manager, the team determined that a physical therapy assessment for eligibility is needed
 - Parents and teachers reported that the student is struggling to understand directions, stories, and peer conversations. The student often covers their ears during loud noises or avoids listening to instructions. The team determined that a sensory assessment is warranted
 - Student is aging out of the Birth to 3 program. The IEP team and Birth to 3 Coordinator discussed the child's strengths and needs, along with current services and supports. The team determined that an evaluation for Part B (special education) eligibility in the area of developmental delay is appropriate. The child continues to experience articulation challenges, some pre-academic delays, and sensory needs
 - In September, the teacher indicated that _____ was struggling to hold and use pencils, crayons, and scissors appropriately. _____ Therapist provided recommendations to the teacher. Since the student is already being evaluated in an academic area, the team determined that a fine motor evaluation should also be conducted
 - Since _____ will be entering the 18–21 program focusing on employment and independent living skills, the team discussed completing components of the _____ (OT or PT) assessment—specifically observations—in the community and at the current job-site experience.
-

PWN examples after decisions such as eligibility and/or IEP meetings

- What areas does the student qualify?
- Was there a change in eligibility? Why or why not?
- The student met criteria for Occupational Therapy (OT) as a related service in fine motor skills. However, the team determined that monthly OT consultation is sufficient. This decision was based on student data indicating progress near goal mastery and the effectiveness of documented accommodations.
- Who did the parent invite to the meeting that was not on the meeting notice? Did you document parent brought participant?
- Assistive technology needs were identified in _____. Document whether the district agreed or disagreed and outline next steps.
- Why were the related service frequency and duration determined along with location?

- Early childhood: why would providing services with other children be most appropriate for the student?
- Parent input and concerns about _____ skills helped make what decision?
- Why did the team determine to end _____ accommodation and add _____ accommodation?
- Why did team determine direct services by (OT or PT) instead of consultation?
- Parent requested a goal related to _____. What was the IEP teams' decision?
- The IEP team changed student's educational placement due to _____ and supporting documentation _____

Component B: Description of other options that the IEP team considered and the reasons why those options were rejected:

PPWN Consent Examples

- After review of collected data and team input, no behavioral, visual, or physical concerns were noted; therefore, these areas will not be included in the evaluation plan
- Parents provided documentation indicating the student's fine motor skills have been within normal range since surgery on _____. Teachers also noted improvement; therefore, the district will not conduct an assessment in this area
- Parents requested an assistive technology assessment for _____. The district disagreed because _____ data indicate current strategies are effective.
- The student has received physical therapy for the past _____ years. Based on classroom observations, student and parent input, teacher feedback, and physical therapist information, the team determined gross motor evaluation is not needed due to _____

PWN examples after decisions such as eligibility and/or IEP meetings

- Parent and district discussed if student should have an annual goal for _____. It was determined _____.
- Parent requested a one-on-one aide during physical activities. After discussion of pros and cons along with possible accommodations and supports and student input, it was determined student could participate without a one-on-one aid at this time.
- The IEP team considered the option to modify the writing curriculum to exclude long written assignments was rejected because speech-to-text is appropriate accommodation.
- The student has been using _____ and _____ to support motor needs. The team agreed that these supports will be included in the IEP. Direct services are no longer required. The parent and district agreed for the **OT or PT** to observe in the classroom _____ times per month for _____ months to provide consultation and determine if _____

- The proposed occupational therapy session frequency was rejected. The special education teacher will address the same goals in the classroom, and the job coach will be trained to carry over strategies at the job site. Student data show continued progress with added feedback and support. The OT will observe the special education teacher and job coach once per month to ensure correct implementation.

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

PPWN Consent Examples

- The first grade teacher and interventionist completed assessments, gathered observational data and reviewed interventions tried between _____ to _____.
- Birth to 3, student goals and progress reports for sensory were collected by _____ from _____ to _____.
- Dr. _____ orthopedic results from _____.
- A report from Dr. _____ on _____ indicated the student has a _____ diagnosis affecting _____.

PWN examples after decisions such as eligibility and/or IEP meetings

- Student input regarding therapy participation was documented.
- Fine motor progress reports were reviewed.
- A medical report from Dr. _____ on _____ was considered.
- Occupational Therapist notes from _____ clinic were reviewed.
- Physical Therapist notes following _____ surgery and subsequent treatment were included.
- Classroom, lunchroom, recess, and physical education observations were conducted.

Component D: Description of other factors that are relevant to district's proposal or refusal:

PPWN Consent Examples

- The student is very shy. New evaluators may require at least two interactions to obtain verbal responses.
- Family including the student will be gone in _____ for _____ weeks during the evaluation timeline.
- Student refuses to climb stairs at home and must be carried.
- The parent signed a release of information on _____ to contact the student's doctor, _____ at _____. This allows discussion of the submitted report and next steps for the evaluation plan.

- Student knows sign language of bathroom, _____ letters of alphabet, count to 5, eat, no, yes, and sick.
- When the student begins talking about history, staff should tell the student: “Give me three facts and then we need to start the task,” using fingers to signal completion of the three facts.

PWN examples after decisions such as eligibility and/or IEP meetings

- Parents requested strategies for vacation travel (e.g., escalators, revolving doors, caves).
- Child will be switching from daycare to private preschool in the afternoon on Tuesday, Wednesday, and Thursday.
- Transition from elementary to middle school was discussed, and the district explained steps to prepare the student and staff.
- Student will be fitted for _____ on _____.
- Parents decided ____ will not start Kindergarten in the fall.
- Student is involved with ____ and will be traveling during school year. How will that impact services?
- Student is trying out for _____ what accommodations or supports should be considered.

Resources:

Administrative Rules of South Dakota Chapter 24:05

- [24:05:25:02.01. Parental consent for initial evaluation](#)
- [24:05:25:03.04. Evaluation procedures-- Notice](#)
- [24:05:25:06.01. Consent for reevaluation](#)
- [24:05:30:04. Prior notice](#)
- [24:05:30:05. Content of notice](#)

Additional Examples at <https://doe.sd.gov/sped/IEP.aspx>, under Documents section

- [Parental Prior Written Notice Consent Guidance and Examples](#)
- [Eligibility Tools and Resources - 2023](#)
- [PPWN After Decision Examples](#)