

10. STUDENT PROFILE AND ASSESSMENT PLANNING MEETING- REEVAL

Prior Written Notice of Special Education Action

This notice informs you of the action proposed or refused by the district:

Evaluation

- Initial evaluation of your child for special education services*
- Refuses initial evaluation of your child for special education services
- Reevaluation of your child for special education services*
- Refuses reevaluation of your child for special education services
- Additional evaluation of your child related to their IEP*
- Refuses additional evaluation of your child related to their IEP
- Independent Educational Evaluation (IEE)
- Refuses an Independent Educational Evaluation (IEE)
- Functional Behavior Assessment (FBA)*
- Other:

*Parent/guardian written consent required

Identification

- Eligible for special education and related services
- No longer eligible for special education and related services
- No longer qualifies for special education and related services (Graduated with a regular diploma or Reached maximum age.)
- Eligibility is being changed to
- No longer in need of related services in the area of
- Other:

Educational Placement

- Initial placement determination
- Change the child's placement to
- Refuses changing the child's placement to in resource room for English.
- Because of disciplinary action, the district will change the child's placement to
- The child is no longer in need of related services in the area of
- Other:

Provision of FAPE

- Change in accommodations/modifications
- Change in services
- Other:

THE ACTION(S) WILL TAKE EFFECT

The following action(s) apply to this notice and a description is given below:

1. Explanation of why the district proposed or refused to take action(s):

Federal law (Individual with Disabilities Education Act) requires that a reevaluation for the continued determination of eligibility be completed every three years. The team reviewed the existing data and determined it was sufficient to re-determine (student's) eligibility.

2. Description of the evaluation procedures, tests, records and reports used to make the decision.

The team determined that the testing from the prior evaluation done in January 2005 was still current. Achievement data was reviewed from (student's) most recent MAP scores. The current school year's grades, progress reports, input from the special education teacher and regular education teacher, along with samples of (student's) work in the areas of reading and writing were reviewed.

3. Description of options considered prior to this decision and the reason each option was declined.

Based upon a review of the existing data, the IEP team determined that (student) continues to qualify for a program in resource as a student with a learning disability.

4. Description of other relevant factors that contributed to this decision.

Although (student) has made much progress in the areas of reading and writing, he/she continues to perform below grade level and will not maintain adequate progress without special education services

A copy of the *"Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards"* is enclosed.

You have protections under procedural safeguards. A copy of the *"Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards"* must be given to you at least one time per year. You may also obtain a copy of this booklet at any time from your local special education office or from the NDDPI website at: www.nd.gov/dpi.