

3. INITIAL EVALUATIONS

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):

The teacher assistance team has been working (student's) teacher to increase his/her reading ability. However, (student) has not been making adequate progress in acquiring basic reading skills.

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

The team considered (student's) response to strategies used during the RTI intervention process. Those included such things as specific practice on sound-letter relationships, phonemic awareness, and part-to-whole decoding. The DIBELS assessment was administered weekly to monitor (student's) progress during the RTI intervention process, and (student's) teacher kept detailed progress notes during daily reading instruction.

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

The IEP team considered waiting until April in order to give (student) more time to catch on; however, the team feels that waiting would likely place his/her further behind. The gap between (student's) current level of reading performance and grade level expectations is not decreasing, even with the interventions provided through the RTI process.

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

Parent consent was collected for the team to conduct additional assessments. Once the team has completed the additional assessments the IEP team will meet to determine eligibility.

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.