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.

3. **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.

4. **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](http://www.nd.gov/dpi).