

6. ELIGIBILITY AND IEP MEETING TOGETHER-INITIAL

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: Initial IEP was developed

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):

Upon completion of the initial evaluation, the school district found your child does meet criteria for placement, placed your child in special education and created an Individualized Educational Program to meet your (student's) needs in the areas of math.

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

A complete battery of assessments were administered to measure (student's) general learning aptitude and current academic achievement. In addition to these formal tests, the team reviewed current work samples, teacher observations, and input from the regular education and special education teacher were used when determining eligibility and creating the IEP.

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

The team discussed placing (student) in the resource room for the entire math period but decided that a removal time of 15 minutes at the end of the math period would meet the needs of (student). Due to the limited needs (student) has, the district refused to place (student) in a more restrictive environment.

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

As new concepts in math are introduced, the general education teacher will review (student's) progress and call a team meeting if additional pull out time needs to be reconsidered.

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.