

## 7. ANNUAL IEP

### 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: ESY will be provided and continuing to address reading fluency, reading comprehension, language and social skills.

## 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):

ESY is needed based on significantly jeopardizes analysis. All goals will be addressed during the two-hour ESY session for 8 sessions. Discontinuation of reading fluency was refused. New goals were written in the areas of reading comprehension, reading fluency, language and social skills. Speech to text was added to accommodations.

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

Decisions were based off of current work samples, teacher observations, and input from the regular education and the special education teacher.

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

The team considered pull-out services for language arts class for the next school year. (Student) has difficulty with language arts skills. The team decided it would be beneficial for (student) to work on his/her reading goals in the resource room during the language arts period. The suggestion of putting text to speech on as an accommodations and discontinue to work on reading fluency was discussed and was declined. The team feels that since (student) is in 3<sup>rd</sup> grade that the introduction of text to speech is appropriate as well as working on increasing fluency.

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

The educational team is planning to meet after the first quarter next school year to discuss (student's) academic performance.

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).