

8. STUDENT PROFILE AND ASSESSMENT MEETING-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:

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):

After a review of (student's) current data, the team has agreed to assess in the areas of cognitive and academic ability. Assessments in the area of speech and language were declined.

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, outside speech and language evaluation 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 evaluating in the area of speech and language. Parents provided the team with a speech and language evaluation from an outside source. Since the evaluation was comprehensive in speech and language, the team declined the action and decided to use the results from the outside evaluation.

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

Additional evaluation in the areas of adaptive behavior and emotional and social development discussed however the team decided no testing was needed in those areas.

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.