

### 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](http://www.nd.gov/dpi).