

4. REFERRAL BUT NO EVALUATION

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 consideration of the parent's request to refer (student) for a special education evaluation, the team determined that the intervention strategies utilized as a result of the intervention team process appear to be working. Additional evaluation measures are not warranted at this time.

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

A structured phonics program was implemented along with daily guided reading session. This has increased (student's) performance and we feel that (student) is progressing at a significant rate.

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

(Student's) current performance does not indicate the need for a special education evaluation at this time.

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

(Student's) classroom teacher has experience with research-based reading strategies and is able to accommodate (student's) needs in the general classroom.

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.