

1. IEP MEETING SEPARATE FROM REEVALUATION IWAR MEETING

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: Updated goals in the areas of language, reading and writing.

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):

Parents requested changes in the least restrictive environment. The team reviewed current data and based on this are refusing the action. Reevaluation data was reviewed and a new IEP with updated goals and target skills was developed.

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

The IEP team reviewed all existing data to include current and previous evaluation reports, current grades, progress on annual goals, along with parent and teacher input, to develop (student's) current IEP.

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

We discussed parent request of removing (student) from the English classroom to the resource room for the entire period rather than the current removal time of 15 minutes at the end of the English period. Due to the progress (student) is making in the current placement, the district refused to place (student) in a more restrictive placement at this time.

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

As new concepts in English 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.