**PRIOR WRITTEN NOTICE**

**Notice of Decision in Regard to Identification, Evaluation,**

**Placement, or Free Appropriate Education**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Request Date**:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Requested By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Request Type of Evaluation

○ Verbal 504

○ Written (Attach Written Request) Special Education

Explanation of Procedural Safeguards have been provided with this form.

1. **Decision:**

Check any of the following that apply:

\_\_ Continue general education services with referral to the 504 Committee for consideration.

\_\_ Continue general education services while addressing the student’s needs through Response to Intervention

(RTI) programs.

\_\_ Complete a referral for special education evaluation.

1. **Why decision was made:**

\_\_ Lack of educational opportunity (e.g., excessive absences, tardies, or numerous school changes)

\_\_ Current IEP, instructional accommodations, and review of previous educational efforts support the child’s present instructional setting.

\_\_ General education supports have not been tried.

\_\_ Parent requested that a referral to special ed services or to the 504 Committee not be made at this time.

\_\_ Parent agreed that testing will not be conducted at this time.

\_\_Additional testing is needed to determine a need for special education intervention and services.

1. **Before making this decision, the following alternatives were considered:**

**Option** Continue general education services while the student is monitored by the RTI Committee, 504

**Considered:** Committee, LPAC, etc.

**Why** \_\_Services are not necessary for the student to make progress in the general education setting.

**Rejected:** \_\_ Parent agreed to postpone testing until the student has gone through the RTI process.

\_\_The existing behavioral and academic services at the DAEP are designed to address the

behavior violation appropriately.

\_\_ Not rejected, services will continue.

1. **Evaluation procedures, tests, records, or reports used as a basis for the decision:**

\_\_Teacher reports

\_\_Observations

\_\_504 Committee information

\_\_LPAC information

\_\_State assessment results (STAAR, TELPAS)

\_\_Benchmark/district testing data

\_\_TPRI/other early reading assessment data

\_\_Report card grades

\_\_Parent information

\_\_previous assessment/s

\_\_Behavior rating scales

\_\_Discipline records

\_\_Information from previous school district

1. **Other factors relevant to the decision:**

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication at least one time a year. Please contact Leslee Falco at (979) 279-3507 if you have any questions or need names of other individuals to assist you in understanding this document or your procedural safeguards.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature of District Representative Position Phone Number

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature of Parent/Adult Student Date Phone Number

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the District proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child/you; or the provision of a free appropriate public education to your child/you; or upon conducting a manifestation determination. If the native language or other mode of communication of the parent/adult student is not a written language, the notice was translated orally by other means to the parent/adult student in his or her native language or other mode of communication. The parent/adult student verified to the translator that he/she understood the content of this notice.