



Sleepy Eye Public Schools
400 4th Avenue SW
Sleepy Eye MN 56085-1204

Prior Written Notice

Student: **Ashley Williamson**

School: **Sleepy Eye Elementary**

Grade: **03**

Birth date: **02/14/2011**

Date sent: **10/01/2024**

Dear Sally Smith and Aaron Rodgers:

You are receiving this notice because the school district is proposing or refusing action(s) regarding your child's identification, evaluation, educational placement or free appropriate public education (FAPE).

1. Action(s) proposed or refused

Due to a change in the law, students in private schools are offered a FAPE via an Individualized Education Program (IEP), rather than the Individualized Service Plans (ISPs) formerly used in Minnesota. The District proposes to continue providing special education services to Ashley as described at the IEP Team Meeting held on September 26th, 2024. The proposed IEP addresses the needs identified within Ashley's previous ISP and is based upon the most recent present level and progress monitoring data.

Changes include:

- Modifications to academic service delivery (frequency, location, duration)
- Updated present levels of performance
- Removal of reading services/support per parent request
- (Include any other changes that should be noted here for clarification)

2. Explanation: Why each action is proposed or refused

The state of Minnesota does not use Individualized Service Plans (ISP's). Therefore, Ashley's ISP has been revised to meet the requirements of an Individualized Education Program.

Ashley qualified for special education services under the categories of Specific Learning Disability and Speech Language Impairment. Ashley continues to demonstrate a need in the area of reading as indicated by formal assessments, informal assessments, classroom observations, and a comprehensive evaluation dated April 5th, 2024. The IEP team agreed that Ashley still needs to develop skills in the areas of decoding, phonemics, and fluency. In order to address these skills, the IEP team proposed to have services take place at the public school where Ashley would receive 30 minutes of direct instruction 3x per week provided by the special education case manager. However, parents would like to focus on addressing speech needs and, therefore, declined the IEP teams proposal for reading support. The public school has offered accommodations, modifications, and services in the area of reading and would ensure FAPE and LRE, but this was declined by parents.

Ashley also continues to demonstrate a need in the area of speech as indicated by formal assessments, informal assessments, classroom observations, and a comprehensive evaluation dated April 5th, 2024. The IEP team agreed that Ashley still needs to develop skills in the areas of articulation. In order to address these skills, the IEP team proposed that Ashley would receive 15 minutes of direct instruction 2x per week provided by the speech language pathologist. (Include location where services will take place and the name/title of the provider).

3. Sources of information: Basis for proposed or refused action

Teacher/service provider input
 Parent input
 Classroom observation
 General education teacher input
 Review of progress monitoring data
 Comprehensive Evaluation dated 4/5/2024

4. Other options considered and why those options were refused

The team proposed implementing reading services on Ashley's proposed IEP, but parents have declined those services. As parental consent has been withdrawn to the IEP teams proposal of implementing reading services, the district must propose discontinuing special education services in the area of reading.

5. Additional factors relevant to the district's proposed or refused action.

No other relevant factors were identified by the Team.

The proposed changes are intended to ensure that Ashley continues to receive a Free Appropriate Public

Education (FAPE). The IEP has been developed to meet Ashley's specific educational needs by providing specially designed instruction, related services, and supports. The services are aligned with the goals of enabling your child to make meaningful academic progress. Services, modifications, and accommodations were offered in the areas of reading and Speech. Ashley's parents declined the IEP team's proposal to provide support in the area of reading, but did agree to the services, modifications, and accommodations related to Ashley's needs in the area of Speech.

The IEP team also considered the Least Restrictive Environment (LRE) for your child's services. Ashley will be educated in the general education classroom to the maximum extent appropriate, with supplementary aids and services provided to ensure successful inclusion. When more specialized settings are necessary, the IEP will outline those provisions, ensuring that the placement supports your child's learning and social interaction needs. Sessions will follow the school calendar and she will remain with her class for any special events and upon teacher or parent request.

Your rights**For initial evaluation or initial placement and provision of special education services:**

- The school district will not proceed with the actions proposed in this notice without first receiving your prior written consent.
- If you provide written refusal to an initial evaluation or the initial provision of special education services, the school district may not override your decision.

For other actions:

For other actions, the school district **will** proceed with the proposed or refused action(s) in the prior written notice **unless**:

- you object in writing within 14 calendar days
and
- you either request a conciliation conference, a meeting with appropriate Individualized Education Program (IEP) team members, file an impartial due process hearing, or you request a mediation or a facilitated team meeting.

What happens if I object to the action?

- You have the right to a conciliation conference if you request one. If you request a conciliation conference, the school district must hold the conciliation conference within 10 calendar days from the date of your request, and the school district will not proceed with the proposed action(s) or refusal(s). (See definition below). This request is made to the school district.
- You have the right to request a meeting with appropriate members of your child's Individualized Education Program (IEP) team to address the specific objections, and the school district will not proceed with the proposed action(s) or refusal(s). This request is made to the school district.
- You have the right to request a due process hearing in order to resolve the disagreements, and the school district will not proceed with the proposed action(s) or refusal(s). The school district may also request a due process hearing. This request is made to the Minnesota Department of Education (MDE).
- You have the right to request mediation or a facilitated team meeting to resolve the disagreement. This is a voluntary process, so both you and the school district must agree to participate in the process. If you make this request, the school district will not proceed with the proposed action(s) or refusal(s). This request is made to the Minnesota Department of Education (MDE).

Procedural safeguards of the Individuals with Disabilities Education Act

A procedural safeguards notice or parental rights document explains some of the special education rights and procedural safeguards available to parents under federal and state law. For example, you will find information about when you need to provide written consent (agreement), how your child's records are protected, and your options if you do not believe your child is receiving appropriate special education services.

The school district must provide you with a notice of your procedural safeguards at least once per year and upon your request. You can get a copy of these safeguards by contacting:

Ashley Williamson, , awilliamson@riverbend.k12.mn.us

☐ Procedural safeguards offered (Initials) on

Other resources and contact information

If you would like help in understanding what this prior written notice means, you can contact:

- PACER Center at 952-838-9000 or www.pacer.org
- The Arc Minnesota at 952-920-0855 or <https://arcminnesota.org/>
- Minnesota Department of Education at 651-582-8689 or <http://education.state.mn.us/mde/index.html>
- Minnesota Disability Law Center at 612-334-5970 or www.mylegalaid.org
- SMRLS' Education Law Advocacy Project (Serves families with low-income in 33 southern MN counties) 1-877-696-6529 <https://www.smrls.org>

Definitions**Alternative dispute resolution:**

Alternative dispute resolution includes mediation and facilitated team meetings. Both you and the school district would need to agree to participate in mediation or a facilitated team meeting. The process is free and involves an impartial person provided by the state to help you and the district resolve differences while keeping the focus on the student's needs. For more information, here is a link to MDE's webpage:

<https://education.mn.gov/MDE/fam/sped/conf/>.

Conciliation conference:

A conciliation conference is a meeting with the parent and school staff to resolve disagreements about the school district's proposed or refused actions described in the prior written notice. A conciliation conference must be attended by at least a parent and a school staff person with authority to resolve the dispute. The school district must hold the conciliation conference within 10 calendar days from the date it receives your request.



Sleepy Eye Public Schools
400 4th Avenue SW
Sleepy Eye MN 56085-1204

Parental Consent/Objection

Student: **Ashley Williamson**
 School: **Sleepy Eye Elementary**

Grade: **03**

Date: **10/01/2024**
 Birth date: **02/14/2011**

Dear Sally Smith and Aaron Rodgers:

The school district seeks your consent or objection before moving ahead with the proposed actions as stated in the enclosed Prior Written Notice sent **10/01/2024**.

Step 1: Understand your rights The school district **will not** proceed with an initial evaluation or initial placement and provision of special education services without your prior written consent.

For other actions, the school district **will** proceed with the proposed or refused action(s) in the prior written notice **unless**:

- you object in writing within 14 calendar days (10/15/2024) **and**
- you either request a conciliation conference, a meeting with appropriate Individualized Education Program (IEP) team members, file an impartial due process hearing, or you request a mediation or a facilitated team meeting.

If you would like to request a mediation, facilitated team meeting, or a due process hearing, please contact MDE at 651-582-8689 or by email at mde.adrservices@state.mn.us.

Step 2: Review the school district's proposed or refused action(s) as described in the prior written notice

Step 3: Check one of the boxes to indicate your response to the proposed or refused action(s)

☐ **Consent:** I agree, so the school district will proceed with the proposed or refused action(s) in the prior written notice.

or

☐ **Objection:** I do not agree and **I request a conciliation conference** to be held within ten calendar days from the date the school district receives this request to resolve my concerns and understand the school district will not proceed with the proposed or refused action(s) in the prior written notice.

or

☐ **Objection:** I do not agree and **I request a meeting with appropriate members of my child's IEP team** to resolve my concerns and understand the school district will not proceed with the proposed or refused action(s) in the prior written notice.

If you choose this option, please explain the specific part that you object to:

Step 4: Sign, date, and return this form

 Parent/Guardian Signature (or Student, if age 18 or older) Date

This form is available in other formats. Contact the plan manager for an alternate format.

Return this form to:
Ashley Williamson, ,
1315 South Broadway Street
New Ulm, Minnesota 56073

For School Use Only:

Date received