

## 2. DISMISSAL FROM SERVICES

### 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 district will no longer be providing speech services for (student) as he/she no longer meets SI eligibility criteria as a child with a disability. (Student's) current reevaluation results indicate that his/her articulation skills are age-appropriate.

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

The team used the articulation scores from the (date testing), parent and early childhood teacher input and the skill based assessment to make this decision.

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

Although (student) did show some articulation errors with s-blends (spl-spr-str-skr), these sounds are typically developed at a later age. The team discussed the evaluation results and determined (student) is right on track in his/her articulation development. Because (student) is only 5 years old at this time the team decided to allow him/her time to develop these sounds in a natural progression.

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

Both parent and school district indicated that (student) is communicating well with others in all settings.

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).