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).