



## Northern Lights Special Education Cooperative

[www.nlsec.org](http://www.nlsec.org)

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### Steps for Dismissing Some or all Special Education services

#### **Dismissing a student from ALL Special Education Services - (NOT related to a parent request for dismissal\* see below)**

A re-evaluation with full due process is required to exit a student from all special education services.

##### Steps:

1. The team hypothesizes that a child is no longer in need of specialized education and related services that would require specialized instruction.
2. The team creates the evaluation plan. All relevant areas must be addressed; however, standardized tests need not be given. Rather, a review of academic and other records, as well as anecdotal information based on progress, observations, parent input, and teacher input should be used.
3. The Plan is sent home and, following signature or 14 days of parent consideration, the team proceeds with the evaluation.
4. The evaluation is concluded within 30 school days and an **evaluation report** is written, determining that the child no longer demonstrates a need for special education and related services.
5. IEP manager arranges a conversation (meeting, phone call) to review the Evaluation Report along with the **Prior Written Notice** indicating that the student is no longer a child with a disability - or continues to have a disability but does not require specialized instruction therefore exiting Special Education (consider a 504 plan).
6. Communicate to the MARSS coordinator of the student's end date of special education services. Exit the student in SpEd Forms.

#### **Dismissing Partial Special Education Services**

Student has a primary disability but also receive related services such as OT, PT, Speech, Transportation, etc. or has a secondary disability. The student meets the secondary disability goals and/or no longer requires the related service. Therefore, only some but not all services are dismissed.

##### Steps:

1. A Team Meeting Notice is sent and a meeting is held.
2. At the meeting, it is determined that the student has met secondary goals or no longer has related service needs, but does continue to demonstrate a need in the primary disability area.
3. **Present levels of academic and functional performance are updated** on the IEP documenting evidence that there is no longer a continuing need for the service areas.

4. Documentation is supported in the **Prior Written Notice** sent to parent(s) with the completed IEP amendment (unless this process happens during annual IEP), and following signature or 14 days of parent consideration, the team proceeds with the new plan.
5. If this process includes an annual IEP or data element change (Setting, Primary Disability, Transportation, etc.), communicate to the MARSS coordinator the changes.

### **Parent Request\* for Revocation of Special Education Services**

This process is used when the parents wish to discontinue special education services for their child. The staff may or may not agree, but IEP teams must consider all parent requests through a Prior Written Notice. The team should always attempt to come to a consensus regarding a child's services but ultimately, parents can revoke all services for special education (see next section).

#### **Steps:**

1. Parents formally request in writing that their child no longer receive special education services. If parents request verbally, staff should ask them to put their request in writing.
2. The team explains to parents the consequences of revoking their consent for special education.
3. Parents sign the **Revocation of Consent for Special Education** form found in SPED Forms.
4. Team completes the **Prior Written Notice: Withdrawal of Consent** which is then sent to parents.
5. IEP manager communicates to the MARSS coordinator the exit from Special Education. Exit the student in SpEd Forms.

February 2024