Adding or Deleting a Special Education Service

The legal process for adding or dropping services on an IEP:

IDEA 4.03 (8) (b) (ii) A significant change in placement for educational purposes includes placement or referral to a private school or eligible facility by the administrative unit, the addition or termination of an instructional or related service or any change which would result in the following:

* The child having different opportunities to participate in nonacademic and extracurricular activities
* The new placement option is a change in the educational environment categories required for reporting data in non-ame academic and extracurricular services.
* The child transfers form a brick and mortar school o an on-line program or vice versa. The AU for the entity sponsoring the on line program is responsible for conducting the reevaluation and reconvening the IEP Team to determine whether the on-line program is an appropriate placement for the child.

Guidelines are clear, to add or eliminate OT, SLP, PT or instructional services a re-evaluation must occur. Other instructional services includes: ECSE, Teacher of DHH, Teacher of Vision Impaired, Mobility and Orientation, etc. What does this mean for our practices?

**For Special Requests**: an IEP meeting must be held to add the related or instructional service.

**For triennial meetings**, the process is the same as always. Team members communicate about what goes in the re-evaluation permission, notice of meeting, etc. School psychologists are the lead role in planning triennials. Follow the Triennial re-evaluation process in Enrich.

**Annual Reviews:** A. Students identified as speech only: The SLP should communicate with case managers AND/OR school psychologist regarding the staffing out of students with speech language disability. This is to ensure there are no other educational issues being talked about at the school building level. The SLP is responsible for filling out permission to re-evaluate, notifying case manager and requesting the IEP notice reflect the potential addition or elimination of a service. See “Enrich Special Evaluation” below if you need to insert a re-evaluation permission and don’t want to change the annual or triennial due dates. Related service staff and case managers can work together to determine roles and responsibilities for getting the permission to re-evaluate to parents, returned and documented in Enrich. See below regarding how to proceed when permission is not returned. If the student is found **no longer eligible** for special education services, a **Prior Written Notice** should be completed along with the did not qualify/eligibility paperwork by the SLP. If the student is still eligible, you complete the IEP and Prior Written Notice is embedded. Obviously, if a student has other services as a student identified speech language disability, you would follow the guidelines below for an annual review!

B. Students with other disability identifications: The related service or instructional provider should communicate with case managers regarding the potential reduction of the related service. The related or instructional service provider responsible for adding or deleting a service at an annual review is responsible for filling out permission to re-evaluate, notifying case manager and requesting the IEP notice reflect the potential addition or elimination of a service. See “Enrich Special Evaluation” below if you need to insert a re-evaluation permission and don’t want to change the annual or triennial due dates. Related service and instructional staff and case managers can work together to determine roles and responsibilities for getting the permission to re-evaluate to parents, returned and documented in Enrich. See below regarding how to proceed when permission is not returned. Remember to include the addition or deletion of the service in the Prior Written Notice section of the IEP.

**What if the parent doesn’t return permission to re-evaluate?** The law allows us to document our multiple attempts to obtain permission to re-evaluate and then proceed. If the “potential” re-eligibility notice is printed on the notice of meeting, then we have informed the parent about what will happen at the IEP meeting. Our AU guidance is to document 3 attempts (mailed the request, called the parent, sent home a reminder note/as an example). Remember, for INITIAL eligibility, we **must** have a signed permission to evaluate. The documentation exception for parent signature only applies to re-evaluation.

**Enrich Special Evaluation:** For special evaluation: Go to “+Add Action”. Select “Consent for Reevaluation/Special Evaluation”. A new drop down box appears. Select “Special Evaluation”. When “special evaluation” is selected, it will not change the due dates for re-evaluation and annuals.

If you have further questions, contact SLV BOCES Assistant or Exceptional Student Services Director.