

Dismissing or Discontinuing a Related Service

Data must be collected by the related service provider and reviewed annually at the IEP meeting.

A question the IEP team should ask annually is, "Does the related service continue to be a necessary component of the student's educational program?"

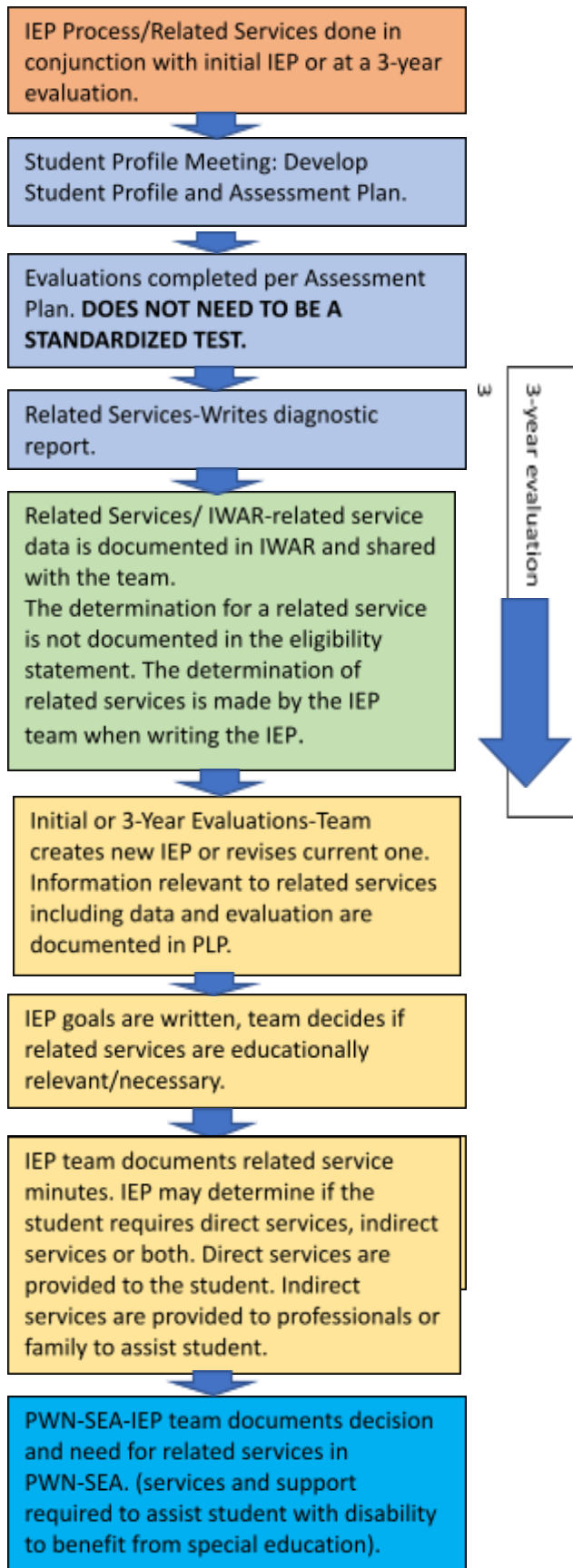
The IEP team should consider discontinuing special education service if:

1. The student has accomplished the IEP goals for which the therapy was necessary, and therapy will no longer have an impact on the child's functioning in special education, i.e., services are no longer necessary to meet the remaining IEP goals.
2. The student performs at a standard expected of his or her typical peers.
3. The interventions no longer results in measurable benefits, regardless of multiple documented interventions.
4. The student continues to make gains, however there is no evidence that the related service interventions are related to gains.
5. The identified priority skills are no longer a concern within the student's educational context.
6. The student is no longer eligible for special education, and therefore, is no longer eligible for a related service.

The IEP team can discontinue the related service without conducting a reevaluation (**no need for a Student Profile, Assessment Plan, or IWAR for dismissal**). Also, the child would not have to be reevaluated in the area of the related service at the next reevaluation unless the IEP team suspects the child requires a related service to benefit from special education. **If the IEP team's decision is to dismiss the student from a related service, they must do the following:**

- Related service providers must document in the IEP the date of dismissal. PLP
- The related service provider provides justification supported by data and plan for recommendations. PLP
- Write a PWN-SEA noting the dismissal of the related service. **(give to parents)**

Paths to Adding a Related Services



Since related services must be necessary to “support” the student’s IEP goals the process for identifying if the student needs a related service is different from that of determining if a student needs special education. The need for related services is based on IEP discussions versus a decision based on standardized assessment scores.

Related Services Added /Student Currently Receiving Special Education

Discussion of related services at an IEP meeting during the year without an initial or re-evaluation meeting.

The team may suspect a need for a related service before an IEP or after goals have been discussed. If the team decides additional data is needed, they will proceed as follows:

- The related services assessments will be documented on the "meeting notes" and "Consent for Evaluation," the team will mark the purpose for the consent as ***student needs/programming or other.***
- Observation data may provide information on multiple domains.
- The documentation of the review of existing data, the need for additional information, and evaluations must be captured in the PWN-SEA and meeting notes and send home.

Related service provider will assess and write a report. The team will meet to review evaluation data documented in an individual Diagnostic Report.

The team will write or amend the IEP based on this information as a team and will do the following:

- Write or revise related service portion of IEP.
- Once goals are written the team will consider if related services are educationally necessary to make progress. If yes, related services are added to the IEP.
- IEP team determines the need for direct services, indirect services, or a combination.
- Document whether a related service was needed on the PWN-SEA.

Implement IEP as written.