

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION
AND REQUEST FOR CONSENT**

To _____
(Parent/Legal Educational Decision Maker)

Date _____

On behalf of _____
(Student's Name)

Address _____

The [LEA] has been requested, or proposes, to complete the following action to consider your child's needs for special education services. Please review the items marked. If you have questions, please feel free to discuss them with the [LEA] education staff.

A. SPECIAL EDUCATION ACTION PROPOSED:

1. The [LEA] proposes to conduct an initial evaluation. (Parental Consent Required)

- (a) The team is proposing to conduct an initial evaluation of your child. Included in the evaluation are assessment tools and strategies (e.g. record reviews, interviews, observations, tests, your child's response to scientific research-based interventions, and information provided by you). Information will be collected in the areas checked on the following page that provide relevant information that directly assist the team in determining:
- (a) whether your child is a child with an exceptionality and the educational needs of your child;
 - (b) the present levels of academic achievement and related developmental needs of your child; and
 - (c) whether your child needs special education and related services.

- (b) **No additional information is needed.** Based on a review of currently available information, it has been determined that no additional data are needed to conduct the initial evaluation as described above. Existing information will be used that will provide relevant information that will directly assist the team in determining the educational needs of your child in the areas checked below.

However, you have the right to request that an assessment be completed. If you want such an assessment to be conducted, please contact the following school representative within 10 school days:

School contact

Phone

[will only display (a) or (b) verbiage depending on which is selected]

Data Requested.	
<input type="checkbox"/>	Health/Motor Ability - May include assessment of gross and fine motor skills, and/or evidence of disease or injury. Assessment may also include laterality, directionality, balance, kinesthetic skills, tactile skills, or ambulatory/postural problems.
<input type="checkbox"/>	Vision - May include assessment of near and far point visual acuity, eye muscle control, depth perception, color blindness and orientation/mobility skills.
<input type="checkbox"/>	Hearing - May include assessment of acuity for pure-tones and speech, middle ear function, central auditory processing skills and the need for/use of amplification.
<input type="checkbox"/>	Social/Emotional Status/Behavioral Status - May include assessment of social/emotional/behavioral development in relation to the child's learning, interpersonal relationships, feelings and/or physical symptoms. May include a functional behavioral assessment or evaluation to determine appropriate positive behavioral supports.
<input type="checkbox"/>	General Intelligence - May include assessment of general cognitive abilities including the child's rate of learning, problem solving skills, level of conceptual understanding, use of cognitive strategies and/or ability to reason and/or generalize.
<input type="checkbox"/>	Academic Performance - May include assessment of academic or preacademic skills and achievement levels in relation to the general curriculum such as oral or written expression, reading skills or comprehension, mathematical calculation or reasoning. For a child who is blind or visually impaired, the need for Braille instruction may be assessed.
<input type="checkbox"/>	Communicative Status - May include assessment of the child's ability to convey and comprehend information and social intent, including skills such as expressive and receptive language, articulation, voice, fluency, or augmentative communication. For a child who is deaf or hard of hearing, consideration of the child's language and communication may be assessed.
<input type="checkbox"/>	Transition Skills - May include appropriate transition assessment related to training, education, employment, courses of study, and where appropriate, independent living skills.
<input type="checkbox"/>	Other Specify:

3. The [LEA] refuses to conduct an evaluation. (Parental Consent Not Required)

[question 3 is only displayed when the user indicates that the request is being refused]

B. EXPLANATION OF WHY THE ACTION IS <PROPOSED / REFUSED>:

[the term <Proposed / Refused> indicates that the appropriate word will be inserted in the question]

C. OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED:

D. DESCRIPTION OF THE DATA USED AS BASIS FOR THE <PROPOSED / REFUSED> ACTION:
(including each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)

E. OTHER FACTORS CONSIDERED RELEVANT TO THE <PROPOSED / REFUSED> ACTION:

PROCEDURAL SAFEGUARDS TO PROTECT PARENT'S RIGHTS

Both state and federal laws concerning the education of children with exceptionalities include many parental rights. Receiving notices of action the school wants to take in regard to your child and being a part of your child's educational planning team are examples of your rights. These laws also require that the school follow certain procedures to make sure you know your rights and have an opportunity to exercise those rights.

A copy of your rights is included with this initial referral for evaluation. You should carefully read them and, if you have any questions regarding your rights or if you wish to receive an additional copy of your rights, you may contact the school representative listed below.

ADDITIONAL INFORMATION

You may contact any of the following resources to help you understand the federal and state laws for educating children with exceptionalities and parental rights (procedural safeguards) granted by those laws:

Kansas State Dept. of Education 800-203-9462
Disability Rights Center of Kansas (DRC): (877) 776-1541
Families Together, Inc. 800-264-6343
Keys for Networking 785-233-8732

Other Local Resources:

CONSENT FOR SPECIAL EDUCATION ACTION

If the above information is correct, we ask that you give us consent to carry out special education action as indicated. Any disagreement we have regarding any of the above matters may be resolved by our mutual agreement, through mediation or through due process proceedings. An explanation of mediation and due process proceedings is provided upon request. The proposed action(s) may begin immediately upon receiving your written permission. Your consent initiates a 60 school day timeline that, if your child is eligible, will conclude with your consent to implement special education and related services.

Please indicate your consent to the special education action listed below. Sign, date, and return this form to:

_____ at _____
(School Contact Person) (Phone)

ACKNOWLEDGMENT AND CONSENT

ACKNOWLEDGMENT

I have been fully informed of all information relevant to the proposed evaluation regarding my child. I understand the proposed action. As this is an initial evaluation, I have been provided a copy of my parental rights (procedural safeguards).

GIVE CONSENT

*I give consent for the evaluation specified in this notice for my child.
I understand this consent is voluntary and may be revoked at any time.*

_____ Date _____
(Parent/Legal Education Decision Maker)

_____ Date _____
(Parent/Legal Education Decision Maker)

DO NOT GIVE CONSENT

I do not give consent for the evaluation specified in this notice for my child.

_____ Date _____
(Parent/Legal Education Decision Maker)

_____ Date _____
(Parent/Legal Education Decision Maker)

REASON(S) FOR NOT GIVING CONSENT FOR THE PROPOSED ACTION(S):

