

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM**  
**(ANNOTATED)**

Child's Name: \_\_\_\_\_

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM**  
**(ANNOTATED)** **School Age**

**ANNOTATION:**

The purpose of the *Prior Written Notice for Initial Evaluation and Request for Consent Form* is to provide the parents with notice that the school/Local Education Agency (LEA) is proposing to conduct an initial evaluation and to obtain informed written parental consent prior to conducting an evaluation to determine eligibility and need for special education and related services. This form must be given to parents either 1) when the school (LEA) would like to initiate a special education evaluation, **OR** 2) within a reasonable amount of time of receiving the parent's *Permission to Evaluate - Evaluation Request Form* when the school (LEA) agrees to conduct an initial evaluation as requested. Reasonable amount of time is generally considered to be 10 calendar days.

Child's Name: \_\_\_\_\_

Date Sent (mm/dd/yy): \_\_\_\_\_

Name and Address of Parent/Guardian/Surrogate:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*For School (LEA) Use Only:*  
Date of Receipt of Prior Written  
Notice/Consent Form

**ANNOTATION:**

**For School (LEA) Use Only Box:** The school (LEA) will record the business date that the *Prior Written Notice for Initial Evaluation and Request for Consent Form* is received by the school (LEA). This date of receipt of informed written consent will act as documentation and begin the 60 calendar day timeline for completion of the evaluation.

Dear \_\_\_\_\_ :

The first step in the special education process is to conduct an initial individual evaluation of your child, which will consist of a variety of tests and assessments, provided at no cost to you. The school (LEA) must issue this form to provide prior written notice and obtain written consent from you before evaluating your child's need for special education and related services.

The school (LEA) proposes to complete the following action to determine if your child is eligible for special education and related services. If you have questions, please feel free to discuss them with the school (LEA).

School (LEA) Contact \_\_\_\_\_ Email \_\_\_\_\_

Position \_\_\_\_\_ Phone \_\_\_\_\_

**TYPE OF ACTION PROPOSED:**

The school (LEA) proposes to conduct an initial evaluation. (Parental Consent Required)

1. EXPLANATION OF WHY THE EVALUATION IS PROPOSED:

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM  
(ANNOTATED)**

Child's Name:

**ANNOTATION:**

This section provides the school (LEA) an opportunity to explain to the parents their concerns about the child's educational progress and why an initial evaluation to determine eligibility for special education of their child is recommended. Reasons may include a description and copy of the data of ongoing academic and/or behavioral difficulties. If the parent requested the evaluation, this section will include the parent's concerns as well as the school's (LEA's) concerns.

**2. DESCRIPTION OF THE DATA USED AS BASIS FOR PROPOSED EVALUATION (INCLUDING EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD OR REPORT USED AS BASIS FOR THIS PROPOSED INITIAL EVALUATION):**

**ANNOTATION:**

This section describes evaluation procedures, assessments, review of records, or other relevant educational reports that were used as a basis for the proposed initial evaluation. Below are some examples of assessment and evaluation procedures.

- Response to Instruction and Intervention (RtII) data
- Progress monitoring data
- Curriculum-based assessment data
- Benchmark assessment data
- Parent observations and data on behavior in the home
- Functional behavioral assessment
- Assistive technology assessment
- Informal behavioral assessment
- Classroom observations and other observations
- Evaluation and information provided by the parents
- Standardized assessments, including the PSSA, PASA, and Keystone Exams
- Individual or group achievement assessments (may be state or nationally normed)
- Review of existing evaluation data (school reports and other relevant reports)
- Vocational assessment
- Medical information (if appropriate)

**3. DESCRIPTION OF OTHER FACTORS RELEVANT TO THIS PROPOSED INITIAL EVALUATION:**

**ANNOTATION:**

This section describes other factors, if any, that were relevant to the proposed initial evaluation. Following are some examples:

- Based on a review of data, the child demonstrates consistent behavioral difficulties during transitions between classes and settings.
- Child continues to be reading below grade level despite interventions provided to remediate.
- Child has a medical condition that will require an extended absence from school.

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM  
(ANNOTATED)**

Child's Name:

4. OTHER OPTIONS CONSIDERED RELEVANT TO THIS PROPOSED INITIAL EVALUATION AND WHY THE OTHER OPTIONS WERE REJECTED:

**ANNOTATION:**

This section describes other options that were relevant to the proposed initial evaluation and why the options were rejected. Following is an example:

- With the application of regular education behavior management system and school wide interventions, the student's behavior continues to intensify and the need for special education and related services must be considered.

During the evaluation, information will be collected in the areas described below. This information will directly assist the team in determining:

- whether your child is a child with disability;
- the educational needs of your child;
- the present levels of academic achievement;
- functional performance of your child; and
- whether your child needs special education and related services.

THE PROPOSED EVALUATION WILL CONSIST OF THE FOLLOWING TYPES OF TESTS AND ASSESSMENTS:

**ANNOTATION:**

This section should include the types of assessment tools and the kind of information the assessment tool will measure and collect rather than the names of tests. These may include, but are not limited to a test of cognitive ability, reading and/or math assessments, behavioral assessments, classroom observations, and age-appropriate vocational assessments. The information in this section should be individualized for each child and should directly relate to the reason(s) for referral. All assessments and other evaluation materials must be:

- free of racial or cultural bias;
- given in the language and form most likely to provide reliable and accurate information (i.e., what the child knows and can do academically, developmentally, and functionally);
- used for purposes for which the assessments or measures are valid and reliable; and
- administered by trained and knowledgeable personnel.

## **PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM** **(ANNOTATED)**

Child's Name:

### **PARENTAL CONSENT FOR AN INITIAL SPECIAL EDUCATION EVALUATION**

In order for the proposed evaluation to begin, the school (LEA) must have your consent. Without your written consent, the school (LEA) cannot proceed with the proposed evaluation unless ordered by a hearing officer through a due process hearing. Without consent, the school (LEA) may proceed to due process hearing; however, it is not obligated to do so. If you do not provide written consent and the school (LEA) does not proceed to due process hearing, the evaluation for special education will not be conducted.

#### **ANNOTATION:**

Screening refers to a process that a teacher or educational specialist uses to determine appropriate instructional strategies. Screening is typically a relatively simple and quick process that can be used with groups of children. Because such screening is not considered an evaluation under federal and state regulations to determine eligibility for special education services, parental consent is not required. For more information about the evaluation process, refer to the publication, *The Special Education Evaluation/IEP Process*, which can be found under Resources - Publications on the PaTTAN website at [www.pattan.net](http://www.pattan.net) or by calling PaTTAN at 800-441-3215.

Upon receipt of parent consent, an evaluation team will conduct the evaluation. Information from all team members will be considered during the evaluation process. As the parent(s), you are a key member of the team. Information you provide is important to the team. Please send your ideas and concerns in writing to the contact person listed below, or contact them at the number provided if you would prefer to talk with someone directly. If an evaluation team meeting is held, you will be invited.

#### **ANNOTATION:**

Parent information and input is important. The LEA will develop a process and/or form for collecting parent input. This information may be provided in writing, via phone, through conversation, etc.

The evaluation team will determine whether your child needs specially designed instruction because of a disability and is eligible for special education and related services. The results of the evaluation will be included in an *Evaluation Report (ER)*. If your child is determined to be eligible for special education, you will be invited to participate in developing an *Individualized Education Program (IEP)* that will include special education and related services that your child requires in order to receive educational benefit.

### **TIMELINE FOR AN INITIAL SPECIAL EDUCATION EVALUATION**

The *Evaluation Report* must be completed and a copy of the *ER* must be given to you no later than 60 calendar days after the school (LEA) has received your written consent for the evaluation. This 60 calendar day timeline does not include the summer break. Giving your consent for an evaluation does not mean you give consent for your child to receive special education and related services. If your child is eligible for special education, you will be asked to provide written consent for the initial provision of special education services following the development of an *IEP*.

#### **ANNOTATION:**

The evaluation must be completed within 60 calendar days of receiving the signed *Prior Written Notice for Initial Evaluation and Request for Consent Form*. The 60 day timeline does not include the summer break; however the days in all other breaks during the school year are counted (e.g., weekends, holidays).

Please read the enclosed *Procedural Safeguards Notice* that explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

**Keep a copy of this form for your records.**

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM**  
**(ANNOTATED)**

Child's Name:

**DIRECTIONS FOR PARENT/GUARDIAN:** Consent for an initial evaluation is voluntary. Please consider the following options:

1.  I would like to schedule an informal meeting with school (LEA) personnel to discuss this action.
2.  I give consent to the proposed initial evaluation.
3.  I do not give consent to the proposed initial evaluation.\*\*\*

\*\*\*If you selected option 3, you may request an informal meeting with school (LEA) personnel, mediation, or a due process hearing:

I would like to request:

- Informal Meeting with School (LEA) Personnel
- Mediation\*\*
- Due Process Hearing\*\*

\*\*To initiate mediation or a due process hearing, as the parent you must submit your request to the Office for Dispute Resolution (ODR). To learn more about this process, contact the Special Education ConsultLine at 800-879-2301 or visit the ODR website at [www.odr-pa.org](http://www.odr-pa.org).

I object to the proposed evaluation and my reason is (not required):

**ANNOTATION:**

Prior to conducting an initial evaluation, the school (LEA) must obtain informed written consent from the parent before beginning the evaluation process. Parents have options for responding to this form:

1. A parent may need more information about the proposed initial evaluation and request an informal meeting with the school (LEA).
2. A parent may provide consent for an initial evaluation and the evaluation will be completed within the timeline.
3. If the parent refuses to provide written consent, parent may request mediation or a due process hearing.
4. To initiate mediation or a due process hearing, parents must submit their request to the Office for Dispute Resolution (ODR). To learn more about mediation or due process, contact the Special Education ConsultLine at 800-879-2301 or visit the ODR website at [www.odr-pa.org](http://www.odr-pa.org).
5. Without consent, the school (LEA) must not proceed with an initial evaluation, and does not violate its duty to provide free, appropriate public education (FAPE). The school (LEA) may pursue due process hearing to obtain consent but is not required to do so.

Consent for an initial evaluation does not give consent to the school (LEA) to provide special education and related services.

**SIGN HERE:**

\_\_\_\_\_  
Parent/Guardian/Surrogate Signature

\_\_\_\_\_  
Date (mm/dd/yy)

\_\_\_\_\_  
Daytime Phone

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM  
(ANNOTATED)**

Child's Name:

**PLEASE RETURN THIS ENTIRE FORM TO:**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For more information about the evaluation process, refer to the publication *The Special Education Evaluation/IEP Process*, which can be found under Resources - Publications on the PaTTAN website at [www.pattan.net](http://www.pattan.net) or by calling PaTTAN at 800-441-3215. To learn more about the special education process, please contact the Special Education ConsultLine at 800-879-2301 or visit the ODR website at [www.odr-pa.org](http://www.odr-pa.org).