

As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you in a reasonable amount of time before the district takes action.

Prior Written Notice for Evaluation Activities

To: _____ Date _____
Re: **Student Name** _____ **Student ID** _____
Date of Birth _____ Age _____ Grade _____ Building _____ Contact Person _____

The purpose of this prior written notice is to inform you that we are:

- | | | |
|---------------------------------------|----------------------------------------|------------------------------------------------|
| A | B | C |
| <input type="checkbox"/> proposing to | <input type="checkbox"/> initiate a/an | <input type="checkbox"/> an initial evaluation |
| <input type="checkbox"/> refusing to | <input type="checkbox"/> change a/an | <input type="checkbox"/> a reevaluation |
| (mark one) | (mark one) | <input type="checkbox"/> evaluation amendment |

Description of proposed or refused action: _____

The reason we are proposing or refusing to take action is: _____

Description of each evaluation procedure, test, record, or report we used or propose to use as the basis for taking this action: A check indicates that the team is considering that your child's performance be evaluated in that area as part of his/her comprehensive evaluation.

- Academic Achievement:** data that measure present levels of functioning in reading, mathematics, and/or oral and written language skills
- Cognitive Development:** data that indicate how well an individual remembers what he/she has seen and heard, how well he/she can use that information, and how well he/she solves problems.
- Communication Development:** data that reflect the individual's ability to understand and use language and speak clearly and appropriately.
- Adaptive Development:** data that describe daily living skills across settings.
- Motor Development:** data that measure how well an individual coordinates body movements in small and large muscle activities. They also may determine visual perceptual skills that affect school learning.
- Functional Behavior Assessment:** data that help provide information about a student's behavior across settings and activities.
- Social/Emotional Development:** that that assess how well an individual relates to and interacts with others and adapts to changes in his/her social environment.
- Vocational needs:** data that measure the child's interests and requisite skills for postsecondary activities
- Assistive Technology Needs:** procedures to determine needs for assistive technology devices, including augmentative, alternative communication devices
- General health, vision, hearing, audiology, and orientation/mobility**
- Other (please specify):** _____

Other factors which are relevant to this action: _____

The action will be initiated on receipt of parent consent.

Notice of Procedural Rights for Special Education Students and Their Families is attached.

The parents of a special education student have protection under the procedural safeguard of Part B of the Individuals with Disabilities Education Act '97 (IDEA '97). If you have any questions regarding your rights or the contents of this notice, please contact:

Name _____ Title _____ Phone _____

Prior Written Notice 1/2003 Parent Teacher File Therapist File Compliance File