

PERMISSION TO EVALUATE - CONSENT FORM (ANNOTATED)

Child's Name:

PERMISSION TO EVALUATE (PTE) - CONSENT FORM (ANNOTATED)

School Age

ANNOTATION:

This is a new form as of July 1, 2008. The purpose of the *Permission to Evaluate - Consent Form* is to obtain informed parental permission to evaluate a child in order to determine eligibility and need for special education services. This form must be given to parents either 1) when the LEA would like to initiate an evaluation of the child, OR 2) within a reasonable amount of time of receiving the parent's *Permission to Evaluate - Evaluation Request Form* if the Local Education Agency (LEA) agrees to conduct an evaluation as requested. While "reasonable amount of time" is not defined in regulations, best practice considers 10 school days to be a reasonable amount of time in which to respond to the parental request for evaluation.

School Personnel must issue this form to obtain written consent from a child's parent to conduct an initial evaluation.

Child's Name: _____

Date Sent (mm/dd/yy): _____

Name and Address of Parent/Guardian/Surrogate:

For LEA Use Only:
Date of Receipt of Consent Form

ANNOTATION:

For LEA Use Only Box: LEA will record the business date that the *Permission to Evaluate - Consent Form* is delivered to the LEA. This date will act as documentation of receipt of informed consent and begin the 60 calendar day timeline for completion of the evaluation.

Dear _____ :

The following concerns have been expressed about your child's educational progress:

These difficulties are the reason(s) for referral, and why we would like to conduct an initial evaluation to determine if your child is in need of special education services.

ANNOTATION:

This section provides specific reasons why the student has been referred for an evaluation. Reasons may include a description of ongoing academic or behavioral difficulties. The descriptions of academic and/or behavioral difficulties should be linked to the types of assessments that are listed. If the parent requested the evaluation, include the parent's concerns as well as the LEA's concerns.

The first step in the special education process is to conduct an individual evaluation of your child, which will consist of a variety of tests and assessments provided at no cost to you. We must have your consent before we can begin.

ANNOTATION:

Screening a student simply to determine appropriate instructional strategies is NOT considered to be an evaluation for eligibility for special education and related services. Parental consent is not required to review

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existing evaluation data or to administer a test or other evaluation that is given to ALL children unless consent is required of parents of ALL children.
For more information about the evaluation process, refer to the publication, "The Special Education Evaluation/IEP Process," which can be found under publications on the PaTTAN website at www.pattan.net or by calling PaTTAN at 800-441-3215.

The 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 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 accurate information (i.e., what the child knows and can do academically, developmentally, and functionally), unless it is not feasible;
- used for purposes for which the assessments or measures are valid and reliable;
- administered by trained and knowledgeable personnel; and
- administered as instructed by the test maker.

A team will conduct the proposed evaluation. As the parent(s), you are a member of the team. Any information you can provide is important to us. Please send your ideas and concerns to us in writing or contact the person listed below if you would prefer to discuss your concerns. If a team meeting is held you will be invited. Information from all team members will be considered during the evaluation process.

ANNOTATION:

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

The team will determine whether your child needs specially designed instruction because of a disability and is eligible for special education. 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 those programs and services your child needs to succeed in school.

The *Evaluation Report* must be completed and a copy given to you no later than 60 calendar days after we have received your written permission for the evaluation. This 60 calendar day timeline does not include the summer break. The 60 calendar day timeline will begin on the day we receive this signed *Permission to Evaluate - Consent Form* from you giving your consent for evaluation. Giving your consent for evaluation does not mean you give consent to special education placement or services. If your child is eligible for special education, you will be asked to give written consent for services to begin.

ANNOTATION:

As of July 1, 2008, the timeline for evaluation changed. The evaluation must be completed within 60 calendar days of receiving the signed *Permission to Evaluate - 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).

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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.

If you have any questions, or if you need the services of an interpreter, please contact me.

Name: _____ Position: _____
Phone: _____ Email: _____

DIRECTIONS FOR PARENT/GUARDIAN/SURROGATE: Please check either item 1 or 2. Select item 3 if desired.

- 1. I give consent to start an initial evaluation as you propose.
- 2. I do not give consent to the proposed initial evaluation.
- 3. I would like to schedule an informal meeting with school personnel to discuss this request.

ANNOTATION:

Prior to conducting an initial evaluation, the LEA must get informed consent from the parent before beginning the evaluation. Parents have three options for responding to this form:

- 1. If the parent gives consent for an evaluation, the evaluation must be completed within the required timeline.
- 2. If the parent refuses consent, the LEA must not proceed with an evaluation, and does not violate its obligation to provide free, appropriate public education (FAPE). The LEA may pursue due process to obtain consent but is not required to do so.
- 3. Finally, a parent may need more information about the proposed evaluation and request a meeting with the LEA. After discussing the request in an informal meeting, the parent then may choose option 1 or 2.

Consent for an evaluation does not give consent to provide services.

SIGN HERE:

Parent/Guardian/Surrogate Signature	Date (mm/dd/yy)	Daytime Phone

PLEASE RETURN THIS ENTIRE FORM TO:

Name: _____
Address: _____

For help in understanding this form, an annotated *Permission to Evaluate - Consent Form* is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.