



# Special Education

*Learning knows no bounds*

## Table of Contents

<b>Special Education Timelines</b> .....	4
<i>Documents Needed In Each Scenario with Timelines</i> .....	9
<b>Evaluation Report (ER)</b> .....	12
<i>Evaluation Report - IEP Writer</i> .....	13
<i>Evaluation Report - Blank</i> .....	14
<i>Evaluation Report (ER) - Annotated</i> .....	20
<i>Evaluation Consent &amp; Request Forms</i> .....	26
<i>Purpose - Prior Written Notice For Initial Evaluation And Request For Consent Form</i> .....	26
<i>Blank - Prior Written Notice For Initial Evaluation And Request For Consent Form</i> .....	27
<i>Annotated - Prior Written Notice For Initial Evaluation And Request For Consent Form</i> .....	31
<i>Purpose - Permission To Evaluate – Oral Request Form</i> .....	37
<i>Blank - Permission To Evaluate – Oral Request Form</i> .....	38
<b>Reevaluations (RR)</b> .....	40
<i>Reevaluation Report - IEP Writer</i> .....	41
<i>Reevaluation Report - Blank</i> .....	42
<i>Reevaluation Report (RR) - Annotated</i> .....	48
<i>Reevaluation Consent &amp; Request Forms</i> .....	54
<i>Purpose - Prior Written Notice For Reevaluation And Request For Consent Form</i> .....	54
<i>Blank - Prior Written Notice For A Reevaluation And Request For Consent Form</i> .....	55
<i>Annotated – Prior Written Notice for a Reevaluation and Request for Consent Form</i> .....	59
<i>Purpose - Permission to Reevaluate – Oral Request Form</i> .....	63
<i>Blank- Permission to Reevaluate – Oral Request Form</i> .....	64
<b>Individualized Education Program (IEP)</b> .....	69
<i>IEP – Information Needed to Correctly Complete an IEP</i> .....	70
<i>Assessments for Reading/Math/Functional Skills in IEPs</i> .....	75
<i>IEP Writer – Parent Call Log</i> .....	83
<i>IEP Writer – Invitation</i> .....	85
<i>IEP Writer - Notice Of Recommended Educational Placement/Prior Written Notice (NOREP)</i> .....	88
<i>IEP Writer – Finalize</i> .....	89
<i>How To Complete an IEP Revision</i> .....	90
<i>Measurable Annual Goals</i> .....	93
<i>Functional Behavioral Assessment (FBA)</i> .....	96

<i>Positive Behavior Support Plan (PBSP)</i> .....	97
<i>IEP Writer - Electronic Signatures</i> .....	98
<b>IEP Writer User Guide</b> .....	99
<i>IEP Writer Log In / Roster</i> .....	99
<i>IEP Writer Student Page (Grid/Sorting)</i> .....	101
<i>IEP Writer Reports</i> .....	103
<i>IEP Writer – Open/Edit Documents</i> .....	106
<b>Documents That Need To Be Sent To the Special Education Office</b> .....	111
<b>In and Out of State Transfer Students</b> .....	112
<b>How to Run a Special Education Meeting</b> .....	113

## Special Education Timelines

### According to Pennsylvania law,

*Chapter 14 Special Education Services and Programs and Federal Regulations Part 300, Individuals with Disabilities Education Act (IDEA),* special education services must be delivered according to mandatory timelines. Chapter 14 regulations are adopted by the State Board of Education. These provisions are in addition to the federal regulations adopted for the delivery of special education to students in the Commonwealth of Pennsylvania.

### Key Terms

**Reasonable amount of time** is generally considered to be 10 calendar days; however, there may be individual circumstances that would require additional days to respond to the parents' request for an evaluation (e.g., when a student has recently enrolled in the district).

**School term** is the period of time elapsing between the opening of the public schools in the fall of one year and the closing of the public schools in the spring of the following year. (Pennsylvania Public School Code. Section 102: Definitions. [Online]. Available: [www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM](http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM)) Note: The time starts when the entire staff is present, not the first instructional day for students.

## Evaluation

Law	Action	Timeline	
		School Days	Calendar Days
14.123(c)	When a parent <b>orally</b> requests an evaluation, the local educational agency (LEA) must provide a copy of the <i>Permission to Evaluate-Evaluation Request</i> form to the parent.		10
300.503(a) 300.300(a)	When a parent presents a <b>written</b> request for an evaluation, if the LEA agrees to evaluate as requested, the LEA must provide the <i>Permission to Evaluate-Consent</i> form and <i>Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)</i> form to the parent.		Within a reasonable amount of time, generally considered to be 10
14.123(b) 300.300.309(b) 300.300.309(c)	After the LEA receives written parental consent, the initial evaluation must be completed and a copy of the <i>Evaluation Report</i> presented to the parent.		60*
14.123(d)	The parent must receive a copy of the <i>Evaluation Report</i> prior to the Individualized Education Program (IEP) meeting (unless a waiver is signed).	At least 10	

There are several exceptions to the 60 calendar day timeline requirement. This timeline does not apply if:

- The parent repeatedly fails or refuses to produce the child for evaluation.
- A child enrolls in a school of another public agency after the evaluation has begun, but prior to a determination of the child's eligibility by the previous public agency. This exception applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.
- A request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures. In this case, the evaluation must be conducted in an expedited manner.
- When evaluating a child for specific learning disability **only**, the child's parents and a group of qualified professionals can mutually agree in writing to an extended time frame if, prior to a referral, the child has not made adequate progress after an appropriate period of time when provided appropriate instruction in reading or math, and whenever referred for an evaluation.

Note: The calendar days from the day after the last day of the spring school term, up to and including the day before the first day of the fall school term, will not be counted.

## Independent Educational Evaluation (IEE)

Law	Action	Timeline	
		School Days	Calendar Days
300.502(b)	If a parent requests an Independent Educational Evaluation (IEE), the local educational agency (LEA) must either ensure an IEE is provided at public expense, or file a due process complaint.		**

\*\* Without unnecessary delay

## Reevaluation

Law	Action	Timeline	
		School Days	Calendar Days
14.123(c)	When a parent <b>orally</b> requests an evaluation, the local educational agency (LEA) must provide a copy of the <i>Permission to Evaluate-Evaluation Request</i> form to the parent.		10
300.503(a) 300.300(a)	When a parent presents a <b>written</b> request for an evaluation, if the LEA agrees to evaluate as requested, the LEA must provide the <i>Permission to Evaluate-Consent</i> form and <i>Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)</i> form to the parent.		Within a reasonable amount of time
300.300(c)	As a result of the review of data, if additional data are required to determine continued eligibility and need for special education services, the LEA must issue the <i>Permission to Reevaluate-Consent</i> form.		Within a reasonable amount of time
14.124(b)	After the LEA receives written parental consent, the reevaluation must be completed and a copy of the <i>Reevaluation Report</i> presented to the parent.		60*
14.124(d)	The parent must receive a copy of the <i>Reevaluation Report</i> prior to the Individualized Education Program (IEP) Meeting (unless a waiver is signed).	At least 10	

\* See exceptions on page 3.

## Change in Identification/Evaluation/Placement/FAPE

Law	Action	Timeline	
		School Days	Calendar Days
300.503(a)	Prior to the local educational agency (LEA) proposing a change in the identification, evaluation, or educational placement of a child or the provision of FAPE to the child, the LEA must provide prior notice using the <i>NOREP/PWN</i> form.		*

\* Within a reasonable amount of time

## IEP Meeting

Law	Action	Timeline	
		School Days	Calendar Days
300.322(a)	The local educational agency (LEA) must provide advance notice to the parent when scheduling an Individualized Education Program (IEP) meeting.	*	
300.323(c)	The LEA must convene the IEP meeting after the completion of an <i>Evaluation Report (ER)</i> or <i>Reevaluation Report (RR)</i> .		30
300.503(a)	Written notice must be provided to the parent, recommending educational placement or provision of FAPE.		**
14.131(a) 300.300(b)	An initial IEP for a student will be implemented as soon as possible after receiving parental consent for initial services.	No later than 10	
14.131(a)	For any IEP completed after an initial IEP, the IEP must be implemented.	No later than 10	

\* Enough time to ensure that parents will have an opportunity to attend

\*\* Within a reasonable time before services begin

## Student Records

Law	Action	Timeline	
		School Days	Calendar Days
300.613(a)	When the local educational agency (LEA) receives a parent request to inspect or copy records, the LEA must permit parents to inspect and review any education records relating to their child that are collected, maintained, or used by the LEA.		*

\* The LEA must comply without unnecessary delay and before any meeting regarding an IEP or any hearing, and in no case more than 45 days after the request has been made.



## Student Discipline

Law	Action	Timeline	
		School Days	Calendar Days
300.530(e) 300.536(a)	When the LEA makes a determination to change the placement of a student with a disability for disciplinary purposes, a manifestation determination review must be completed.*	10 (from the date of the decision to change the placement)	
300.530(b)	After a student with a disability has been removed from the student's current placement for 10 days, and for any subsequent days of removal during the current year, the LEA must provide services.	After 10 days	
300.530(g)	The maximum length of placement in an interim alternative educational setting for special circumstances (weapon, drugs, serious bodily injury).	Not more than 45**	

\* A change of placement because of disciplinary removals occurs if the removal is for more than 10 consecutive school days, or more than 15 cumulative days in a school year, or when school days 11-15 constitute a pattern of exclusion, or an exclusion of even one day for a student with intellectual disability.

\*\* If the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others, the LEA can request that the hearing officer extend the child's placement in the interim alternative educational setting beyond the 45 school days.

## Due Process

Law	Action	Timeline	
		School Days	Calendar Days
300.510(a) 14.163	The resolution session must be available to parents after the local educational agency (LEA) receives the parents' notice of due process complaint and prior to the initiation of a due process hearing.		Within 15

The PaTTAN website has comprehensive timeline information associated with due process. Additional information can be accessed in the PaTTAN publication *General Due Process Hearing Timelines: When the Parent Files a Complaint*.



## *Documents Needed In Each Scenario with Timelines*

### **Evaluation**

Permission to Evaluate – Oral Request (Only if the parent makes an oral request)



- 10 Calendar days from the parent's oral request

Prior Written Notice For Initial Evaluation And Request For Consent Form (Permission to Evaluate Consent)



- After signed consent, you have 60 days to complete the evaluation from the day you received the permission back.

Evaluation Report



- 60 days or earlier from date of signed Prior Written Notice For Initial Evaluation And Request For Consent Form (Permission to Evaluate Consent)
  - Please note that if you hold an evaluation meeting without the IEP, you must send a separate invitation to the parent to participate 2-3 weeks prior to meeting date.

Invitation to Participate



- Send out 2- 3 weeks prior for any type of meeting.

IEP



- You have 30 days from the evaluation date of report to complete the IEP (present it to the parent).
- **If you want, you can complete the IEP the same day if the parent signs the IEP Waiver which waives the ten day wait period from the presentation of the ER.**

NOREP

- Present to the parent right after the IEP is presented.

## Reevaluation

Permission to Reevaluate – Oral Request (Only if the parent makes an oral request)



- 10 Calendar days from the parent's oral request

Prior Written Notice For Reevaluation And Request For Consent Form (Permission to Reevaluate – Consent)



- After signed consent, you have 60 days to complete the evaluation from the day you received the permission back.

Reevaluation Report



- 60 days or earlier from date of signed Prior Written Notice For Reevaluation And Request For Consent Form (Permission to Reevaluate – Consent)
  - Please note that if you hold a reevaluation meeting without the IEP, you must send a separate invitation to the parent to participate 2-3 weeks prior to meeting date.

Invitation to Participate



- Send out 2- 3 weeks prior for any type of meeting.

IEP



- You have 30 days from the reevaluation date of report to complete the IEP (present it to the parent).
- **If you want, you can complete the IEP the same day if the parent signs the IEP Waiver which waives the ten day wait period from the presentation of the RR.**

NOREP

- Present to the parent right after the IEP is presented.

## IEP

### Invitation to Participate



- Send out 2- 3 weeks prior for any type of meeting.

### IEP



- An annual IEP must be completed one time per year (before 365 days from the previous IEP meeting date).

### NOREP

- Present to the parent right after the IEP is presented.

## Evaluation Report (ER)

Purpose of Evaluation Report: Initial evaluations are conducted when a general education student is being evaluated for special education or when a special education student, identified in another state, moves into Pennsylvania. The ER should contain information and direction for the family, school staff and other professionals who interact with the student. More than a summary of assessment results, the ER provides recommendations and information that will promote the overall functioning of the student.

The school psychologist at your school will handle all evaluation paperwork unless he/she notifies you when an in-state transfer student has enough, current information to keep the student's diagnosis in PA.

## Evaluation Report - IEP Writer

After you receive written consent on the Permission to Evaluate - Consent 2015), the evaluation report can be opened and edited. To open an Evaluation Report, click on [Start New Evaluation Report](#).

Student Home (School-Age) for *Pan, Peter* [Undo forms](#) | [Unimplement forms](#) | [Form Creation Log](#)

Form	Action	Previous (U = Uploaded document)						
IEP	<a href="#">View/Revise Currently Implemented IEP dated 4/18/2018 generated 3/3/2022 (Has PBSP)</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">View Attachments/Versions</a></li><li><a href="#">IEP At A Glance</a></li><li><a href="#">Print PBSP Only</a></li></ul> <a href="#">Edit/Implement Work in Progress IEP Dated 11/23/2020</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">IEP At A Glance</a></li><li><a href="#">Print PBSP Only</a></li></ul>							
Permission to Evaluate - Consent 2015	<a href="#">Start New Permission to Evaluate - Consent 2015</a> <a href="#">Change Receipt Date for Permission to Evaluate - Consent 2015 Dated 4/29/2022</a> Receipt Date: 4/29/2022 Parental Response: n/a <table><tr><th>Date</th><th>Notice Sent</th><th>Notice #</th></tr><tr><td colspan="3">No additional notices sent.</td></tr></table>	Date	Notice Sent	Notice #	No additional notices sent.			<ul style="list-style-type: none"><li><a href="#">04/29/2022</a></li><li><a href="#">11/16/2021</a></li><li><a href="#">09/01/2021</a></li><li><a href="#">07/03/2019</a></li></ul>
Date	Notice Sent	Notice #						
No additional notices sent.								
Permission To Evaluate - Oral Request	<a href="#">Edit/Finalize Work in Progress Permission To Evaluate - Oral Request Dated 7/22/2019</a>							
Evaluation Report	<a href="#">Start New Evaluation Report</a> <a href="#">Start New Evaluation Report based on Previously Implemented ER</a>	<ul style="list-style-type: none"><li><a href="#">11/16/2021</a></li><li><a href="#">10/20/2020</a></li><li><a href="#">09/24/2019</a></li></ul>						

**EVALUATION REPORT (ER)**

**School Age**

Student Name:

Date of Report (mm/dd/yyyy):

Date Report Provided to Parent/Guardian/Surrogate:

Student Birth Date:

Age:

Grade:

Local Education Agency (LEA):

School Student is Attending:

Current Educational Program:

County of Residence:

Phone (Home):

Name and Address of Parent/Guardian/Surrogate:

Phone (Work):

Other Information:

Complete Sections 1 through 6 for all students.

If determining eligibility for Specific Learning Disability (SLD), the SLD component near the end of this document must be completed and used to complete Sections 5 and 6.

**1. REASON(S) FOR REFERRAL:**

**2. SOURCES OF EVALUATION DATA –** In interpreting evaluation data, the school must draw upon a variety of data sources, including those listed below, and carefully consider the information obtained. Document the information obtained from the sources below.

- A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input):
- B. Observations – Include teacher observations and observations by related services providers, when appropriate:
- C. Recommendations by teachers:
- D. The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education:

- E. Assessments – Include, when appropriate, current classroom-based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.:

3. IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student's native language or other mode of communication):
4. DETERMINING FACTORS – A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.
- ☐ Yes ☐ No Lack of Appropriate Instruction in reading, including the essential components of reading instruction. Provide evidence.
- ☐ Yes ☐ No Lack of Appropriate Instruction in math. Provide evidence.
- ☐ Yes ☐ No Limited English proficiency. Provide evidence.

NOTE: IF DETERMINING ELIGIBILITY FOR SPECIFIC LEARNING DISABILITY, COMPLETE THE DETERMINATION OF SPECIFIC LEARNING COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING SECTIONS 5 and 6.

Complete Sections 5 and 6 for all students.

5. SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS – Considering all available evaluation data, record the team's analyses of the student's functioning levels.
- A. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT – Describe the student's present levels, strengths, and the resulting academic needs, when appropriate. Include communicative status, motor abilities, and transition needs as appropriate. For students with limited English proficiency (LEP), include current level(s) of English language proficiency in reading, writing, speaking and understanding/listening:
- B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE – Describe the student's present levels, strengths, and the resulting functional and developmental needs, when appropriate:
- C. BEHAVIORAL INFORMATION – Include social and emotional status and behavioral strengths and needs, when appropriate:

6. CONCLUSIONS – Determination of Eligibility and Educational Needs  
Complete A or B or C.

- A. ☐ The student does not have a disability and therefore is not eligible for special education.  
OR



- B. ☐ The student has a disability but does not need specifically designed instruction, and therefore is not eligible for special education.

OR

- C. ☐ The student has a disability AND is in need of specifically designed instruction, and therefore IS eligible for special education.
1. Disability Category  
Primary disability category:  
Secondary disability category:
  2. Recommendations for consideration by the IEP team to enable the student to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**

\* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment, and Orthopedic Impairment.

\*\* For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the *Evaluation Report*. Please submit this statement to:

\_\_\_\_\_  
LEA Representative

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

A copy of the Procedural Safeguards Notice is available upon request from your child's school. This document 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.

For help in understanding this form, an annotated Evaluation Report is available on the PaTTAN website at [www.pattan.net](http://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.

## DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation Report.

Provide documentation for items 1-10.

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

2. Check below to identify the process(es) used to determine eligibility.

☐ Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

☐ Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

3. The instructional strategies used and the student-centered data collected:
4. The educationally relevant medical findings, if any:
5. The effects of the student's environment, culture, or economic background:
6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:
7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:
8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:
9. Other data, if needed, as determined by the evaluation team:

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability:

Intellectual disability:

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Section 5 and 6 of the completed Evaluation Report.

## *Evaluation Report (ER) - Annotated*

*Date of report:* This date should be the last day that you worked on the report. CANNOT EXCEED 60 days from receipt of Permission to Evaluate-Consent Form.

*Date Report Provided to Parent/Guardian/Surrogate:* This date should be when the report was presented to parent at a meeting. CANNOT exceed 60 days from receipt of Permission to Evaluate-Consent Form.

### **1. REASON(S) FOR REFERRAL:**

- Statement of why the child is referred for an evaluation and specific concerns noted by the team and/or parent
- If the child is an out-of-state transfer with an IEP, an **ER** must be completed and the reason is to determine continued need for special education services under Pennsylvania state regulations  
(i.e. “*The STUDENT is a recent transfer to the Hazleton Area School District from STATE where HE/SHE previously received special education services. The purpose of this evaluation is to determine the student’s need for special education services according to Pennsylvania state regulations.*”)

### **2. SOURCES OF EVALUATION DATA:**

- Evaluations and information provided by the parent of the student (or documentation of LEA’s attempts to obtain parental input):*
  - Parent input form (or indications that information was solicited, but not returned, and documented in the contact log and reiterated/noted in this section)
  - Summary of previous medical/psychological reports provided by the parent
- Observations – include teacher observations and observations by related service providers, when appropriate:*
  - Guidance observations
  - Current grades
  - Disciplinary infractions (administrative reprimands/suspensions/expulsions)
  - Related service provider data (Speech, OT, PT)
- Recommendations by teachers:*
  - Instructional interventions/accommodations attempted
  - Recommendation regarding area of need relating to instruction and assessment (oral language, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, math problem solving, daily living skills, attention to task, increase/decrease specific behaviors, social skills, etc.)
  - This is **NOT** a recommendation for a certain type/amount of services (e.g. speech therapy 1x/week for 30 minutes)

- d. *The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education:*
- Summary of student's medical information (vision/hearing screenings, current doctor, medical diagnoses, medications, agency involvement, hospitalizations) via nurse's report and parent disclosure  
*(I highly recommend using the Parent Input form on my district Webpage under West Hazleton. It is more comprehensive than the one many special education teachers typically have that cannot address much of this information. There is also a copy available in Spanish. You must login to the district webpage in order to access my page)*
  - Developmental history provided by the parent input
  - Summary of social/cultural background (family constellation, languages spoken at home and by child, changes in residence/school)
  - Summary of educational history (attendance, retentions, years of ESL)
  - Adaptive information, including rating scales by the psychologist
- e. *Assessments – Include, when appropriate, current classroom based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.:*
- Local/State assessments
    - Local assessment results (Systems 44/Read 180 benchmarks, etc)
    - State assessments results (PSSA/PASA results 4-12)
  - Current classroom based assessments
    - Curriculum Based Assessment results (Basic Reading Inventory, GMADE, progress monitoring, Systems 44/Read 180 progress monitoring for current year ONLY)
    - ESL testing results (initial WIDA results, current WIDA results, current level, frequency of service)
    - Child Study Team results
  - Aptitude and achievement tests
    - IQ and achievement testing as documented in existing documentation or as calculated by psychologist assessment. *Please remember to note the date of administration so that there is not confusion about how current the information is)*
  - Behavioral assessments
    - Functional Behavioral Assessment data
    - Behavioral rating scales per school psychologist
    - Behavioral charting information
  - Vocational Technical Education Assessment results
    - Vocational data
  - Secondary Transition

- Transition data (interest inventories, interviews, etc). Required for any student who is turning 13 during the course of the IEP OR any student as appropriate

**3. IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student's native language or other mode of communication):**

- Indicate any ways in which an assessment varied from standardized protocol, including translating or reading the items, substituting subtests, discontinuation of an assessment, interruptions during a timed section, etc.

**4. DETERMINING FACTORS – A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below.**

*a. Lack of appropriate instruction in reading:*

- Statement of reading curriculum, reading interventions provided through regular education, CST, and/or Title if poor attendance has had an impact in reading instruction

*b. Lack of appropriate instruction in math:*

- State of math curriculum, math interventions provided through regular education, CST, and/or Title, and if poor attendance has had an impact in math instruction

*c. Limited English proficiency:*

- Statement that the student was considered for eligibility for ESL and was deemed eligible/ineligible. If receiving ESL, document levels, duration, and frequency of services. ESL should also provide progress monitoring results regarding the student's acquisition of academic skills in the English language.

**5. SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS:**

*a. Present levels of academic achievement*

- List of strengths and needs (academically)
- Instructional levels for reading and math
- Communicative status as reported by speech therapist
- Motor abilities, if considered for OT or PT due to existing services from out of state special education programming. OT referrals may result from classroom teachers' observations of writing skills, copying skills, use of school utensils in regular education classroom. A PT referral might result from observations by the physical education teacher or observations of gross motor skills on the playground/recess.
- Transition needs, if age 14 or older
- Most recent WIDA scores, proficiency level, and progress monitoring in ESL, if receiving ESL services

*b. Present levels of functional performance*



- List of strengths and needs (functionally)
- Present level of performance in functional areas
  - Ability to access school environment; learn daily routines; independently use restroom
- c. *Behavioral information*
  - List of strengths and needs (behaviorally)
  - Social/emotional status

## DETERMINATION OF SPECIFIC LEARNING DISABILITY

**(This section MUST be addressed for every student! If the child has a primary or secondary disability of SLD, all sections must be completed in full. If the child does not have a disability of SLD, only items 1 and 10 must be completed, and all other sections may be marked 'NA').**

1. *The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.*
  - Indicate which of the above areas the student is demonstrating significant need
  - If the student does not have any academic need, indicate that they are achieving adequately for their age and/or State-approved grade-level standards
  - If the student is not SLD, you can include a statement of what their disability category is and that they do not meet the criteria for SLD.
2. *Response to Scientific Research-Based Intervention (RtI).*
  - The district is **NOT** RtI approved and this section must not be completed

*Severe Discrepancy between Intellectual Ability and Achievement.*

  - Discrepancy statement from psychologist's testing in original evaluation in which the student was labeled SLD indicating areas of significant weakness OR statement that "[the student] has a specific learning disability in the area of \_\_\_\_\_" as per the psychologist's recommendations and continues to be substantiated by current testing results (performance on local assessments, PSSA level, Burns/Roe level, GMADE level, etc).
  - If student is not SLD: "NA"
3. *The instructional strategies used and the student-centered data collected:*
  - Specially designed instruction as it pertains to the student's academic needs
  - If student is not SLD: "NA"
4. *The educationally relevant medical findings, if any:*

- Nurse's report data and if there is relevant data noted on the Parent Input form
  - "There are no reported educationally relevant medical findings" if none indicated
  - If student is not SLD: "NA"
5. *The effects of the student's environment, culture, or economic background:*
- Indications of any C&Y involvement, homelessness, transience, or any significant cultural issues
  - "There are no environmental, cultural, or economic effects noted" if none indicated
  - If student is not SLD: "NA"
6. *Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:*
- "[the principal] verifies that all regular education instruction was delivered by highly qualified personnel"
  - If student is not SLD: "NA"
7. *Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:*
- Progress monitoring data (DIBELS progress monitoring, Aimsweb, etc.)
  - If the student is not SLD: "NA"
8. *An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:*
- Service provider's observation of student's functioning within the regular education curriculum and classroom, if applicable
  - Regular education teacher's observation of student's general performance in academic areas as they pertain to the areas of need
  - If the student is not SLD: "NA"
9. *Other data, if needed, as determined by the evaluation team:*
- Any other pertinent information, such as agency input/involvement, high truancy, significant behaviors that may be impacting the student's ability to access the regular ed curriculum, etc.
  - If none of these area noted, indicate this
  - If the student is not SLD: "NA"
10. *Include a statement of each item below to support the conclusions of the evaluation team that the findings are not primarily a result of*
- a. *Visual, hearing, motor disability:*
- Statement of any vision needs, hearing needs, motor needs, ADHD as per nurse's report OR

- “The student’s disability is primarily not a result of a visual, hearing, or motor disability”
- b. Intellectual disability:*
- Statement of extremely low intellectual functioning with comparable adaptive functioning **OR**
  - “The student’s disability is primarily not a result of an intellectual disability”
- c. Emotional disturbance:*
- Statement of any significant behaviors that impede the student’s learning or the learning of others **OR**
  - “The student’s disability is primarily not a result of an emotional disturbance”
- d. Cultural factors:*
- Statement of any significant cultural factors **OR**
  - “The student’s disability is primarily not a result of cultural factors”
- e. Environmental or economic disadvantage:*
- Statement of any significant environmental or economic disadvantages **OR**
  - “The student’s disability is primarily not a result of environmental or economic disadvantages”
- f. Limited English proficiency:*
- Statement of student’s current ESL level and rate of progress in ESL services **OR**
  - “The student’s disability is primarily not a result of limited English proficiency”

## Evaluation Consent & Request Forms

There are two types of forms that you can encounter with an initial evaluation. One is the **Prior Written Notice for Initial Evaluation and Request for Consent form**. This form is used for every evaluation. It must be sent/signed/checked by the parent before any testing can occur. The other form is the **Permission to Evaluate – Oral Request**. This form is only given when a parent makes an oral request for an evaluation.


### Purpose - Prior Written Notice For Initial Evaluation And Request For Consent Form

The purpose of this form is to provide the parents with notice that the school/LEA is proposing to conduct an initial evaluation and to obtain informed written parental consent prior to conducting an evaluation to determine eligibility. 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. A reasonable amount of time is generally considered to be 10 calendar days.

- You cannot proceed with an initial evaluation without a signed permission. After three documented attempts are made, you will try once a year after your first attempt was made. All attempts should be in IEP writer with letter not returned as the receipt and sent to the special education office to put in the file.

This form can be found in IEP Writer as **Permission to Evaluate – Consent 2015**

Student Home (School-Age) for **Pan, Peter** [Undo forms](#) | [Unimplemented forms](#) | [Form Creation Log](#)

Form	Action	Previous (U = Uploaded document)
IEP	<a href="#">View/Revise Currently Implemented IEP dated 4/18/2018 generated 3/3/2022 (Has PBSP)</a> <ul style="list-style-type: none"><li>• <a href="#">Maintain Progress Reports</a></li><li>• <a href="#">Print Progress Reports</a></li><li>• <a href="#">View Attachments/Versions</a></li><li>• <a href="#">IEP At A Glance</a></li><li>• <a href="#">Print PBSP Only</a></li></ul> <a href="#">Edit/Implement Work in Progress IEP Dated 11/23/2020</a> <ul style="list-style-type: none"><li>• <a href="#">Maintain Progress Reports</a></li><li>• <a href="#">Print Progress Reports</a></li><li>• <a href="#">IEP At A Glance</a></li><li>• <a href="#">Print PBSP Only</a></li></ul>	
Permission to Evaluate - Consent 2015	<a href="#">Start New Permission to Evaluate - Consent 2015</a> <a href="#">Change Receipt Date for Permission to Evaluate - Consent 2015 Dated 4/29/2022</a> Receipt Date: 4/29/2022 - Parental Response: n/a <div><b>Date Notice Sent Notice #</b>  No additional notices sent.</div>	<ul style="list-style-type: none"><li>• 04/29/2022</li><li>• 11/16/2021</li><li>• 09/01/2021</li><li>• 07/03/2019</li></ul>
Permission To Evaluate - Oral Request	<a href="#">Edit/Finalize Work in Progress Permission To Evaluate - Oral Request Dated 7/22/2019</a>	
Evaluation Report	<a href="#">Start New Evaluation Report</a> <a href="#">Start New Evaluation Report based on Previously Implemented ER</a>	<ul style="list-style-type: none"><li>• 11/16/2021</li><li>• 10/20/2020</li><li>• 09/24/2019</li></ul>

*Blank - Prior Written Notice For Initial Evaluation And Request For Consent Form*

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

School Age



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*

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 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM  
Child's Name:

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

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:

## 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.

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. Evaluation team meetings are not required.

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 your child requires in order to receive educational benefit.

## TIMELINE FOR AN INITIAL SPECIAL EDUCATION EVALUATION

The *Evaluation Report (ER)* 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

**PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION AND REQUEST FOR CONSENT FORM**  
Child's Name:

special education, you will be asked to provide written consent for the initial provision of special education services following the development of the *IEP*.

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.

**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 a 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):

**SIGN HERE:**

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

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

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

**PLEASE RETURN THIS ENTIRE FORM TO:**

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

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

\_\_\_\_\_  
\_\_\_\_\_



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

Child's Name:

For help in understanding this form, an annotated *Prior Written Notice for Evaluation and Request for Consent Form* is available on the PaTTAN website at [www.pattan.net](http://www.pattan.net). Once on the PaTTAN home page, select the Legal tab, then select Forms, and then Annotated Forms. If you do not have access to the Internet, call PaTTAN at 800-441-3215 to request the annotated form in print or the Special Education ConsultLine at 800-879-2301.



**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).



## Purpose - Permission To Evaluate – Oral Request Form

This form is used when a parent/guardian makes an ORAL request for evaluation to any professional school employee or administrator. The parent must receive the Permission To Evaluate – Evaluation Request Form within 10 calendar days of the oral request. This form provides the means of getting the request in writing. This form would not be issued if a parent requests an evaluation in writing. It is recommended that the recipient of this request makes a note of the date the oral request was made to avoid any misunderstanding with regard to the 10 calendar day timeline. This form DOES NOT PROVIDE INFORMED CONSENT TO EVALUATE. If you get this form back signed, then a **Prior Written Notice for Initial Evaluation and Request for Consent Form (Permission to Evaluate – Consent 2015)** must be sent for consent to start with any testing.

This form can be found in IEP Writer as **Permission to Evaluate – Oral Request**.

Student Home (School-Age) for *Pan, Peter* [Undo forms](#) | [Unimplemented forms](#) | [Form Creation Log](#)

Form	Action	Previous (U = Uploaded document)
IEP	<a href="#">View/Revise Currently Implemented IEP dated 4/18/2018 generated 3/3/2022 (Has PBSP)</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">View Attachments/Versions</a></li><li><a href="#">IEP At A Glance</a></li><li><a href="#">Print PBSP Only</a></li></ul> <a href="#">Edit/Implement Work in Progress IEP Dated 11/23/2020</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">IEP At A Glance</a></li><li><a href="#">Print PBSP Only</a></li></ul>	
Permission to Evaluate - Consent 2015	<a href="#">Start New Permission to Evaluate - Consent 2015</a> <a href="#">Change Receipt Date for Permission to Evaluate - Consent 2015 Dated 4/29/2022</a> Receipt Date: 4/29/2022 Parental Response: n/a <div><b>Date Notice Sent Notice #</b> No additional notices sent.</div>	<ul style="list-style-type: none"><li>04/29/2022</li><li>11/16/2021</li><li>09/01/2021</li><li>07/03/2019</li></ul>
Permission To Evaluate - Oral Request	<a href="#">Edit/Finalize Work in Progress Permission To Evaluate - Oral Request Dated 7/22/2019</a>	
Evaluation Report	<a href="#">Start New Evaluation Report</a> <a href="#">Start New Evaluation Report based on Previously Implemented ER</a>	<ul style="list-style-type: none"><li>11/16/2021</li><li>10/20/2020</li><li>09/24/2019</li></ul>

## Blank - Permission To Evaluate – Oral Request Form

### PERMISSION TO EVALUATE - ORAL REQUEST FORM

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

### PERMISSION TO EVALUATE - ORAL REQUEST FORM

School Age \_\_\_\_\_

If a parent has asked any professional school employee or administrator for the school district or charter school (Local Education Agency - LEA) to evaluate his or her child for special education eligibility, the parent must be given this *PTE-Oral Request Form* within 10 calendar days of the date of the oral request.

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

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

Name and Address of Parent/Guardian/Surrogate:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*For LEA Use Only:*

Date of Receipt of Request Form

I am requesting an evaluation of my child for special education services. I have these concerns about my child's educational performance and progress:

\_\_\_\_\_

Please send me the *PWN for Initial Evaluation and Request for Consent Form* as soon as possible so that I can provide my written consent for the proposed evaluation to begin. I understand that the 60 calendar day (excluding summers) timeline will not begin until the LEA receives the *PWN for Initial Evaluation and Request for Consent Form* with my signature.

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

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

Please return this form to the person listed below or to your child's teacher.

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

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

\_\_\_\_\_  
\_\_\_\_\_

Once the school receives this *PTE-Oral Request Form*, the school will either:

1. Send you within a reasonable amount of time the *PWN for Initial Evaluation and Request for Consent Form* that will describe the process and timeline that will be used for the evaluation, and ask for your consent for the evaluation to begin, OR
2. Send you a written notice, called a *Notice of Recommended Educational Placement/Prior Written Notice* that explains why the LEA is refusing to evaluate your child and a *Procedural Safeguards Notice* that explains how you can challenge the LEA's refusal to evaluate your child.

Keep a copy of this form for your records.

If you have any questions, if you need the services of an interpreter, or if you believe you have not received a prompt response to this request, please contact me.

**PERMISSION TO EVALUATE - ORAL REQUEST FORM**

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

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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.

For help in understanding this form, an annotated ***Permission to Evaluate - Oral Request Form*** is available on the PaTTAN website at [www.pattan.net](http://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.

## Reevaluations (RR)

The Reevaluation Report (RR) documents the results of the reevaluation of a student and the team decision regarding the student's continued eligibility for special education. Reevaluations are conducted when the child's performance indicates a need, the student's initial evaluation or reevaluation anniversary date is approaching (**two years for students with an Intellectual Disability or three years for all other disabilities**), when requested by parents or Local Education Agency (LEA) (unless request is denied), when a special education student moves in to LEA from within Pennsylvania, and when a student transitions from Early Intervention.

## Reevaluation Report - IEP Writer

After you receive written consent on the Permission to Reevaluate – Consent 2015, the reevaluation report can be opened and edited. To open a Reevaluation Report, click on [Start New RR based on Currently Implement RR](#).

<b>Permission to Reevaluate - Consent 2015</b>	<a href="#">Start New Permission to Reevaluate - Consent 2015</a> <a href="#">Enter Receipt Date for Permission to Reevaluate - Consent 2015 Dated 2/28/2022</a> Receipt Date: n/a   Letter Not Returned: <input type="checkbox"/> <table><tr><th>Date</th><th>Notice Sent</th><th>Notice #</th></tr><tr><td colspan="3">No additional notices sent.</td></tr></table>	Date	Notice Sent	Notice #	No additional notices sent.		
Date	Notice Sent	Notice #					
No additional notices sent.							
<b>Permission to Reevaluate - Oral Request</b>	<a href="#">Start New Permission to Reevaluate - Oral Request</a>						
<b>Reevaluation Report</b>	<a href="#">Start New RR based on Currently Implemented RR</a>						

## Reevaluation Report - Blank

### REEVALUATION REPORT

Student's Name:

REEVALUATION REPORT (RR)

School Age

Student Name:

Date of Report (mm/dd/yyyy):

Date Report Provided to Parent/Guardian/Surrogate:

Student Birth Date:

Age:

Grade:

Local Education Agency (LEA):

School Student is Attending:

Current Educational Program:

County of Residence:

Phone (Home):

Name and Address of Parent/Guardian/Surrogate:

Phone (Work):

Other Information:

Date IEP Team reviewed Existing Evaluation Data:

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

#### I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:
2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):
3. Aptitude and achievement tests:
4. Current classroom-based assessments and local and/or state assessments:
5. Observations by teacher(s) and related services provider(s), when appropriate:

## REEVALUATION REPORT

Student's Name:

6. Teacher recommendations:

7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

☐ Yes ☐ No Lack of Appropriate Instruction in reading, including the essential components of reading instruction. Provide evidence.

☐ Yes ☐ No Lack of Appropriate Instruction in math. Provide evidence.

☐ Yes ☐ No Limited English proficiency. Provide evidence.

## II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS

Based on all evaluation data reviewed, complete item 1 or item 2.

1. ☐ The IEP team determined that additional data are not needed.

Reason(s) additional data are not needed:

Conclusion: Complete section A or B or C.

A. ☐ The student has a disability AND continues to need specially designed instruction.

i. Disability Category

Primary disability category:

Secondary disability category(s), if any:

ii. Summary of Findings

Student's educational strengths and needs:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

OR

## REEVALUATION REPORT

Student's Name:

- B. ☐ The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)

OR

- C. ☐ The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

2. ☐ The IEP team determined that there is a need for additional data.  
The LEA must issue the Permission to Reevaluate – Consent Form and administer tests and other evaluation materials as may be needed to produce the data below.

NOTE: IF REEVALUATING THE STUDENT TO DETERMINE SPECIFIC LEARNING DISABILITY, COMPLETE THE DETERMINATION OF SPECIFIC LEARNING DISABILITY COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING THE SECTION BELOW.

Interpretation of additional data:

Conclusion: Complete section A or B or C.

- A. ☐ The student has a disability AND continues to need specially designed instruction.

- i. Disability Category  
Primary disability category:  
Secondary disability category(s), if any:

- ii. Summary of Findings  
Student's educational strengths and needs:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

OR



**REEVALUATION REPORT**

Student's Name:

B. ☐ The student does not have a disability and no longer is eligible for special education.

OR

C. ☐ The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education.

Upon completion of the reevaluation, the Local Education Agency will complete and issue the report to the members of the evaluation team.

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**

\* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment and Orthopedic Impairment.

\*\* For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the *Reevaluation Report*. Please submit this statement to:

---

 LEA Representative

---

 Phone Number

---

 Email Address

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document 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.

For help in understanding this form, an annotated Reevaluation Report is available on the PaTTAN website at [www.pattan.net](http://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.

## REEVALUATION REPORT

Student's Name:

### DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation Report.

Provide documentation for items 1-10.

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

2. Check below to identify the process(es) used to determine eligibility.

☐ Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

☐ Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

3. The instructional strategies used and the student-centered data collected:
4. The educationally relevant medical findings, if any:
5. The effects of the student's environment, culture, or economic background:
6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:
7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:
8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:
9. Other data, if needed, as determined by the evaluation team:

**REEVALUATION REPORT**

Student's Name:

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability:

Intellectual disability:

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Section 5 and 6 of the completed Evaluation Report.

## *Reevaluation Report (RR) - Annotated*

*Date of report:* This date should be the last day that you worked on the report; this date is pulled from IEP Writer for compliance checking and should be no more than 3 years from the last RR (2 years from the last RR for all ID students).

*Date Report Provided to Parent/Guardian/Surrogate:* Date when report was presented to parent at a meeting. This CANNOT exceed 60 calendar days from date of receipt of signed Permission to Reevaluate-Consent form.

*Date IEP Team Reviewed Existing Evaluation Data:* 30-90 days prior from the date the permission was sent.

### **I. SUMMARIZE INFORMATION REVIEWED**

#### **1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:**

- Summary of student's medical information (**CURRENT** vision/hearing screenings, current doctor, history of and current medical diagnoses, current medications, history and current agency involvement, history of and current hospitalizations) via nurse's report and parent disclosure (if provided)
- Developmental history provided by the parent input or initial ER.
- Summary of social/cultural background (family constellation, languages spoken at home and by child, changes in residence/school) obtained through review of previous evaluation (or initial evaluation)
- Summary of regular educational history (attendance, retentions, years of IST/Title/ESL) obtained through review of previous evaluation
- Summary of special education history (years in service, type of service(s) Obtained through a review of last 2/3 IEPs.
- Adaptive information, including rating scales by the psychologist. Can reference previous adaptive testing with a statement that the student continues to demonstrate the skills at a level that is consistent with those previously obtained on DATE. If the student's adaptive functioning appears to be noticeably different from the previous adaptive testing results, you should request that the school psychologist re-administer the testing; which needs to be indicated on the Permission to Reevaluate-Consent Form

#### **2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):**

- Parent input form (or indications that information was solicited, but not returned, and documented in the contact log but reiterated/noted in this section of dates and methods of attempts to contact)
- Summary of previous medical/psychological reports provided by the parent

3. *Aptitude and achievement tests:*

- Aptitude results (IQ testing scores **ONLY**). Do not copy/paste the whole entire test.
- Achievement results (achievement testing/historical CBA data scores **ONLY**, 1-3 years prior to current school year **ONLY**)

4. *Current classroom based assessments and local and/or state assessments:*

- State assessments results (PSSA/PASA results 4-12)
- Curriculum Based Assessment results (Burns/Roe, Jerry Johns, GMADE, Brigance for current year **ONLY**)
- ESL testing results (initial WIDA results, current WIDA results, current level, frequency of service, ESL progress monitoring data)
- Vocational Technical Education Assessment results
  - Vocational data (NOCTI testing for all students enrolled in a vocational program at HACC)
- Secondary Transition
  - Transition data (interest inventories, interviews, etc). Required for any student who is turning 13 during the course of the IEP duration OR any student as appropriate (If new/updated testing is required; it must be listed on the Permission to Reevaluate-Consent Form)
- Functional Behavior Assessment data
  - Behavioral rating scales per school psychologist (if updated and was indicated on the Permission to Reevaluate-Consent Form)
  - Summary of behavioral progress over past 1-3 years/previous evaluation
  - Behavioral charting information

5. *Observations by teacher(s) and related service provider(s), when appropriate:*

- Observations by guidance/teachers
- Disciplinary infractions (administrative reprimands/suspensions/expulsions)
- Behavioral rating scales and/or behavioral charting information
- Related service provider data (speech, OT, PT, vision, hearing; current information **ONLY**. Related service providers should summarize rate of progress since previous evaluation as part of their input. DO NOT reiterate previous testing results in this section!)

6. *Teacher recommendations:*

- Recommendation regarding area of need relating to instruction and assessment (oral language, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, math problem solving, daily living skills, attention to task, increase/decrease specific behaviors, social skills, etc.)

- This is **NOT** a recommendation for a certain type/amount of services (e.g. speech therapy 1x/week for 30 minutes)

7. *Determining factors:*

a. *Lack of appropriate instruction in reading:*

- Statement of reading curriculum, reading interventions provided through regular education, title, special ed, and if poor attendance has had an impact in reading instruction

b. *Lack of appropriate instruction in math:*

- State of math curriculum, math interventions provided through regular education, title, special ed, and if poor attendance has had an impact in math instruction

c. *Limited English proficiency:*

- Statement that the student was considered for eligibility for ESL and was deemed eligible/ineligible. If receiving ESL, document levels, duration, frequency of services, and summary of progress in ESL services.

## DETERMINATION OF SPECIFIC LEARNING DISABILITY

(This section **MUST** be addressed for every student! If the child has a primary or secondary disability of SLD, all sections must be completed in full. If the child does not have a disability of SLD, only items 1 and 10 must be completed, and all other sections may be marked 'NA').

1. *The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.*
  - Indicate which of the above areas the student is demonstrating significant need
  - If the student does not have any academic need, indicate that they are achieving adequately for their age and/or State-approved grade-level standards
  - If the student is not SLD, you can include a statement of what their disability category is and that they do not meet the criteria for SLD.
2. *Response to Scientific Research-Based Intervention (RtI).*
  - The district is **NOT** RtI approved and this section must not be completed

*Severe Discrepancy between Intellectual Ability and Achievement.*

  - Discrepancy statement from psychologist's testing in original evaluation in which the student was labeled SLD indicating areas of significant weakness  
OR  
A statement that "[the student] continues to demonstrate the characteristics associated with a specific learning disability in the \_\_\_\_\_ (area(s) from the original evaluation and/or any additional areas identified through testing data (Burns and Roe IRI compared to Systems 44/Read 180 level; GMADE level, etc)
  - If student is not SLD: "NA"
3. *The instructional strategies used and the student-centered data collected:*
  - Specially designed instruction as it pertains to the student's academic needs
  - If student is not SLD: "NA"
4. *The educationally relevant medical findings, if any:*
  - Nurse's report data if there is relevant data
  - "There are no reported educationally relevant medical findings" if none indicated
  - If student is not SLD: "NA"
5. *The effects of the student's environment, culture, or economic background:*

- Indications of any C&Y involvement, homelessness, transience, or any significant cultural issues
  - “There are no environmental, cultural, or economic effects noted” if none indicated
  - If student is not SLD: “NA”
6. *Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student’s regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:*
- “[the principal] verifies that all regular education instruction was delivered by highly qualified personnel”
  - If student is not SLD: “NA”
7. *Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:*
- Progress monitoring data (DIBELS progress monitoring, Aimsweb, etc.)
  - If the student is not SLD: “NA”
8. *An observation in the student’s learning environment (including the regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student’s academic functioning:*
- Service provider’s observation of student’s functioning within the regular education curriculum and classroom, if applicable
  - Regular education teacher’s observation of student’s general performance in academic areas as they pertain to the areas of need
  - If the student is not SLD: “NA”
9. *Other data, if needed, as determined by the evaluation team:*
- Any other pertinent information, such as agency input/involvement, high truancy, significant behaviors that may be impacting the student’s ability to access the regular ed curriculum, etc.
  - If none of these area noted, indicate this
  - If the student is not SLD: “NA”
10. *Include a statement of each item below to support the conclusions of the evaluation team that the findings are not primarily a result of*
- a. *Visual, hearing, motor disability:*
- Statement of any vision needs, hearing needs, motor needs, ADHD as per nurse’s report **OR**
  - “The student’s disability is primarily not a result of a visual, hearing, or motor disability”
- b. *Intellectual disability:*
- Statement of extremely low intellectual functioning with comparable adaptive functioning **OR**
  - “The student’s disability is primarily not a result of an intellectual disability”



c. *Emotional disturbance:*

- Statement of any significant behaviors that impede the student's learning or the learning of others **OR**
- "The student's disability is primarily not a result of an emotional disturbance"

d. *Cultural factors:*

- Statement of any significant cultural factors **OR**
- "The student's disability is primarily not a result of cultural factors"

e. *Environmental or economic disadvantage:*

- Statement of any significant environmental or economic disadvantages **OR**
- "The student's disability is primarily not a result of environmental or economic disadvantages"

f. *Limited English proficiency:*


- Statement of student's current ESL level **OR**
- "The student's disability is primarily not a result of limited English proficiency"

## Reevaluation Consent & Request Forms

There are two types of forms that you can encounter with a reevaluation. One is the **Prior Written Notice for Reevaluation and Request Consent**. This form is the form you will send before every reevaluation. The other form is the **Permission to Reevaluate – Oral Request**.

### Purpose - Prior Written Notice For Reevaluation And Request For Consent Form

The purpose of the Prior Written Notice for a Reevaluation and Request for Consent Form is to provide the parents with prior written notice that the school/Local Education Agency (LEA) is proposing to conduct a reevaluation to collect additional data in order to determine educational needs, including whether additions or modifications are needed to enable the student to meet IEP goals and to participate in the general education. You must have this form checked and signed before you can start any testing. It is suggested that this permission be issued approximately 90 days prior to the due date of the RR. You will be alerted to this on your dashboard as well (see below).

My Dashboard - All Students in My District							
My calendar	Students on my roster	Students with IEPs past due	Students with IEPs due within 30 days	Students with IEPs not implemented	Student with an ER/RR Past Due	Students with ER/RRs due within 90 days	Students with ER/RRs not implemented
 05	<u>0</u>	<u>11</u>	<u>11</u>	<u>11</u>	<u>19</u>	<u>86</u>	<u>38</u>
Section 504 Students with Evaluations due	Section 504 Student Service Agreements due	Last MA Eligibility Check					
<u>8</u>	<u>94</u>	<u>08/03/2022</u>					

- If a permission to reevaluate is not signed and returned, two additional documented attempts must be made. After **three** attempts are made and documented in the parent contact log, you can proceed. Be sure to try all forms of contact before proceeding (send home with student, call parent, e sign, mail document).

This form can be found in IEP Writer as **Permission to Reevaluate – Consent 2015**

Permission to Reevaluate - Consent 2015

[Start New Permission to Reevaluate - Consent 2015](#)

[Enter Receipt Date for Permission to Reevaluate - Consent 2015 Dated 2/28/2022](#)

Receipt Date: n/a Letter Not Returned: ☐

Date	Notice Sent	Notice #
No additional notices sent.		

Permission to Reevaluate - Oral Request

[Start New Permission to Reevaluate - Oral Request](#)

Reevaluation Report

[Start New RR based on Currently Implemented RR](#)

Blank - Prior Written Notice For A Reevaluation And Request For Consent Form

**PRIOR WRITTEN NOTICE FOR A REEVALUATION AND REQUEST FOR CONSENT FORM**

School Age

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

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

This form is issued when the school (LEA) proposes to conduct a reevaluation that requires the collection of additional information in order to determine educational needs and continued eligibility for special education and related services, or is in response to parent request for a reevaluation. The school (LEA) must issue this form to provide prior written notice and obtain written consent from a child's parent or guardian before conducting a reevaluation that includes additional assessment information.

Please review the proposed action. 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 a reevaluation because the IEP team, including the parent, has reviewed your child's existing educational data and made the recommendation that there is a need for additional information.

☐ Parental request for a reevaluation

**1. EXPLANATION OF WHY THE REEVALUATION IS PROPOSED:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PRIOR WRITTEN NOTICE FOR REEVALUATION AND REQUEST FOR CONSENT FORM  
Child's Name:

3. OTHER FACTORS CONSIDERED RELEVANT TO THE PROPOSED REEVALUATION:

4. OTHER OPTIONS CONSIDERED RELEVANT TO THE PROPOSED REEVALUATION AND WHY THE OTHER OPTIONS WERE REJECTED:

During the reevaluation, additional data/information will be collected in the areas described below. This information will assist the evaluation team in determining:

- whether your child continues to be a child with a disability;
- the educational needs of your child;
- the present levels of academic achievement and related functional needs of your child;
- whether your child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable your child to meet the measurable annual goals set out in the IEP, and to participate, as appropriate, in the general education curriculum.

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

## PARENTAL CONSENT FOR A SPECIAL EDUCATION REEVALUATION

Upon receipt of parental consent, an evaluation team will conduct the additional assessments and evaluations. As the parent(s), you are a member of the evaluation team and will be included in the reevaluation process and receive a copy of the Reevaluation Report. The reevaluation procedures do not require a meeting prior to receipt of the Reevaluation Report.

Consent must be requested before the evaluation team can begin the reevaluation. However, please be aware that after reasonable attempts, *if the LEA has not received a response from you, the school (LEA) is permitted by law to proceed with the reevaluation.*

PRIOR WRITTEN NOTICE FOR REEVALUATION AND REQUEST FOR CONSENT FORM

Child's Name:

The evaluation team will determine whether your child continues to be a child with a disability and the educational needs of your child. The results of the reevaluation will be included in a *Reevaluation Report (RR)*. If your child continues to be eligible for special education, you will be invited to participate in an *Individualized Education Program (IEP)* team meeting. The IEP will outline the special education and related services that will be provided to your child.

**TIMELINE FOR A SPECIAL EDUCATION REEVALUATION**

The *Reevaluation Report* must be completed within 60 calendar days from the date of the school's (LEA's) receipt of a signed *Prior Written Notice for Reevaluation and Request for Consent form*, excluding summer break. Reevaluations must re-occur every 3 years, or 2 years for students with intellectual disability, from the date of the *Evaluation Report*, prior *Reevaluation Report*, or *Agreement to Waive Reevaluation*.

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.

**DIRECTIONS FOR PARENT/GUARDIAN:** Consent is voluntary for reevaluation. 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 reevaluation.
3. ☐ I do not give consent to the proposed reevaluation.\*\*\*

\*\*\*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 reevaluation and my reason is (not required):

**SIGN HERE:**

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

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

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

PRIOR WRITTEN NOTICE FOR REEVALUATION AND REQUEST FOR CONSENT FORM  
Child's Name:

PLEASE RETURN THIS ENTIRE FORM TO:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For help in understanding this form, an annotated *Prior Written Notice for Reevaluation and Request for Consent Form* is available on the PaTTAN website at [www.pattan.net](http://www.pattan.net). Once on the PaTTAN home page, select the Legal tab, then select Forms, and then Annotated Forms. If you do not have access to the Internet, call PaTTAN at 800-441-3215 and request a copy of the annotated form.

## Annotated – Prior Written Notice for a Reevaluation and Request for Consent Form

### PRIOR WRITTEN NOTICE FOR REEVALUATION AND REQUEST FOR CONSENT FORM

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

### **PRIOR WRITTEN NOTICE FOR A REEVALUATION AND REQUEST FOR CONSENT FORM**

School Age

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

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

This form is issued when the school (LEA) proposes to conduct a reevaluation that requires the collection of additional information in order to determine educational needs and continued eligibility for special education and related services, or is in response to parent request for a reevaluation. The school (LEA) must issue this form to provide prior written notice and obtain written consent from a child's parent or guardian before conducting a reevaluation that includes additional assessment information.

Please review the proposed action. 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 a reevaluation because the IEP team, including the parent, has reviewed your child's existing educational data and made the recommendation that there is a need for additional information.

☐ Parental request for a reevaluation

#### 1. EXPLANATION OF WHY THE REEVALUATION IS PROPOSED:

Two year state mandated reevaluation / Three year state mandated reevaluation / To assess the function of the behaviors the student is exhibiting as well as the appropriate supports and services / Whether the child continues to need special education and related services / To secure updated cognitive assessments / To review the results of an outside evaluation / To determine current levels of academic and behavioral functioning.

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

This is the current info we have that we are reviewing to determine what we need to do such as progress monitoring, curriculum based assessments, most recent reevaluation/evaluation, review of an outside evaluation, etc.



3. OTHER FACTORS CONSIDERED RELEVANT TO THE PROPOSED REEVALUATION:

Most of the time, you will put NA. An example of when it would not be is if an IEE is being/was completed.

4. OTHER OPTIONS CONSIDERED RELEVANT TO THE PROPOSED REEVALUATION AND WHY THE OTHER OPTIONS WERE REJECTED: A few examples are listed below. This DOES NOT have to be what you enter each

Options Considered	Reason for Rejection
No reevaluation	State mandated reevaluation
A comprehensive reevaluation	Completion of an IEE
Review of records	Additional data was deemed necessary

During the reevaluation, additional data/information will be collected in the areas described below. This information will assist the evaluation team in determining:

- whether your child continues to be a child with a disability;
- the educational needs of your child;
- the present levels of academic achievement and related functional needs of your child;
- whether your child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable your child to meet the measurable annual goals set out in the IEP, and to participate, as appropriate, in the general education curriculum.

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

This section should include the assessments that will you will use to collect the data. **Examples may include, but are not limited to,** test of cognitive ability, reading and/or math assessments (GMADE/Jerry Johns Basic Reading Inventory, Brigance) behavioral assessments, classroom observations, speech and language evaluation, OT evaluation, sensory assessment and age-appropriate vocational assessments.

## PARENTAL CONSENT FOR A SPECIAL EDUCATION REEVALUATION

Upon receipt of parental consent, an evaluation team will conduct the additional assessments and evaluations. As the parent(s), you are a member of the evaluation team and will be included in the reevaluation process and receive a copy of the Reevaluation Report. The reevaluation procedures do not require a meeting prior to receipt of the Reevaluation Report.

Consent must be requested before the evaluation team can begin the reevaluation. However, please be aware that after reasonable attempts, *if the LEA has not received a response from you, the school (LEA) is permitted by law to proceed with the reevaluation.*



The evaluation team will determine whether your child continues to be a child with a disability and the educational needs of your child. The results of the reevaluation will be included in a *Reevaluation Report (RR)*. If your child continues to be eligible for special education, you will be invited to participate in an *Individualized Education Program (IEP)* team meeting. The IEP will outline the special education and related services that will be provided to your child.

## TIMELINE FOR A SPECIAL EDUCATION REEVALUATION

The *Reevaluation Report* must be completed within 60 calendar days from the date of the school's (LEA's) receipt of a signed *Prior Written Notice for Reevaluation and Request for Consent form*, excluding summer break. Reevaluations must re-occur every 3 years, or 2 years for students with intellectual disability, from the date of the *Evaluation Report*, *prior Reevaluation Report*, or *Agreement to Waive Reevaluation*.

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.

**DIRECTIONS FOR PARENT/GUARDIAN:** Consent is voluntary for reevaluation. 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 reevaluation.
3. ☐ I do not give consent to the proposed reevaluation.\*\*\*

\*\*\*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 reevaluation and my reason is (not required):

SIGN HERE:

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

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

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

PRIOR WRITTEN NOTICE FOR REEVALUATION AND REQUEST FOR CONSENT FORM  
Child's Name:

PLEASE RETURN THIS ENTIRE FORM TO:

Name: \_

Address: \_

---

---

For help in understanding this form, an annotated *Prior Written Notice for Reevaluation and Request for Consent Form* is available on the PaTTAN website at [www.pattan.net](http://www.pattan.net) Once on the PaTTAN home page, select the Legal tab, then select Forms, and then Annotated Forms. If you do not have access to the Internet, call PaTTAN at 800-441-3215 and request a copy of the annotated form.

|

## *Purpose - Permission to Reevaluate – Oral Request Form*

State regulations require that when a parent makes an ORAL request for reevaluation to any professional school employee or administrator, the parent must receive the Permission to Reevaluate - Oral Request Form within 10 calendar days of the oral request. This form provides the means of getting the request in writing. It does not provide informed consent to reevaluate, nor does it require the Local Education Agency (LEA) to reevaluate the child. This form would not be issued if a parent requests a reevaluation in writing. This form DOES NOT PROVIDE INFORMED CONSENT TO REEVALUATE. If you get this form back signed, then a **Prior Written Notice for Reevaluation and Request for Consent Form** must be sent for consent to start with any testing.

Permission to Reevaluate - Consent 2015

[Start New Permission to Reevaluate - Consent 2015](#)

[Enter Receipt Date for Permission to Reevaluate - Consent 2015 Dated 2/28/2022](#)

Receipt Date: n/a Letter Not Returned: ☐

Date	Notice Sent	Notice #
No additional notices sent.		

Permission to Reevaluate - Oral Request

[Start New Permission to Reevaluate - Oral Request](#)

Reevaluation Report

[Start New RR based on Currently Implemented RR](#)

## Blank- Permission to Reevaluate – Oral Request Form

### PERMISSION TO REEVALUATE - ORAL REQUEST FORM

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

### PERMISSION TO REEVALUATE - ORAL REQUEST FORM

School Age

If a parent has asked any professional school employee or administrator for the school district or charter school (Local Education Agency - LEA) to reevaluate his or her child, the parent must be given this **Permission to Reevaluate - Oral Request Form** within 10 calendar days of the date of the oral request.

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*For LEA Use Only:*

Date of Receipt of Request Form

I am requesting a reevaluation of my child. I have these concerns about my child's educational performance and progress:

\_\_\_\_\_

Please send me the **PWN for a Reevaluation and Request for Consent Form** as soon as possible so that I can provide my written consent for the proposed evaluation to begin. I understand that the 60 calendar day (excluding summers) timeline will not begin until the LEA receives the above state form with my signature.

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

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

Please return this form to the person listed below or to your child's teacher.

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

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

\_\_\_\_\_  
\_\_\_\_\_

Once the school receives this written **Permission to Reevaluate - Oral Request Form**, the school will either:

1. Send you within a reasonable amount of time the **PWN for a Reevaluation and Request for Consent Form** that will describe the process and timeline that will be used for the reevaluation, and ask for your consent for the reevaluation to begin, OR
2. Send you a written notice, called a **Notice of Recommended Educational Placement/Prior Written Notice** that explains why the LEA is refusing to reevaluate your child and a **Procedural Safeguards Notice** that explains how you can challenge the LEA's refusal to reevaluate your child.

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

If you have any questions, if you need the services of an interpreter, or if you believe you have not received a prompt response to this request, please contact me.

**PERMISSION TO REEVALUATE - ORAL REQUEST FORM**

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

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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.

For help in understanding this form, an annotated ***Permission to Reevaluate - Oral Request Form*** is available on the PaTTAN website at [www.pattan.net](http://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.

## Annotated- Permission to Reevaluate – Oral Request Form

### PERMISSION TO REEVALUATE - ORAL REQUEST FORM (ANNOTATED)

Child's Name:

### PERMISSION TO REEVALUATE - ORAL REQUEST FORM (ANNOTATED) School Age

#### ANNOTATION:

State regulations require that when a parent makes an ORAL request for reevaluation to any professional school employee or administrator, the parent must receive the *Permission to Reevaluate - Oral Request Form* within 10 calendar days of the oral request. This form provides the means of getting the request in writing. It does not provide informed consent to reevaluate, nor does it require the Local Education Agency (LEA) to reevaluate the child. This form would not be issued if a parent requests a reevaluation in writing. It is recommended that the recipient of this request make a note of the date the oral request was made to avoid any misunderstanding with regard to the 10 calendar day timeline. The cover letter sent to the parent should identify the individual who received the oral request, and it is recommended that the professional employee receive notification that the request form was sent to the parent.

If a parent has asked any professional school employee or administrator for the school district or charter school (Local Education Agency - LEA) to reevaluate his or her child, the parent must be given this *Permission to Reevaluate - Oral Request Form* within 10 calendar days of the date of the oral request.

Child's Name:

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

Name and Address of Parent/Guardian/Surrogate:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For LEA Use Only:

Date of Receipt of Request Form

#### ANNOTATION:

For LEA Use Only Box: Record the business date the *Permission to Reevaluate-Oral Request Form* is delivered to the LEA. This date will provide documentation that the parent was provided a written request for a reevaluation of the child.

I am requesting a reevaluation of my child. I have these concerns about my child's educational performance and progress:

\_\_\_\_\_

#### ANNOTATION:

This section should contain specific information explaining the parent's concerns, for example, "My son is still having trouble with homework in math. He continues to say that he does not understand how to complete the problems."

The reevaluation the parent is requesting begins with the review of the child's existing evaluation data to determine the need for additional data, but if the parent is asking for additional assessments not previously conducted, the parent should indicate the request in this section of the form. This information will provide the LEA with more specific knowledge of the parent's concerns, and will assist the LEA in responding to the parent's request for additional assessment previously not conducted. If the LEA agrees to the request for additional assessments, the LEA will issue to the parents the *PWN for Reeval/Consent Form* within a reasonable amount of time. If the LEA refuses to conduct the additional assessments, the LEA will issue to the parents within a reasonable amount of time a *Notice of Recommended Educational Placement/Prior Written Notice* and the *Procedural Safeguards Notice* with the reasons it feels the additional assessments are not necessary.



**PERMISSION TO REEVALUATE - ORAL REQUEST FORM (ANNOTATED)**

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

Please send me the *Prior Written Notice for a Reevaluation/Request for Consent Form* as soon as possible so that I can provide my written consent for the proposed reevaluation to begin. I understand that the 60 calendar day (excluding summers) timeline will not begin until the LEA receives the above mentioned form with my signature.

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

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

**ANNOTATION:** Signing this form does NOT give the LEA permission to reevaluate the child. Once signed, this form is a written request for reevaluation.  
For more information about the reevaluation process, refer to the publications, "Reevaluation Process for Students with Disabilities" and "The Special Education Reevaluation/IEP Process," which can be found under publications on the PaTTAN website at [www.pattan.net](http://www.pattan.net) or by calling PaTTAN at 800-441-3215.

Please return this form to the person listed below or to your child's teacher.

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

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

Once the school receives this *Permission to Reevaluate - Oral Request Form*, the school will either:

1. Send you within a reasonable amount of time the *PWN for Reeval/Consent Form* that will describe the process and timeline that will be used for the reevaluation, and ask for your consent for the reevaluation to begin,

**ANNOTATION:**

The LEA has the options of agreeing or disagreeing with a request to reevaluate. If the LEA agrees to conduct the reevaluation

- ♦ The LEA will notify the parent in writing within a reasonable amount of time that a reevaluation will be conducted. The LEA is not required to issue the *PWN for Reeval/Consent Form* when the reevaluation is only a review of data. The LEA may notify the parent using a letter/notice developed by the LEA, or, if the team is meeting to review existing evaluation data, the *Invitation to Participate in the IEP Team Meeting or Other Meeting* can be used by checking "Other" and noting that the meeting is to review data as part of a reevaluation. As part of the reevaluation the IEP team, including a certified school psychologist when reevaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability, or traumatic brain injury, and the parent must review the existing evaluation data and determine whether additional data are needed.
- ♦ If additional data are needed, the LEA will send the parent a *PWN for Reeval/Consent Form* within a reasonable amount of time. The *PWN for Reeval/Consent Form* will describe the process and timeline that will be used to obtain the additional data, and ask for parental consent to begin that process. Within 60 days of the date the LEA receives parental consent (not including summer days) the parent will receive a copy of the *Reevaluation Report*. Once the parent receives the consent form, the parent should sign and return it as soon as possible, thus giving the LEA permission to proceed with collection of additional information. If, after reasonable attempts to obtain parental consent, the LEA does not obtain consent, the LEA may proceed with the reevaluation. Although "reasonable amount of time" is not defined in the regulations, best practice considers 10 calendar days a reasonable time for LEAs to respond. However, 10 calendar days may not be reasonable if, upon receipt of this request form, the LEA does not have enough information about the student to make a decision about conducting the reevaluation, e.g., if a student is new to the LEA. In that situation, upon

**PERMISSION TO REEVALUATE - ORAL REQUEST FORM (ANNOTATED)**

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

receipt of the *Permission to Reevaluate - Oral Request Form*, the LEA could convene an IEP team meeting to discuss the parent's concerns so the LEA may make an informed decision about what further action should be taken.

- ♦ If additional data are not needed, the *PWN for Reeval/Consent Form* will not be issued. If additional data are not needed, the parent will receive the *Reevaluation Report* not later than two years from the date of the child's previous *Evaluation Report* or *Reevaluation Report* if the child is a child with intellectual disability, or not later than three years from the date of the child's previous *Evaluation Report* or *Reevaluation Report* if the child is a child with any other disability. The *Reevaluation Report* will summarize the data reviewed during reevaluation and the conclusion about a student's continued eligibility for special education services.

OR

2. Send you a written notice, called a *Notice of Recommended Educational Placement/Prior Written Notice* that explains why the LEA is refusing to reevaluate your child and a *Procedural Safeguards Notice* that explains how you can challenge the LEA's refusal to reevaluate your child.

**ANNOTATION:**

If the LEA disagrees with the parent request for reevaluation or it disagrees with a parent's request for the collection of additional data as part of the reevaluation process, it will send the parent, within a reasonable amount of time, a *Notice of Recommended Educational Placement/Prior Written Notice* and the *Procedural Safeguards Notice* with the reasons it feels reevaluation or the collection of additional data are not necessary. The parent will need to follow the procedures set forth in the *Procedural Safeguards Notice* to dispute the LEA's decision to refuse to conduct the reevaluation.

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

If you have any questions, if you need the services of an interpreter, or if you believe you have not received a prompt response to this request, please contact me.

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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.

For help in understanding this form, an annotated *Permission to Reevaluate - Oral Request Form* is available on the PaTTAN website at [www.pattan.net](http://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.



## Individualized Education Program (IEP)

The IEP, Individualized Education Program, is a written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year. The IEP is a document that is designed to meet a child's unique educational needs and guarantees the necessary supports and for that student to succeed.

All special education documents are completed using IEP Writer.

## IEP – Information Needed to Correctly Complete an IEP

When completing an IEP, you must have all of the information that is listed in the checklist below. Print the checklist out and make sure you have checked yes for all items that apply to your student.

1. IEP Home	YES	NO
A. IEP dates (no more than 1 year from the date of the last IEP)		
<ul style="list-style-type: none"> <li>Contact log for documentation of attempts prior to IEP due date</li> </ul>		
2. IEP Team/Signatures	YES	NO
A. Signatures <ul style="list-style-type: none"> <li>Parent, general education teacher, special education teacher, LEA, related service</li> <li>For students who are 14 or will be 14 before the duration of the IEP must be invited, transition liaison and community agency representative</li> <li>Written input name(s) provided if team members were excused with excusal form (an excusal is needed for the general education teacher, LEA and related service provider)</li> </ul>		
B. Signature on procedural safeguards notice page		
3. Special Considerations	YES	NO
A. Special consideration check if applicable for any items <b>(Always check Include PBSP sections in IEP if the student has a PBSP)</b>		
4. Present Levels of Performance	YES	NO
<b>Academic</b>		
A. Introductory paragraph		
B. Math/reading assessment with the date it was given, a clear explanation of the results, an instructional level listed and how the IEP will help the student if there is a deficiency. <b>Jerry Johns and a GMADE must be done for learning/emotional support students.</b>		
C. Previous years assessment data <b>(This should be a very short summary to show improvement. Do not copy/paste all of the data from last year).</b>		
D. If two assessments are given for either math or reading and there is a discrepancy between the two results, you <b>MUST</b> explain what level is the more accurate representation of the student's ability		
E. Progress of previous academic annual goals		

F. State/Local assessment data		
G. Objective teacher observations		
<b>Functional</b>		
A. Information on where the student is currently functioning with adaptive skills		
B. All behavior data and progress toward goals		
C. All related service information and related service progress monitoring		
<b>Postsecondary Transition (If student is 14 or will turn 14 before the duration of the IEP)</b>		
A. Transition assessments are named/dated and there is evidence that all post-secondary goal areas have been considered (updated annually).		
B. If a postsecondary area is not needed, documentation of why		
C. Include information regarding agency involvement		
<b>Parental Concerns</b>		
A. Send parent input paper home and summarize results. Additionally, discuss with the parent(s), guardian(s) at the meeting and enter that information.		
<b>Disability Affects</b>		
A. How does the information presented in the previous sections impact the student's progress in the general education classroom? <i>Based on Eddie's educational levels of performance, he demonstrates difficulties in the areas of reading and expressive language skills. In contrast, Eddie is progressing with his peers in the area of mathematics, science and social studies (when passages are read to him). Adaptations that appear to impact Eddie's success in the classroom are direct instruction, multisensory techniques during reading, word banks, and directions broken down into single units with modeling and visual clues.</i>		
<b>Strengths</b>		
A. List the student's strengths		
<b>Academic, Developmental and Functional Needs</b>		
A. List each area of need (there should be a goal or SDI corresponding with these needs)		
<b>Transition Services (If student is 14 or will turn 14 before the duration of the IEP)</b>	<b>YES</b>	<b>NO</b>
A. Act 26 Questions are completed		
B. For students in Career and Technology Centers, CIP Code is entered		
C. Goals for education and training, employment and as needed, independent living		

<ul style="list-style-type: none"> <li>The “Yes” box is checked at the top of the grid to indicate that there is one or more measurable annual goal(s) related to the postsecondary goal.</li> <li>Courses are listed and align with postsecondary goals</li> <li>For each targeted postsecondary goal, the grid contains at least one service and one activity</li> <li>If a postsecondary area is not targeted, “The IEP team has documented that a goal in this area is not needed at this time” is in the goal box and also reflected in the present levels.</li> </ul>		
D. Evidence that the postsecondary goals are updated annually		
<b>Participation in State Assessments</b>	<b>YES</b>	<b>NO</b>
A. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLs, Alternate ACCESS for ELLs or PASA)		
B. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations		
C. If the student will participate in PASA, an explanation of why that is appropriate and how it will be documented		
D. Indication of IEP team decision regarding participation in local assessments <ul style="list-style-type: none"> <li>If the student will participate, indicate with or without accommodations</li> </ul>		
E. If the student will participate in an alternate local assessment, an explanation of why		
<b>Annual Goals and Objectives</b>	<b>YES</b>	<b>NO</b>
A. Include a condition, grade level, name, clearly defined behavior, criteria and a baseline <ul style="list-style-type: none"> <li>Given, on this grade level, name, will do this, this well, this many times, as measured this often. <b>Must have a baseline!</b></li> <li><b>**Do not put for 9 weeks or two quarters since this is an annual goal.</b>  <i>Given direct instruction in math concepts and applications on grade level 2, (Name) will solve 20 addition and subtraction problems using a calculator with 85% accuracy on weekly work samples for 3 consecutive trials. Current baseline is 67%</i> </li> </ul>		
B. Description of how student progress toward meeting the goal will be measured.		
C. Description of when periodic reports on progress will be measured-Quarterly ( <b>Do not put as per district policy</b> )		

D. Short term objectives ( <b>These are required for students that take the PASA or you feel will take it in the future</b> )		
E. Baselines and goals are updated from the previous year		
<b>Special Education/Related Services</b>	<b>YES</b>	<b>NO</b>
A. Modification and SDIs must be specific. Some examples are listed below that are often not explained. <ul style="list-style-type: none"> <li>Adaptations/modifications for assessments must be specifically explained (one less choice given when there are four choices, three choices given when there are fill in the blank questions, etc.)</li> <li>Preferential seating (away from windows to reduce distractions, away from the door to reduce distractions, etc.)</li> </ul>		
B. Location for the modification/SDI		
C. Frequency- <b>Can no longer be daily, as per teacher discretion or as needed. This must be as specific as you possibly can be.</b>		
D. Related Service <ul style="list-style-type: none"> <li>Check none at this time or add your related service</li> </ul>		
E. Supports for School Personnel must include the personnel to receive the support, support, location, frequency and dates		
F. A conclusion regarding student eligibility for ESY <ul style="list-style-type: none"> <li>Information or data reviewed by the IEP team to support the ESY decision. You must consider/include all 7 factors in the explanation.</li> </ul>		
G. If ESY is appropriate, annual goals/short term objectives that will be addressed and grid is filled out.		
<b>Educational Placement</b>	<b>YES</b>	<b>NO</b>
A. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class		
B. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum		
C. Type of support by amount (itinerant, supplemental, full time)		
D. Type of special education supports (autistic support, emotional support, etc.) You can have more than one!		
E. Location of program <ul style="list-style-type: none"> <li>a. If this is not the student's home school explain why</li> </ul>		
<b>Reporting</b>	<b>YES</b>	<b>NO</b>

A. Correct % (Take 390 minutes and subtract the amount of time that the student is in the special education classroom. Take that number and divide it by 60.		
--	--	--

\*\*Please review all demographic information with the parent(s) on page 1 of the IEP. If you have any changes other than an address change, please contact the secretary of special education, Kelly Peak to make the appropriate changes.

\*\*If there is an address change, please give the parent(s) the link below. After the address is changed in Skyward, the new address can be changed in IEP Writer.

[Registration Procedures / Procedures \(hasdk12.org\)](https://hasdk12.org)

## *Assessments for Reading/Math/Functional Skills in IEPs*

**ALL STUDENTS WILL NEED THE FOLLOWING ASSESSMENTS IN EVERY IEP, EACH YEAR NO MATTER WHAT!**

**Please refer below for which assessment(s) you must have in your IEPs.**

### *K- 12 LEARNING SUPPORT & EMOTIONAL SUPPORT*

- Jerry Johns Basic Reading Inventory
- GMADE

\*Please note if you are a **full time learning support teacher on the high school level**, portions of the Brigance transition assessment could be used and put into the transition portion of the IEP. This assessment should not be used in place of the Jerry John's/GMADE.

### *K-12 LIFE SKILLS, MDS & AUTISTIC SUPPORT*

- Brigance

## Math - GROUP MATHEMATICS ASSESSMENT AND DIAGNOSTIC EVALUATION

Administration Level - Please refer to the table below for what level to administer. We want to take the guessing out of what level to give each student. No matter what, follow the table. From this, you will have a great deal of information on what the student can and cannot do. This will drive your needs/goals for the IEP.

Grades	G•MADE Levels								
	R	1	2	3	4	5	6	M	H
Kdg.		Spring							
1	Fall		Spring						
2		Fall		Spring					
3			Fall		Spring				
4				Fall		Spring			
5					Fall		Spring		
6						Fall		Spring	
7							Fall		
8									Spring
9								Fall	
10									
11									
12									

Black | Recommended G•MADE level for grade(s), fall or spring

Shaded: Fall | For students suspected of being below average in the fall

Shaded: Spring | For students who are above average in the spring

**Table 1.1.** Level to Administer, by Grade

Calculator Rules - If you wish to investigate a student's dependency on a calculator, you could administer the Operations and Computation and the Process and Application portion of the assessment with and without the calculator. \*If you want to show a student does with the use of a calculator or if a discussion was held with the parent/guardian that the calculator would be used for all math computations and he/she no longer wants the student to work on the basic skills without the calculator, then allow the student to use the calculator for the entire assessment. Make sure you list this in the present levels of academic achievement when reporting on the assessment data.



### *Reading - Jerry Johns Basic Reading Inventory*

The Basic Reading Inventory is an individually administered informal reading test. It is composed of a series of graded word lists and graded passages. The inventory helps gain insight into students' reading behavior and instructional levels.

Administration:

#### Forms (p. 7)

- All forms can be used to find oral reading, silent reading (Form D is suggested for this) and listening comprehension levels.
- Forms D and E are informational text.
- Forms LL and LI permit a more in-depth appraisal of the student's ability to read literary or narrative and informational or expository materials. These two passages can be read orally and/or silently.

#### Reading Levels (p. 10-12)

- Independent Level
  - Word Recognition: 99% +
    - Few or no repetitions, very fluent
  - Comprehension: 90% +
- Instructional Level
  - Word Recognition: 95% +
    - Fluent, some repetitions, few unknown words
  - Comprehension: 75% - 85%
- Frustration Level
  - Word Recognition: <90%
    - Word by word reading, many unknown words, lacks expression, slow rate
  - Comprehension: <50%

#### Administering and Scoring Graded Word Lists (p. 23)

- What you need
  - Teacher copy – found in the teacher manual
  - Student copy – spiral bound book
- Begin with an easy list and move to frustration.
- Student reads through the list at his/her own pace. Put a + for correctly read words. Note errors when a word is misread.
  - Self-corrections are scored as a – in the sight column, and a + in the analysis column.
  - Once the list is complete, have the student go back to any misread words to try again. If the word is read correctly, put a + in the analysis column.

- Scoring (p. 24)
  - Count all correct words – both sight and analysis.
  - Use the suggestions at the bottom of the teacher form to find the student's ability level.
  - Continue testing until an independent, instructional, and frustration level is found.

### Administering and Scoring Graded Passages

- What you need
  - Teacher copy – found in teacher manual
  - Student copy – spiral bound book
  - Timer
- Begin one level lower than the student's known independent level.
- Follow instructions on the teacher's copy to introduce the passage.
- Oral Reading Fluency and Comprehension
  - Student reads entire passage aloud. Set timer for one minute and mark where the student reads to count wcpm. The student will continue reading through to the end of the passage.
  - It is recommended NOT to provide the correct word if misread or if the student is unsure, as it can alter the student's comprehension of the text.
  - Mark any miscues (p. 28)
    - Substitutions; Omissions; Insertions; Reversals; Repetitions (p. 28 provides examples).
    - Find the accuracy rate:
      - $\text{Total Words Read} - \text{Miscues} = \text{_____} \div \text{Total Words Read}$ 
        - Ex:  $50 - 4 = 46 \div 50 = 0.92$  or 92% accuracy
    - Subtract miscues from total words read within one minute to find wcpm.
    - If the student finishes the passage in less than one minute, you can use this formula to find wcpm:
      - $\text{Total \# words read correctly} \times (\text{multiply by}) 60; \div (\text{divide by}) \# \text{ of seconds to read passage} = \text{wpm}$
  - Oral Reading Comprehension – Refer to the look-back instructions at the end of this document.
  - + indicates correct response, - incorrect response. You can give ½ credit. Underline response given, or record responses.
  - Use scoring chart at the bottom of the teacher's copy to find student levels.
  - Continue assessing until an independent, instructional, and frustration level is found.
- Silent Reading Comprehension- Refer to the look-back instructions at the end of this document.
  - Choose a form that has not been read orally. Form D is designed specifically for silent reading.
  - Begin at the highest independent level achieved on the oral reading passages.

- Follow the scoring procedure for the Oral Reading Comprehension passages listed above.
  - Continue assessing until an independent, instructional, and frustration level is found.
- Listening Comprehension- Refer to the look-back instructions at the end of this document.
  - Choose a form not used for oral or silent reading comprehension.
  - Begin with a passage around the student's instructional level.
  - Teacher reads the passage aloud as the student follows along in the spiral bound book.
  - Follow the scoring procedure for the Oral Reading Comprehension passages listed above.
  - Continue assessing until an independent, instructional, and frustration level is found.
- Retelling (p. 30) – can be used in addition to comprehension questions.
  - Do not allow student to look back at the passage.
  - Have the student tell everything about the passage. You can encourage the student to provide more information if necessary or ask questions without prompting specific details.
  - Record retell in the box provided on the teacher's copy.
- Writing Prompt (p. 46) – available for use, but not required.
  - Writing prompts are not intended to be used as a measure of comprehension; rather as an informal way to assess writing fluency, spelling and use of conventions, organization, and relevance to the prompt.
  - Each form provides a writing prompt that goes along with the passage. If you choose to, have the student write on a separate sheet of paper. Use the provided rubric to score.

#### Helpful Charts/Information:

Figure 2-1 on p. 25 – Sample of Graded Word Lists

Figure 2-3 on p. 28 – Suggested Method for Recording Miscues

Figure 2-4 on p. 31 – Retelling Evaluation Criteria

Figure 2-5 on p. 33 and Figure 2-6 on p. 34 – Sample of Graded Passage

Figure 2-9 on p. 47 – Reference for Scoring


Figure 2-10 on p. 48 – Rubric for Writing Response

Approaches/Considerations to Look-Backs

- Use the comprehension score without look-backs to calculate the student's score to determine whether that passage is at the student's level.
- Look-backs that result in the correct answer should be given half credit. Five or more look-backs in a single passage may be an indication that the student is having difficulty remembering the passage content.
- For the passages in grades 9-12, it may be appropriate to use comprehension scores with look-backs to determine the student's instructional level.

\*Before administering any Brigance assessment, please read the Step 1: Get Ready For Assessment and Step 2: Administer the Assessments.

The **Inventory of Early Development III** assesses the educational strengths and needs of students functioning from birth up to the developmental age of 8



### BRIGANCE Inventory of Early Development III (IED III)

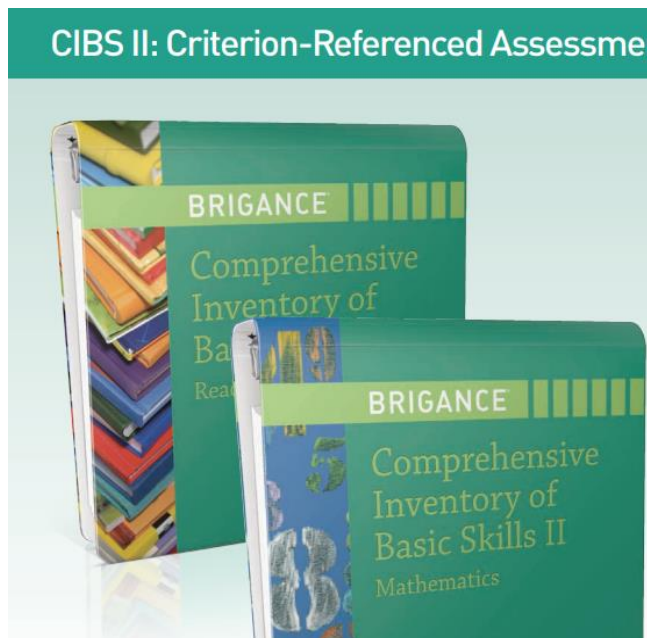
The **IED III** is a comprehensive collection of more than 100 developmental assessments. The IED III reflects the most current developmental research and strongly aligns to the CCRS and other state standards.

The criterion-referenced IED III makes it easy to assess the educational strengths and needs of students functioning from birth up to the developmental age of 8.

- Determine present level of performance
- Develop goals and objectives for ongoing IEPs and guide instructional planning
- Monitor student progress
- Support alternate assessment needs

The **Comprehensive Inventory of Basic Skills II** identifies the present level of performance and academic achievement and functional performance for students in grades K-9.

CIBS II: Criterion-Referenced Assessment 14



### BRIGANCE Comprehensive Inventory of Basic Skills II (CIBS II)

The **CIBS II** includes nearly 400 assessments that make it easy for special educators to identify present level of performance and present level of academic achievement and functional performance for students and provide ongoing assessment of academic skills at Grades K-9 levels.

- Determine PLOP/PLAAFP
- Develop goals and objectives for IEPs and target instruction
- Monitor student progress
- Support alternate assessment needs

The **Transition Skills Inventory** assesses the specific strengths and needs of middle and high school students preparing to transition to post-secondary activities.



## BRIGANCE Transition Skills Inventory (TSI)

Accurately identify students' transition service needs and monitor their progress over time.

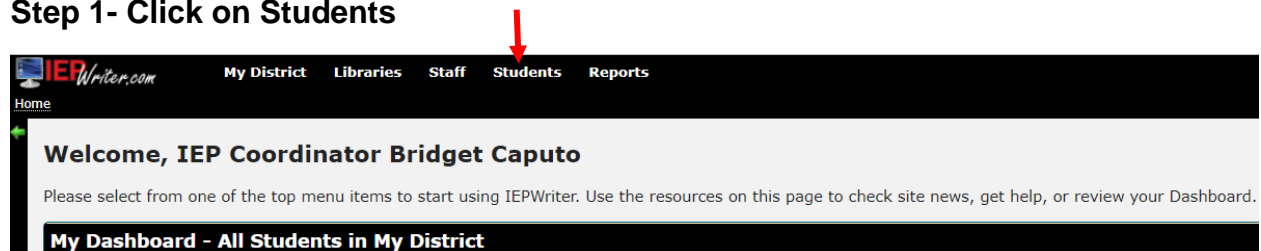
The **TSI** makes it easy for educators to assess the specific strengths and needs of middle and high school students preparing to transition to post-secondary activities.

- Identify present level of performance in key transition skills areas
- Develop transition goals and objectives for IEPs
- Assess a wide range of student abilities
- Monitor and report progress toward transition goals
- Address Indicator 13 requirements

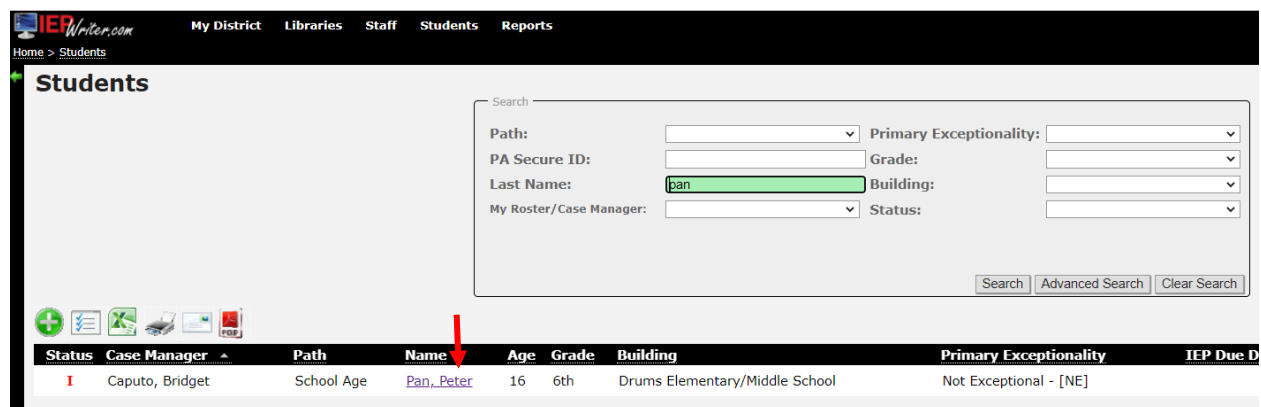
## IEP Writer – Parent Call Log

A parent call log is completed whenever you try and contact a parent by phone or email. A call log can be open for one school year and then must be finalized.

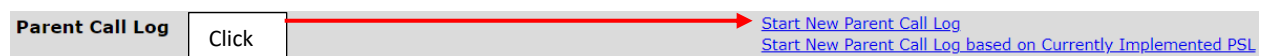
### Step 1- Click on Students



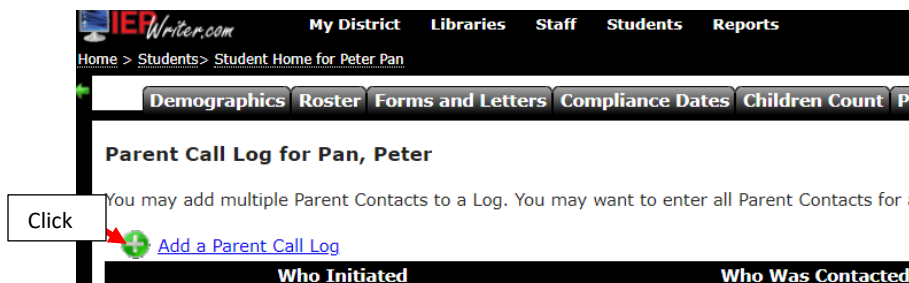
### Step 2 – Click on the student’s name.



### Step 3 – Scroll down to Parent Call Log and click on Start New Parent Call Log.




### Step 4 – Click on the plus sign or Add a Parent Call Log.



### Step 5 – Enter all of the information in the fields below and press the save icon (disk).

Who initiated the contact:	<input type="text"/>	Reason for contact:	<input type="text"/>
Who was contacted:	<input type="text"/>		
How contacted:	<input type="text"/>		
Date:	<input type="text" value="mm/dd/yyyy"/>	Result of contact:	<input type="text"/>



 There are no Parent Call Logs to display.



## **Procedures to Follow**

1. Invitation(s) must be sent out at least 3 weeks prior to the IEP meeting. Schedule the IEP meeting 4-5 days before the duration date expires allowing a few extra days if the parent doesn't show up/reschedules.
2. Two days with no response, call the parent. If no one answers the phone or calls back, call the parent again the next day.
3. (2nd call) If you get no answer or a call back again, send the paper invitation home for the second time (check 2<sup>nd</sup> notice).
4. If you still do not receive a call or the invitation back in a timely manner, you may conduct the IEP meeting with the rest of the IEP team and finalize on the given date.
5. All of these attempts must be documented and must be made in a timely manner. You cannot have one documentation for all 3 attempts.

## **Parent call log for**

<b>Date</b>	<b>Reason for Contact</b>	<b>Result of Contact</b>
Incorrect Entry- 1/29/18	The parent was called three times about the IEP meeting date.	No one answered the phone and the meeting was held.
Correct Entry- 1/31/18	The parent was called to ensure the delivery of the IEP invitation since it was not returned and was sent home on 1/29/2018.	No answer/no voicemail.
2/1/18	The parent was called for the second time to ensure the delivery of the IEP invitation and/or set up a meeting time that would work for the parent(s).	No answer/no voicemail.
2/2/18	2 <sup>nd</sup> IEP invitation was sent home since I was unable to reach the parent(s) via telephone on 1/31 & 2/1 .	2 <sup>nd</sup> invitation was not returned. The IEP team conducted the meeting on ____after 3 attempts were made to the parent(s).

## **What IDEA says...**

### **Scheduling the IEP Meeting and Notifying Parents**

IDEA's provisions regarding parent participation states:

Each public agency must take steps to ensure one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate...

This includes:

1. Notifying parents of the meeting early enough to ensure that they will have the opportunity to attend; and
2. Scheduling the meeting at a mutually agreed on time and place.

### **What if Parents Cannot Attend?**

If parents cannot attend the IEP meeting, then the public agency is required to use "other methods to ensure parent participation, including individual or conference calls". IDEA permits such alternatives if parents and the public agency agree to use alternative methods of meeting participation. This must be documented in the parent call log.

IDEA includes provisions that permit the public agency to hold an IEP meeting without the parents in attendance (either in person or via alternative methods), but this may only occur if the public agency has been unable to convince the parents to attend and has documented all such attempts to do so.

### **What Type of Documentation is Needed?**

Very detailed documentation! If the public agency has not been able to convince the parents to attend, then the agency must keep a record of its attempts to arrange a mutually agreed-on time and place, such as-

- Copies of correspondence sent to the parents and any responses received (Invitation sent home with a responsible student or sent via mail).
- Detailed records of telephone calls made or attempted and the results of those calls

In other words, the public agency may conduct an IEP meeting without a parent in attendance if it makes attempts to secure participation in a timely and documents the attempts it has made to convince the parent to attend the meeting.

#### \*\*\*\*Purpose of meeting (Invitation Page 1)

The purpose of this meeting is to: *(Check all that apply)*

- ☐ Develop an *IEP*, if your child is eligible, or continues to be eligible, for special education and related services. Check this box when the child is eligible for special education services (after an initial evaluation).
- ☐ Discuss possible changes in your child's current *IEP* and revise it as needed. Check this box if you are having a meeting to discuss a possible revision.
- ☐ **Transition Planning.** If your child will be at least 14 years old during the duration of this *IEP*, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below. Check this box if the student is at least 14 years old or is turning 14 during the IEP year.
- ☐ **Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed: Check this box if staff from another public agency may be providing or paying for transition services. Also, list the agency that is being invited.
- ☐ **Other** Check this box if the reason for the meeting is not an option above. Please list exactly why the meeting is being held. Examples include Annual IEP meeting, Evaluation Review, Reevaluation Review, Reevaluation Review/IEP meeting.

#### *Invitation Examples*

Click the links below for specific examples for each type of meeting.

[Invite- Initial](#)

[Invite- Annual \(Unless the student will turn 14 during the IEP\)](#)

[Invite- Annual IEP w/Transition](#)

[Invite- RR/Annual IEP](#)

[Invite- RR/Annual IEP w/Transition](#)

[Invite- Revision Meeting- If necessary](#)

## *IEP Writer - Notice Of Recommended Educational Placement/Prior Written Notice (NOREP)*

The purpose of this notice is to summarize for the parents the recommendations of the Local Education Agency (LEA) for the child's educational program and other actions taken by the LEA.

**This form must be given to the parent after any IEP is completed.** The parent has 10 days to complete this form before the recommended placement goes into effect.

You can start a new blank NOREP or you can start a new NOREP based on the previous NOREP. Starting a new NOREP based on previous means that all of the information in the previous NOREP will carry over. You will just need to change the dates and any information that is not pertinent to the student at the current time.

Notice of Recommended Educational Placement (NOREP) Pick 1

- Start New Blank Notice of Recommended Educational Placement (NOREP)
- Start New Notice of Recommended Educational Placement (NOREP) based on Previous NOREP
- [Change Receipt Date for Notice of Recommended Educational Placement \(NOREP\) Dated 9/8/2020](#)

Receipt Date: 5/5/2021    Date Signed: 5/5/2021  
Parental Response: Parent Refusal  
Date of Receipt of Parental Response:    Letter Not Returned:

Date Notice Sent	Notice #
No additional notices sent.	

### NOREP Examples

\*\*\*For examples of each NOREP that you may encounter, please click this link.

[Caputo, B / Notice of Recommended Educational Placement/Prior Written Notice \(hasdk12.org\)](https://hasdk12.org/Caputo_B/Notice_of_Recommended_Educational_Placement/Prior_Written_Notice)

When you finish editing a form, you must finalize it. This means that the form will be locked and cannot be opened. All forms on IEP must be finalized in a timely manner. Make sure you do not have to remove or add any information to the form because after it is finalized, you won't be able to open it. The only document that can be opened (revised) is the IEP in which you must get parent approval to do so.

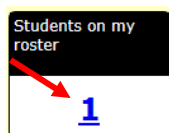
### When to Finalize

- Permissions – Finalize the day you receive it. *\*You will need to enter the receipt date after you finalize for this form and/or if the parent requested a meeting, parent refused or letter was not returned (see below).*
- Evaluations/Revaluations - Finalize after the meeting is held.
- Invitation – Finalize after the IEP meeting is held in case you must complete an excusal for a required team member. *\*You will need to enter the receipt date or if letter was not returned after you finalize for this form (see below).*
- IEP- Finalize after the meeting is held.
- NOREP- Finalize after the meeting is held if the parent signed in person. If the parent did not attend in person or needed more time to review the recommended placement and you do not get it back within 10 days, finalize and check letter not returned. *\*You will need to enter the receipt date, date signed and parent response after you finalize for this form (see below).*
- IEP Waiver – Finalize after the meeting is held.
- FBA- Finalize the day the FBA was completed. This should be completed and finalized prior to PBSP since this is the data that is used to develop the PBSP.

## How To Complete an IEP Revision


A revision to the annual IEP may be completed during an IEP team meeting or with consultation between the student's parent/guardian and special education case manager or related service provider. Case managers should consult with an administrator to consider the purpose of the revision to the annual IEP and determine the need to convene the full IEP Team. If the team does not need to meet, the parent must be consulted before the annual IEP form is revised **(before the "revise" link is selected)** \*\*If the parent does not agree to the revision, or if any member of the IEP team requests a full IEP team meeting, the case manager shall convene the team at a mutually agreeable date and time. Follow the steps below when completing a revision.

**Step 1:** Click on the number in the *students on my tab* that is located on the IEP Writer dashboard. (You can also find the student by clicking on the word **Students** at the top of the screen on the home page).



**Step 2:** Find the student's name you want to complete the revision for and click the paper/pencil icon.

Active and In Process students on your Roster:

Name	Primary Exceptionality	Case Manager	Primary Building	Home District	IEP Role	IEP Due Date	RR Due Date	View/Edit
Pan, Peter	Autism - [2121]	Caputo, Bridget	Drums Elementary/Middle School	HAZLETON AREA SD	IEP Case Manager		3/2/2013	

Records per page: 10      Records: 1 to 1 of 1      Pages: << < 1 > >> (of 1)      Go to page: >>

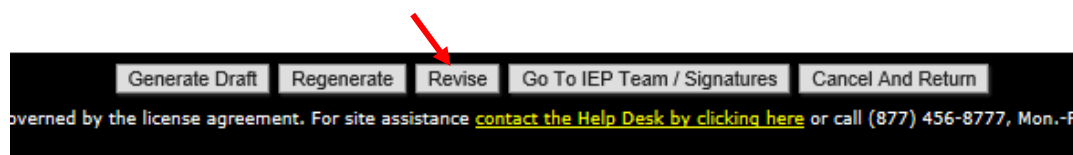
**Step 3:** Click view/revise currently implemented IEP.

IEP

[View/Revise Currently Implemented IEP dated 4/18/2018 generated 3/19/2019 \(Has PBSP\)](#)

- [Maintain Progress Reports](#)
- [Print Progress Reports](#)
- [IEP At A Glance](#)
- [Print PBSP Only](#)

**Step 4:** Click the revise button at the bottom of the page.



**Step 5:** Enter the information into each box, check the box provided if the revision involves a related service and pick either NA/YES/NO for the transition question. When you are finished, click save and go to revision team signatures.

#### Add Revision to IEP

Date of Revision(s)

The LEA And Parent have agreed  
To make the following changes  
to the IEP without convening  
an IEP meeting,  
as documented by:

The parent and teacher have agreed via phone call to increase the frequency of speech and language therapy from 1 time per week/30 minutes per session to 2 times per week/30 minutes per session.

Participants / Roles

IEP Section(s) Amended

Does Revision involve changes ☐ Yes, IEP Related Services changed to the IEP Related Services?

Has the transition IEP been modified  to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? (YES/NO/NA)

[Save and Go to Revision Team Signatures](#)

**Step 6 (NEW):** Please enter each team member and email if it is not automatically generated that was involved in the revision.

This screen is used to document and collect signatures of the participants in the IEP Revision. Your LEA may or may not use this screen. If you are unsure please check with your administrator.

IEP Revision Team / Signatures

[Add Team Member](#) [Add Team Member from Signature Bank](#)

Name	Title	Reorder	Remove
<input type="checkbox"/> Bridget Caputo	IEP Coordinator		

[Remove Selected Signatures](#)

**Step 7:** Change ALL areas of the IEP impacted by the revision. Since direct instruction is the addition, you will have to revise the present levels, special education/related services and placement and reporting. Click save and return when all information is entered.

- Present Level of Academic Achievement Blurb- A revision was made on 3/35/2019 to add one period of direct instruction in reading due to the lack of progress on Peter's reading fluency goal for 6 consecutive data collection points.

**Step 8:** Check to make sure all the information that was added or deleted in each section is correct. *Please note that any related service should not be deleted when completing a revision. Instead, enter the duration date of that related service.*

**Step 9:** Go back to IEP Home and click save and lock this revision.



**Step 10:** Complete a parent contact log.

**RELATED SERVICE REVISIONS** - Print out all pages that have any information about the revision and send this to Nancy Stark in the special education office to be time stamped. You can unselect to print all sections and just check the sections that pertain to the revision.

**IEP**  
**Select all print options** ☐

- ☐ Print cover sheet?
- ☒ Page break between sections?
- ☐ Page break between Present Levels?
- ☒ Page break between Goals?
- ☐ Append MA Auth. Letter?
- ☐ Show Page 1 Header?
- ☒ Show Page 1 Footer?
- ☐ Append Spanish Copy

**Select all printable sections** ☒

<input checked="" type="checkbox"/> Demographics	<input checked="" type="checkbox"/> State Assessments
<input checked="" type="checkbox"/> Signatures	<input checked="" type="checkbox"/> Local Assessments
<input checked="" type="checkbox"/> Revision Signatures	<input checked="" type="checkbox"/> IEP Goals
<input checked="" type="checkbox"/> Safeguard	<input checked="" type="checkbox"/> PBSP: Program Mods/SDI
<input checked="" type="checkbox"/> Considerations	<input checked="" type="checkbox"/> Progress Reports
<input checked="" type="checkbox"/> Levels	<input checked="" type="checkbox"/> Services
<input checked="" type="checkbox"/> PBSP: Levels	<input checked="" type="checkbox"/> Placement
<input checked="" type="checkbox"/> IEP Transition	<input checked="" type="checkbox"/> Reporting
	<input checked="" type="checkbox"/> Attachment

**Page Header**  

Student Name, LEA ID

**Page Footer**  

Version

IEP Meeting Date

Page Numbers

Generate PDF

Cancel



## Measurable Annual Goals

Measurable annual goals are at the core of a student's individualized education program. Measurable annual goals must provide a clear description of the skills the student needs in order to access, participate and make progress in the general education curriculum. The goals must relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP.

Measurable annual goals must contain six parts: **condition, student's name, clearly defined behavior, instructional level, performance criteria and a baseline.**

1. Condition – The condition describes the situation in which the students will perform the behavior. (Examples: Given visual cues, during independent practice in math, using a self-monitoring checklist, using passages from content area classes, given a writing prompt, using a checklist of tasks on the job site, given picture checklists to follow, given two-step directions, during lectures in social studies, using software with word prediction, using text-to-speech features)
2. Student's Name- Include student's first name in the goal.
3. Clearly Defined Behavior- This describes the target behavior in measurable and observable terms. (Examples: locate, name, rank, select, point to, solve, create, compare, read orally)
4. Instructional Level- The grade level that the student is working on. This comes from the assessment results in the present levels of academic achievement. *You will have an instructional level in academic goals only.*
5. Performance Criteria – There are 3 components that must be included in the performance criteria.
  1. Criterion Level – Indicates the performance level the student must demonstrate. (Examples: percent of time, number of times out of number of trials, with percent accurate on work sample, designated criterion level on a rubric or checklist, with \_\_\_\_\_ or fewer errors, words/digits correct per minute, with no more than \_\_\_\_\_ occurrences of \_\_\_\_, with a score of \_\_\_\_ or better on a skill specific rating scale)
  2. Number - Indicate the number of times the behavior must be performed at criterion level to reach mastery. (Examples: The student must complete: five out of six consecutive trial, eight consecutive days, four out of five consecutive weeks, three consecutive probes, three out of five random trials, two times per week)

3. Evaluation Schedule/Method – Indicate how frequently the student will be assessed and the method of the assessment. (Example: The student will be assessed using: daily and weekly work samples; bi-weekly reading probes; teacher-developed scoring rubrics) This information can be put directly into the goal or into the *describe HOW the student's progress toward meeting this goal will be measured* section.

6. Baseline- Where the student is currently functioning.

**Incorrect Goal** He will solve addition and subtraction equations using coins, bills, manipulatives and/or a calculator with prompting scoring 80% over a 9 week period.

- **Do not put 9 week period. This is an annual IEP in which the student has one year to attain the goal.**

**Correct Goal** Given direct instruction in math concepts and applications, John will correctly solve 20 addition and subtraction equations on grade level 2 with 80% accuracy on 3 out of 4 consecutive trials. The current baseline is 60%

Measurable Annual Goals					
Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation in/with which the student will perform the behavior.	Student's Name	Describe behavior (what he/she will actually do) in observable terms using action verbs.	The level (how well?) the student must demonstrate for mastery	Number of times needed to demonstrate mastery (how consistently?)	Evaluation Schedule (how often?) and method (how measured?)
Given...	Name	will do this,	This well  Ex: 80%, 7/10 questions correct, etc.	This many days/times  ex: 3 out of 4 consecutive data collection points	As measured this often, using this  Ex: weekly/biweekly probe
<p><b>Don't forget to include an instructional level and a baseline!</b></p> <p><b>Instructional Level-</b> This comes from the assessment results in the present levels of academic achievement.</p> <p><b>Baseline</b> To obtain an academic baseline, administer 3 probes and take the average score. To obtain a behavior baseline, you should get 5-10 consecutive days of data and take the average score.</p>					

\*\*\*If the intervention, or way you will help the student attain his/her goal is not listed directly in the goal, you could put the intervention(s) into the Goal Specific SDI section. What you enter here will not automatically go into the SDI section. You will have to enter it manually.

There are two examples below. The first example, #1, has an intervention of direct reading instruction embedded into the goal and because of this, nothing else needs to be done. The second example, #2, does not have an intervention(s) and because of this, the intervention(s) need to be listed in the Goal Specific SDI section.

Peter Pan, 9999practi

#### V. GOALS AND OBJECTIVES

Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

<b>MEASURABLE ANNUAL GOAL</b> <i>Include: Condition, Name, Behavior, and Criteria</i> <i>(Refer to Annotated IEP for description of these components)</i>	<i>Describe HOW the student's progress toward meeting this goal will be measured</i>	<i>Describe WHEN periodic reports on progress will be provided to parents</i>
<p><i>A goal with the intervention of direct math instruction- No SDI needed in the Goal Specific SDI section.</i></p> <p>#1- Given direct instruction in math concepts and applications, (Name) will solve 20 addition and subtraction equations on his instructional level (grade 2) using a calculator with 67% accuracy on weekly work samples for 3 consecutive trials. The current baseline is 40%.</p> <p>#2- <i>A goal without an intervention listed- An SDI will be needed in the Goal Specific SDI section. See below.</i> When given a math computation probe on his instructional level (grade 2) (Name) will solve 20 addition and subtraction equations using a calculator with 67% accuracy on weekly work samples for 3 consecutive trials. The current baseline is 40%.</p>	Weekly work samples	Quarterly

<b>Report of Progress</b>

#### Goal Specific SDI

Goal #1- Nothing is needed in this box since there was an intervention embedded into the goal.

Goal #2- Direct math instruction and reteaching.

**SHORT TERM OBJECTIVES** - Required for students with disabilities who take an alternate assessment aligned to alternate achievement standards (PASA).

## *Functional Behavioral Assessment (FBA)*

A Functional Behavioral Assessment (FBA) is a process of identifying the behavior that interferes with a child's educational progress and impacts their ability to learn. An FBA is used when typical school/classroom interventions are not effective in controlling behavior(s).

This type of assessment is based on the belief that problematic behavior serves a specific purpose. An FBA attempts to look beyond labeling an unwanted behavior as simply being "bad" and determine what functions that behavior may be serving and how to improve that behavior.

### **An FBA should be completed for the following reasons:**

- When a student exhibits behaviors that impede his/her learning or that of others.
- If a student has an FBA/PBSP and the student is exhibiting different problematic behaviors.
- If there is a behavior that results in a manifestation determination (If the student already has a PBSP, the team should conduct a new FBA and develop a new PBSP. If the student does not already have a PBSP, then the team needs to consider whether the behavior that lead to the need for a manifestation determination should be addressed via an FBA and PBSP)

FBA Process FBA Process (Pattan)

FBA Online Tool FBA Online Tool

**\*You will complete a PBSP from the data you have in the FBA if you feel it is needed.**

## Positive Behavior Support Plan (PBSP)

A Positive Behavior Support Plan is a formalized document which outlines the following:

- **The student's behavior(s) of concern.** What action(s) is the student taking that may be disruptive to their learning or their peers' ability to learn?
- **Reasons behind the behaviors.** Why is the student doing the behavior? Is it in response to a particular task or activity? What are they trying to communicate?
- **Interventions to replace and reduce the behaviors.** What skills or behaviors can be taught to the student to replace the interfering behaviors?
- **Measurable behavior goals and strategies to teach and reinforce appropriate behaviors.** These goals should be appropriately tailored to the student's needs and abilities and should set reasonable and realistic measurements for success.

### [Annotated Positive Behavior Support Plan \(pattan.net\)](http://pattan.net)

The Positive Behavior Support Plan should ALWAYS be embedded into the IEP. You can do this by checking **Include PBSP sections in IEP** on the special considerations page in the IEP.

## IEP for *Pan, Peter*

### I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP

Is the student blind or visually impaired?

- ☐ Yes The IEP must include a description of the instruction in Braille and the use of Braille unless an evaluation of the student's future needs for instruction in Braille or the use of Braille), t
- ☒ No

Is the student deaf or hard of hearing?

- ☐ Yes The IEP must include a communication plan to address the following: language and commu academic level; full range of needs, including opportunities for direct instruction in the stuc addressed.
- ☒ No

Does the student have communication needs?

- ☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instrui
- ☒ No

Does the student need assistive technology devices and / or services?

- ☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instrui
- ☒ No

Does the student have limited English proficiency?

- ☐ Yes The IEP team must address the student's language needs and how those needs relate to tl
- ☒ No

Does the student exhibit behaviors that impede his/her learning or that of others?

- ☒ Yes The IEP team must develop a Positive Behavior Support Plan that is based on a functional ; Levels section of the IEP with a clear measurable plan to address the behavior in the Goals IEP.
- ☐ No

Include PBSP

☒ Include PBSP sections in IEP

## *IEP Writer - Electronic Signatures*

You will now be able to obtain signatures electronically in IEP Writer! This will be available for permissions, evaluations, reevaluations, invitations, IEPs, waivers and NOREPs. If you do not have a working email for a parent/guardian, please contact the parent to try and get one. Please note that when the parent/guardian e-signs the IEP, that one e-signature also indicates that he/she has received the procedural safeguards.

Please press click on the links below to become familiar on how to use this feature.

[Electronic Signature #1](#)

[Electronic Signature #2](#)

## IEP Writer User Guide

[IEPWriter User Guide June 2018](#) – This link will provide you with any questions you may have on how to use IEP Writer.

### *IEP Writer Log In / Roster*

Step 1: Type [www.iepwriter.com/pa](http://www.iepwriter.com/pa) into your browser of choice and press enter. Microsoft Edge works best for me, but any browser can be used. You will be directed to the web page you see below.

IEPWriter.com

You have been logged out of IEPWriter.

**IEPWriter.com™**  
Online Special Education Data Management

**Log In**

Welcome to IEPWriter.com for Pennsylvania.

Username:

Password:  [Show](#)

[Login](#)

**Website Maintenance:**

**Please Note:** On **Thursday, 9/2/2021**, this website will be unavailable from approximately 5 PM to 6 PM Eastern Time.

We apologize for any inconvenience and appreciate your patience as we improve our infrastructure.

- **English Language Learner** users, please go [here](#) to access your version of IEPWriter.
- **[Forgot your username or password?](#)**
- **[System requirements](#)** (How to have your computer work best with IEPWriter)
- IEPWriter is SIF™ Version 2 Compliant

Interested in becoming a user of IEPWriter for Pennsylvania? Then [find out more...](#)

Tue Aug 24 2021 11:04:25 ©2001-2021 Leader Services, a division of LDF Inc. Use of this site is governed by the license agreement. For site assistance [contact the Help Desk](#) or [contact us](#) or call (877) 436-6777, Mon-Fri, 8AM-6PM ET.


Solutions for Education **LEADER**

Step 2: Enter the username and password that I provided. If the browser you use does not allow pop ups, you must enable that feature.

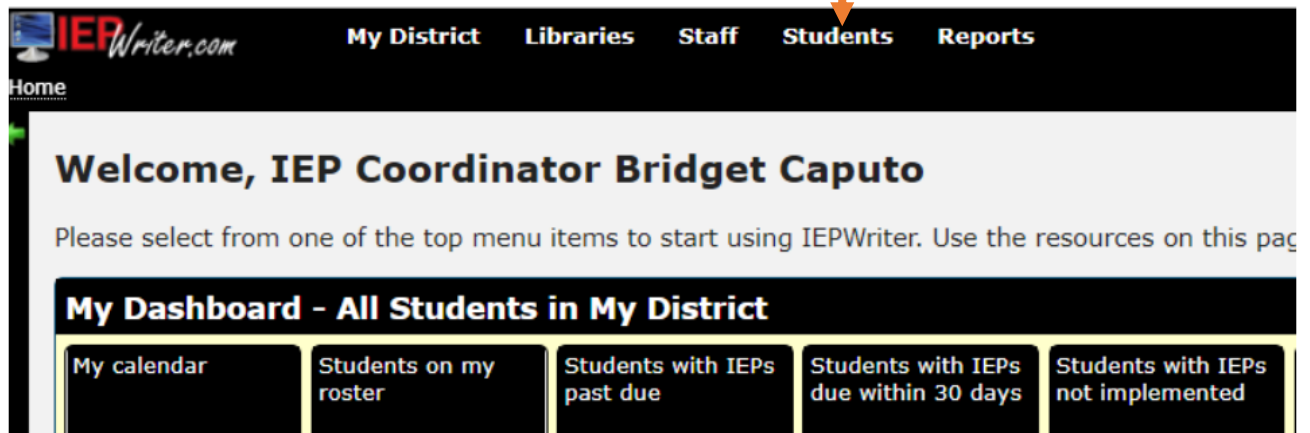
Step 3: After you log in, click the number in the Students on my roster tab. This is a quick way to see all of the students on your roster in a small pop up window.

## Welcome, IEP Coordinator Bridget Caputo

Please select from one of the top menu items to start using IEPWriter. Use the resources on this page to check site news, get help, or review your Dashboard.

My Dashboard - All Students in My District							<a href="#">Switch</a>
My calendar 	Students on my roster <b>0</b>	Students with IEPs past due <b>4</b>	Students with IEPs due within 30 days <b>25</b>	Students with IEPs not implemented <b>1</b>	Student with an ER/RR Past Due <b>34</b>	Students with ER/RRs due within 90 days <b>87</b>	
Students with ER/RRs not implemented <b>21</b>	IEP or other meetings in the next 30 days <b>0</b>	Student Transfers <b>0</b>	Section 504 Students with Evaluations due <b>6</b>	Section 504 Student Service Agreements due <b>74</b>	Last MA Eligibility Check <b>08/06/2019</b>		

\*Another option available to see the students on your roster is to click on the word Students at the top of the page. This will not be a pop up window.



IEPWriter.com

My District Libraries Staff **Students** Reports

Home

## Welcome, IEP Coordinator Bridget Caputo

Please select from one of the top menu items to start using IEPWriter. Use the resources on this page

### My Dashboard - All Students in My District

My calendar	Students on my roster	Students with IEPs past due	Students with IEPs due within 30 days	Students with IEPs not implemented
-------------	-----------------------	-----------------------------	---------------------------------------	------------------------------------



## IEP Writer Student Page (Grid/Sorting)

When you click on Students at the top of the page, you will see all of the students on your roster along with other information such as your roster role for each student, path, grade, primary exceptionality, etc.

### Grids

Grids display tabular data, from which you can search for, sort, edit, and delete records.

The screenshot shows the 'Students' grid interface. At the top, there is a search section with a 'Save Search Criteria' checkbox and several filter fields: Path, PA Secure ID, Last Name, My Roster/Case Manager, Primary Exceptionality, Grade, Building, and Status. Below the filters are 'Search', 'Advanced Search', and 'Clear Search' buttons. The main area contains a table with the following columns: Status, MA<sup>1</sup>, HRS<sup>2</sup>, Roster Role, Path, Name, Grade, Building, Primary Exceptionality, and View/Edit/Delete. The table lists three students: Ascarbrough, Laurie (7th, ATSD\_Middle\_School, Autism - [2121]), Ferguson, Lucille T. (2nd, ATSD\_Alternative\_School, Gifted without Disability - [2105]), and Morrow, Arnold L. (11th, ATSD\_Alternative\_School, Not Exceptional - [NE]).

Status	MA <sup>1</sup>	HRS <sup>2</sup>	Roster Role	Path	Name	Grade	Building	Primary Exceptionality	View/Edit/Delete
IEP Case Manager			School Age		Ascarbrough, Laurie	7th	ATSD_Middle_School	Autism - [2121]	[Edit/Delete]
IEP Case Manager			Gifted		Ferguson, Lucille T.	2nd	ATSD_Alternative_School	Gifted without Disability - [2105]	[Edit/Delete]
IEP Case Manager			Section 504		Morrow, Arnold L.	11th	ATSD_Alternative_School	Not Exceptional - [NE]	[Edit/Delete]

By default, the grids display a number of records per page. You can change this number by selecting a number in the **Records per page**: drop-down menu on the bottom of the grid.

The screenshot shows the footer of the grid with pagination controls. It includes a 'Records per page:' drop-down menu set to 10, a 'Records: 41 to 50 of 58' indicator, a 'Pages:' section with navigation buttons (<<, <, 5, >, >>) and '(of 6)', a 'Go to page:' field, and a 'Go to page field' button. Callouts identify the 'Records per page drop-down menu', 'Page control buttons', and 'Go to page field'.

Records per page: 10    Records: 41 to 50 of 58    Pages: << < 5 > >> (of 6)    Go to page:    >>

## Grid Icons

The following icons are commonly found near the top of grid pages; the icons offer additional grid functionality. You can hover over an icon to display its name.



**Add** – Click this icon to add a new entry to the grid. Complete the information and click the appropriate command button when finished.



**Choose Columns to be Displayed** – Click this icon to display a pop-up window that lists all possible categories that may be displayed for the grid. Select and deselect the checkboxes to determine which items you want displayed. When finished, click **Apply**.



**Export Grid** – Click this icon to export the items displayed on the grid into an .xls (Excel) format, then click the [Download Exported Grid](#) link.



**Print Grid** – Click this icon to display a preview of the grid through your web browser, which you can then print.



**Mailing Labels** – Click this icon to generate mailing labels for individual or groups of students. When you click this icon, the **Selected Students** window appears and you have the ability to select students by clicking the checkbox next to each name or selecting all in the grid by checking the top checkbox. After selecting students, click the **Print Labels** icon.



**Print Progress Reports** – This icon appears on the **Student Search** screen and can only be seen by case managers who have progress reports in the program. It is used to print all of a case manager's students' progress reports at once.



**Progress Monitoring** – This icon appears on the **Student Search** screen and can only be seen if the district uses the Progress Monitoring module. It can be used to enter progress data for multiple or all students from one screen.

## Sorting

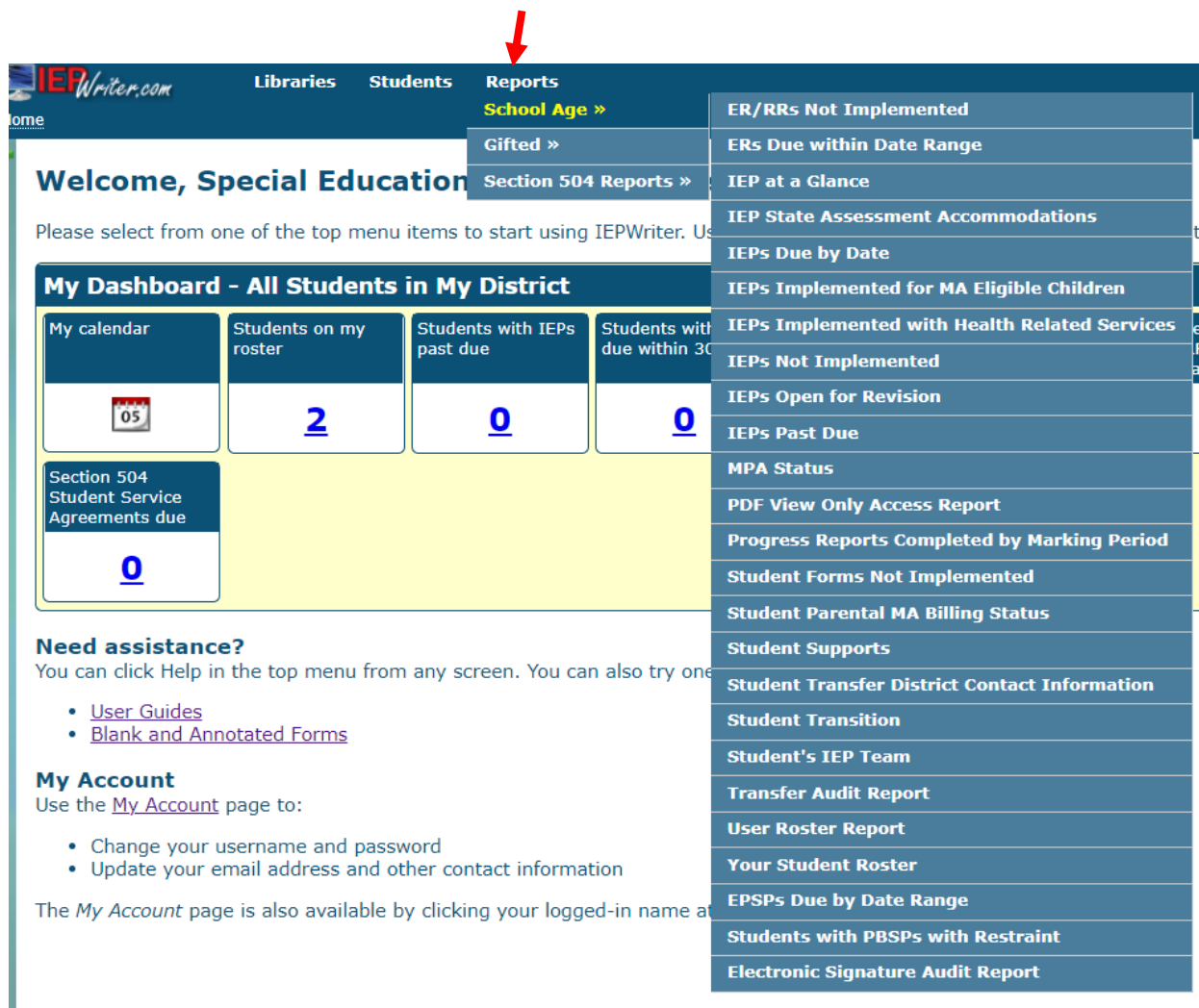
Some columns can be sorted. The sorted column displays either an up or down arrow next to its name. Click on the column name to sort the column in ascending order (lowest to highest or from A to Z) and again to reorder the column in descending order (highest to lowest or from Z to A). An arrow next to the name of the sorted column will indicate the order. You can sort only one column at a time.

Arrow indicating ascending order

Status	MA#	HHS#	Roster	Note	PA	Secure	ID	Path	Name	Grade	Building	Primary Exceptionality	View/Edit/Delete
Not On Roster					Gifted				Jackson, Amanda	8th	Adams Hall	Gifted without Disability - [2103]	
Not On Roster					School Age				Jones, Sandra	7th	Unit B	Hearing Impairment including Deafness - [2123]	
Contributor	3256984552				School Age				Ledger, Nicole	2nd	Adams Hall	Deaf-Blindness - [2122]	
Contributor	9583221542				School Age				Luman, Anne	3rd	Adams Hall	Orthopedic Impairment - [2126]	
Not On Roster					School Age				McDaniels, Kevin	9th	Special Services	Autism - [2121]	
Not On Roster					School Age				Pine, Junior	2nd	Unit A	Multiple Disabilities - [2125]	

## IEP Writer Reports

The reports section allows you to generate a variety of important reports for the students on your roster. To get to each report that is listed in more detail below, you will need to place your cursor on the word **Reports** and click on what report you want. The most common reports that you should run are ERs Due Within Date Range, IEP at a Glance, IEP State Assessment Accommodations and IEPs Due by Date.



The screenshot shows the IEPWriter.com web application. At the top, there is a navigation bar with links for Libraries, Students, and Reports. A red arrow points to the Reports link. Below the navigation bar, the main content area is titled "Welcome, Special Education" and includes a message: "Please select from one of the top menu items to start using IEPWriter. Use the Reports menu to generate reports for your students." The "My Dashboard - All Students in My District" section displays four widgets: "My calendar" (showing 05), "Students on my roster" (showing 2), "Students with IEPs past due" (showing 0), and "Students with IEPs due within 30 days" (showing 0). Below these widgets, there is a section for "Section 504 Student Service Agreements due" showing 0. On the right side, a dropdown menu is open, listing various reports: ER/RRs Not Implemented, ERs Due within Date Range, IEP at a Glance, IEP State Assessment Accommodations, IEPs Due by Date, IEPs Implemented for MA Eligible Children, IEPs Implemented with Health Related Services, IEPs Not Implemented, IEPs Open for Revision, IEPs Past Due, MPA Status, PDF View Only Access Report, Progress Reports Completed by Marking Period, Student Forms Not Implemented, Student Parental MA Billing Status, Student Supports, Student Transfer District Contact Information, Student Transition, Student's IEP Team, Transfer Audit Report, User Roster Report, Your Student Roster, EPSPs Due by Date Range, Students with PBSPs with Restraint, and Electronic Signature Audit Report.

**Reports**

- School Age »
- Gifted »
- Section 504 Reports »

**Welcome, Special Education**

Please select from one of the top menu items to start using IEPWriter. Use the Reports menu to generate reports for your students.

**My Dashboard - All Students in My District**

My calendar	Students on my roster	Students with IEPs past due	Students with IEPs due within 30 days
05	2	0	0

**Section 504 Student Service Agreements due**

0

**Need assistance?**

You can click Help in the top menu from any screen. You can also try one of the following:

- [User Guides](#)
- [Blank and Annotated Forms](#)

**My Account**

Use the [My Account](#) page to:

- Change your username and password
- Update your email address and other contact information

The *My Account* page is also available by clicking your logged-in name at the top of the page.

**Reports**

- ER/RRs Not Implemented
- ERs Due within Date Range
- IEP at a Glance
- IEP State Assessment Accommodations
- IEPs Due by Date
- IEPs Implemented for MA Eligible Children
- IEPs Implemented with Health Related Services
- IEPs Not Implemented
- IEPs Open for Revision
- IEPs Past Due
- MPA Status
- PDF View Only Access Report
- Progress Reports Completed by Marking Period
- Student Forms Not Implemented
- Student Parental MA Billing Status
- Student Supports
- Student Transfer District Contact Information
- Student Transition
- Student's IEP Team
- Transfer Audit Report
- User Roster Report
- Your Student Roster
- EPSPs Due by Date Range
- Students with PBSPs with Restraint
- Electronic Signature Audit Report

## School Age Reports

### [\*Reports > School Age > ER/RRs not Implemented\*](#)

Report Name: Students with ER/RRs Not Implemented

This report is a listing of In-Progress ER/RRs that have an Implementation Date prior to the current day's date. Gifted students are excluded from this report.

### [\*Reports > School Age > ERs Due within Date Range\*](#)

Report Name: Evaluation/Reevaluations Due within Date Range

This report is based on the last Date of Report for each student's ER/RR. Gifted students are excluded from this report. Enter the date range to use in generating this report. Evaluation/ReEvaluation Reports that are due between the dates entered will be displayed on the report.

**Note:** A new ER/RR is due no more than 3 years after the previous ER/RR was finalized, except if the student has a Primary or Secondary Exceptionality of Intellectual Disability, or students attending an Approved Private School, in which case the ER/RR is due no more than 2 years after the previous ER/RR was finalized.

### [\*Reports > School Age > IEP at a Glance\*](#)

Report Name: IEP at a Glance

### [\*Reports > School Age > IEP State Assessment Accommodations\*](#)

Report Name: IEP State Assessment Accommodations

This report returns the list of IEP State Assessment Accommodations in currently implemented IEPs for active school age students. It is available as a summary report, or as a detail report grouped by test or by student.

### [\*Reports > School Age > IEPs Due by Date\*](#)

Report Name: IEPs Due Within Date Range

This report is based upon the last IEPs meeting date and duration date for each student. Gifted students are excluded from this report. Enter the date range to use in generating this report. IEPs that are due between the dates entered will be displayed on the report, ordered by due date.

### [\*Reports > School Age > IEPs Implemented with Health Related Services\*](#)

Report Name: IEPs Implemented that have Health Related Services

This report will display all IEPs that have health related services and whose IEP team meeting date or IEP finalized date falls within the specified date range. Gifted students are excluded from this report.

### [\*Reports > School Age > IEPs Not Implemented\*](#)

Report Name: Students with IEPs Not Implemented

This report is a listing of in-progress IEPs that have an implementation date prior to the current day's date. Gifted students are excluded from this report.

### [\*Reports > School Age > IEPs Open for Revision\*](#)

Report Name: Students with IEPs Open for Revision

This report is a listing of currently implemented IEPs that are currently open for revision.

***Reports > School Age > Progress Reports Completed by Marking Period***

Report Name: Progress Reports by Marking Period

This report displays a list of active school age students by case manager and shows whether a progress report exists for the selected marking period.

***Reports > School Age > Student Forms Not Implemented***

Report Name: Students with Forms Not Implemented

This report is a listing of in-progress forms that have an implementation date prior to the current day's date. This report can be filtered by selecting the path from the drop down list.

***Reports > School Age > Student Parental MA Billing Status***

Report Name: Student Parental MA Billing Status

This report displays a list of active school age students with their current parental MA billing status. This report may be filtered to see all students or only MA eligible students and all consent statuses, students who have consent, students whose consent has been revoked, students whose letter was not returned and students who do not have a finalized letter.

***Reports > School Age > Student Supports***

Report Name: Student Supports

This report contains information pertaining to the supports the student receives in your district.

***Reports > School Age > IEPs Past Due***

Report Name: Students with IEPs Past Due

This report lists students with IEPs that are past due.

***Reports > School Age > MPA Status***

Report Name: Medical Practitioner Authorization Status

This report displays a list of all school age students who have had an MPA submitted to a medical practitioner for authorization. Enter search criteria to filter this report by MPA submitted date and/or MPA status.



# Students

[Home](#) > [Students](#)

From the Students grid, you can search for students or edit student data.

Click on **Students**

**Welcome, Regular Education Teacher Edith G Fields**

Please select from one of the top menu items to start using IEPWriter. Use the resources on this page to check site news, get help, or review your Dashboard.

**My Dashboard - Rostered Students Only**

My calendar	Students on my roster	Students with IEPs past due	Students with IEPs due within 30 days	Students with IEPs not implemented	Student with an IEP/RR Past Due
05	3	0	0	1	0
Students with IEP/RRs due within 90 days	Students with IEP/RRs not implemented	IEP or other meetings in the next 30 days	Section 304 Students with Evaluations due	Section 304 Student Service Agreements due	
0	0	0	0	0	

**Need assistance?**  
You can click Help in the top menu from any screen. You can also try one of these resources:

- [User Guides](#)
- [Blank and Annotated Forms](#)

**My Account**  
Use the [My Account](#) page to:

- Change your username and password
- Update your email address and other contact information

The My Account page is also available by clicking your logged-in name at the upper-right of any page.

**Monday, May 7, 2018**

**IEPWriter News**

- [MA Billing Parental Consent Form and MA Program Billing Notice Updates](#)
- [NOREP Contact Information](#)
- [EdInsight from OnSands Software and IEPWriter](#)
- [More IEPWriter News](#)

Get news alerts delivered to your email!  
[Sign Up!](#)

**Random Tip**  
The latest version of the free Adobe Reader® can be downloaded from [Adobe's web site](#).

**Education resources**

- [PaTTAN](#)
- [PDE Standards Aligned System](#)
- [PDE Webinar Events](#)
- [Education Week - Special Education](#)

**Students**

☒ Save Search Criteria

Search

Path:  Primary Exceptionality:

PA Secure ID:  Grade:

Last Name:  Building:

My Roster/Case Manager:  Status:

Status	MA <sup>1</sup>	HRS <sup>2</sup>	Roster	Role	Path	Name	Grade	Building	Primary Exceptionality	View/Edit/Delete
IEP Case Manager					School Age	Ascarbrough, Laurie	7th	ATSD_Middle_School	Autism - [2121]	
IEP Case Manager					Gifted	Ferguson, Lucille T.	2nd	ATSD_Alternative_School	Gifted without Disability - [2105]	
IEP Case Manager					Section 504	Morrow, Arnold L.	11th	ATSD_Alternative_School	Not Exceptional - [NE]	

Click on student's name you want access to.

To start new/edit any form, just find the form name on the left and click start new or edit if the form has already been opened.

Home > Students> Student Home for Laurie Ascarbrough

You are logged in as Regular Education Teacher Edith G Fields, Adams Training School District

Demographics Roster Forms and Letters Progress Monitoring Compliance Dates Disciplinary Events Mailing Labels

### Student Home (School-Age) for *Ascarbrough, Laurie*

Form	Action	Previous (U = Uploaded document)
IEP	<a href="#">Edit/Implement Work in Progress IEP Dated 4/3/2018</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">Maintain ESY Progress Reports</a></li><li><a href="#">Print ESY Progress Reports</a></li><li><a href="#">IEP At A Glance</a></li></ul>	
Evaluation Report	<a href="#">Start New Evaluation Report</a>	
Invitation to Participate	<a href="#">Start New Invitation to Participate</a>	
Permission To Evaluate - Evaluation Request	<a href="#">Start New Permission To Evaluate - Evaluation Request</a>	
Permission to Evaluate - Consent 2015	<a href="#">Start New Permission to Evaluate - Consent 2015</a>	

## How to Finalize a Form

Step 1: Open the form by clicking on Edit/Implement Work in Progress.

### Student Home (School-Age) for *Pan, Peter*

Form	Action
IEP	<a href="#">View/Revise Currently Implemented IEP dated 4/18/2018 generated 3/3/2022 (Has PBSP)</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">View Attachments/Versions</a></li><li><a href="#">IEP At A Glance</a></li><li><a href="#">Print PBSP Only</a></li></ul> <a href="#">Edit/Implement Work in Progress IEP Dated 11/23/2020</a> <ul style="list-style-type: none"><li><a href="#">Maintain Progress Reports</a></li><li><a href="#">Print Progress Reports</a></li><li><a href="#">IEP At A Glance</a></li><li><a href="#">Print PBSP Only</a></li></ul>

Step 2: Click the finalize button on the bottom of the page.

### IEP for *Pan, Peter*

No attachments have been added to this form.

IEP Team Meeting Date: 11/23/2020  
IEP Implementation Date: 11/24/2020  
(Projected Date when Services and Programs Will Begin)  
Anticipated Duration of Services and Programs: 11/22/2021  
Student Name: **Peter Pan** DOB: 01/01/2006  
Grade: 6th Age: 15  
Anticipated Year of Graduation: 2026 Local Education Agency: HAZLETON AREA SD  
School the student is attending: Drums Elementary/Middle School  
Parent Name: Bridget Caputo County of Residence:  
Address: 1515 West 23rd St. Phone: 15702334604 (Home)  
Hazle Township, PA 18202

This IEP uses the Custom ESY Services format

This IEP uses the new Accommodations List format

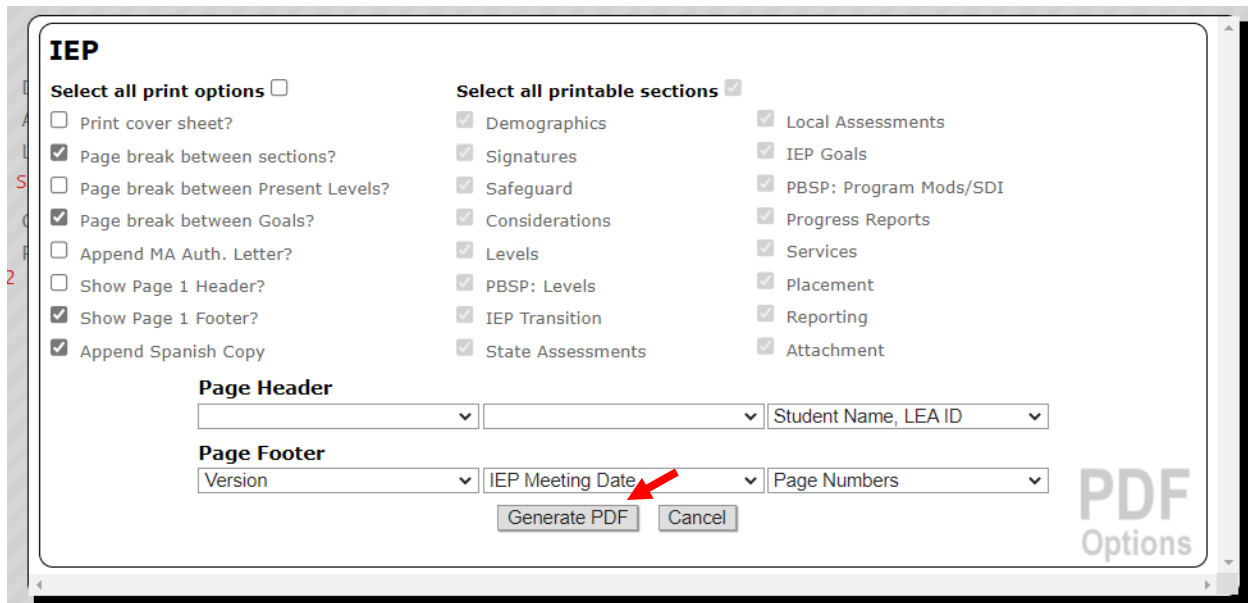
Other Information:

Generate PBSP Generate Draft **Finalize** Save Save and Return Save and Go To IEP Team / Signatures Go To IEP Team / Signatures Cancel Cancel And Return

Your session will expire in Mon Aug 22 2022 14:08:57 ©2001-2022 Leader Services, a division of LDP Inc. Use of this site is governed by the license agreement. For site assistance [contact the Help Desk by clicking here](#) or call (877) 456-8777, Mon.-Fri. 8AM-6PM ET.



Step 3: Select the print options you want and click generate draft.

The image shows a dialog box titled "IEP" with various options for generating a PDF. It is divided into two main sections: "Select all print options" and "Select all printable sections". The "Select all print options" section includes checkboxes for "Print cover sheet?", "Page break between sections?", "Page break between Present Levels?", "Page break between Goals?", "Append MA Auth. Letter?", "Show Page 1 Header?", "Show Page 1 Footer?", and "Append Spanish Copy". The "Select all printable sections" section includes checkboxes for "Demographics", "Signatures", "Safeguard", "Considerations", "Levels", "PBSP: Levels", "IEP Transition", "State Assessments", "Local Assessments", "IEP Goals", "PBSP: Program Mods/SDI", "Progress Reports", "Services", "Placement", "Reporting", and "Attachment". Below these sections are dropdown menus for "Page Header" and "Page Footer". The "Page Header" dropdown is currently set to "Student Name, LEA ID". The "Page Footer" dropdown is currently set to "Version". There are also dropdowns for "IEP Meeting Date" and "Page Numbers". A red arrow points to the "IEP Meeting Date" dropdown. At the bottom are "Generate PDF" and "Cancel" buttons. The text "PDF Options" is visible in the bottom right corner of the dialog box.

Step 4: **Only for permissions, invitations and NOREPs.** After you finalize, you will have to add more information.

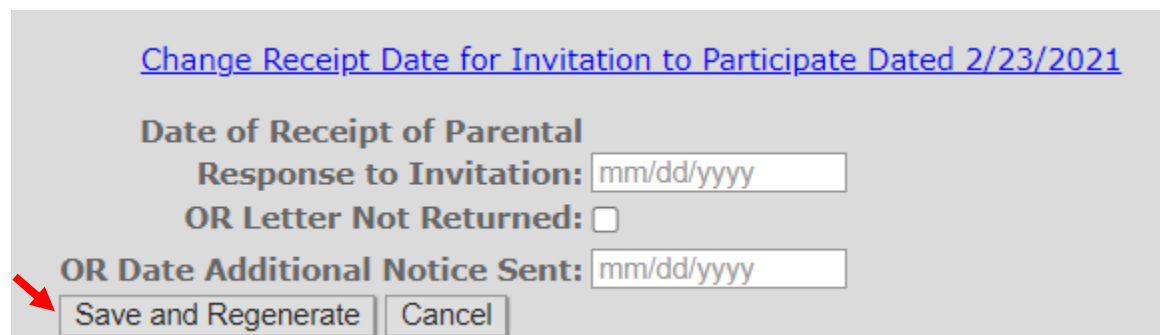
Permissions – Enter the receipt date if parent agreed. If the parent did not, put in the parental response or date additional notice was sent and click save and regenerate.

[Start New Permission to Evaluate - Consent 2015](#)

[Change Receipt Date for Permission to Evaluate - Consent 2015 Dated 4/29/2022](#)

The image shows a form with three rows of input fields. The first row is "Enter Receipt Date:" with a date input field containing "04/29/2022". The second row is "OR Parental Response:" with a dropdown menu showing "- Select a Parental Response". The third row is "OR Date Additional Notice Sent:" with a date input field showing "mm/dd/yyyy". A red arrow points to the "Save and Regenerate" button at the bottom left of the form. There is also a "Cancel" button next to it.

Invitations - Enter the receipt date. If the parent did not send it back, check letter not returned or enter the date additional notice was sent and click save and regenerate.



[Change Receipt Date for Invitation to Participate Dated 2/23/2021](#)

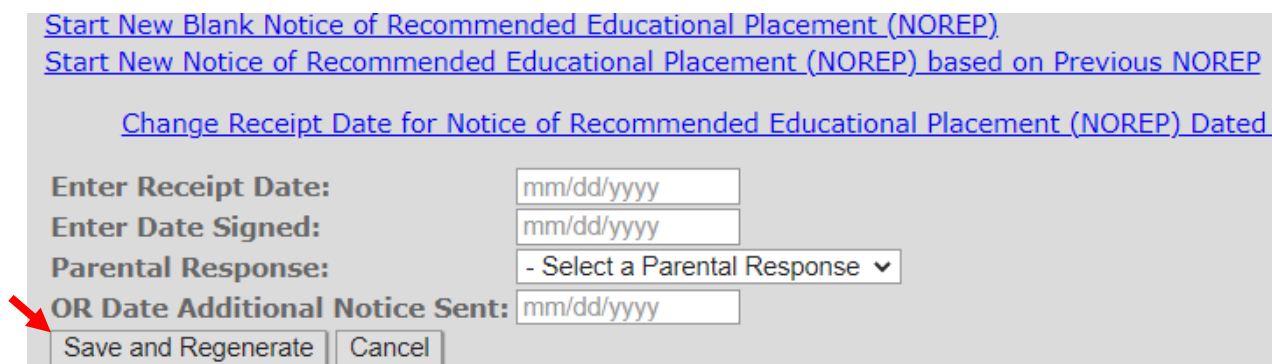
**Date of Receipt of Parental Response to Invitation:**

**OR Letter Not Returned:** ☐

**OR Date Additional Notice Sent:**

**Save and Regenerate** **Cancel**

NOREP- Enter the receipt date, date signed and parental response when it is returned. If not, pick letter not returned or enter the date additional notice sent.



[Start New Blank Notice of Recommended Educational Placement \(NOREP\)](#)  
[Start New Notice of Recommended Educational Placement \(NOREP\) based on Previous NOREP](#)

[Change Receipt Date for Notice of Recommended Educational Placement \(NOREP\) Dated](#)

**Enter Receipt Date:**

**Enter Date Signed:**

**Parental Response:**

**OR Date Additional Notice Sent:**

**Save and Regenerate** **Cancel**

## Documents That Need To Be Sent To the Special Education Office

This must be filled out and sent in with each IEP/ER/RR - ER/RR/IEP Checklist

When completing an IEP, Evaluation/IEP or Reevaluation/IEP, **please only send the signature pages from those documents and the documents that accompany them (invite, NOREP, etc.).** Signature pages include any page that needs something checked, signed, or dated by the parent. Refer to the table below which lists every document that would have a signature page (a check, signature/date) needed to send in. Please send the documents to me in the special education office within ten days after the IEP is finalized. The method of how you obtain the parent signature does not matter. It still must be sent in.

\*If the parent does not attend the meeting or requests that the IEP be sent home (try to explain why it is important to participate in their child's annual IEP meeting), the meeting should still be held with the rest of the IEP team and those team member signatures should be obtained. The parent signature should not be on the signature page since he/she did not attend. On the procedural safeguards page, write how you sent the safeguards to the parent (ex: sent via email on date). The parent should sign the NOREP but in the case that it is not sent back signed, check letter not returned. All of this information needs to be documented in the parent contact log.

Annual IEP	Evaluation & IEP	Reevaluation & IEP
• IEP Checklist	• IEP Checklist	• IEP Checklist
• Invitation	• Permission	• Permission
• IEP	• Invitation	• Invitation
• NOREP	• Evaluation	• Reevaluation
• MA Billing Consent From (You do not need this if consent was already granted after 3/2013)	• Waiver (If applicable)	• Waiver (If applicable)
	• IEP	• IEP
	• NOREP	• NOREP
	• MA Billing Consent From (You do not need this if consent was already granted after 3/2013)	• MA Billing Consent From (You do not need this if consent was already granted after 3/2013)
*An FBA does not have a signature page and all Positive Behavior Support Plans should be embedded in the IEP and should not be a separate document.		

## In and Out of State Transfer Students

### Out of State

If an out of state transfer student was never eligible in PA, we issue a NOREP for the interim provision of comparable services and simultaneously issue a permission to evaluate (this must happen).

### In State

**In state** student transfers do not require a reevaluation; however, we should be looking at the information that the student comes to us with to determine if a reevaluation is warranted.

If you adopt an **in state** IEP, you must send out a NOREP immediately. Indicate in the NOREP what IEP you are adopting and state the action you are taking. An IEP meeting should be held to review the IEP even if you are not making changes. **You then have 30 days to transfer that IEP into our system (IEP Writer).**

- The annual due date will be one year from the date on the in-state IEP, and NOT the date we adopt that IEP.

If you have a student with an **in state IEP that is expired** you are going to adopt the expired IEP and develop a brand new one within 30 days, preferably sooner. Implementation date of the new IEP will be the day after it's developed (meeting day), assuming you have a signed NOREP.

If you make changes to the IEP for the in-state transfer student, you do not necessarily need to do a re-evaluation unless you are changing the placement. If you are decreasing any services (academic support, related services, etc.), then I would suggest a re-evaluation.

## How to Run a Special Education Meeting

- In preparation for the meeting, secure a location in your building and have all documents printed and ready to present to parents OR have access to a projector so all team members can view the document(s). Please be sure that you also have a copy of the procedural safeguards to give to the parent if you are having an IEP meeting.
- Begin the meeting with introductions of all team members. \*\*Even though the parent may already know the members, go around the table and state your name and role.
- Following introductions, have the parent check the demographic information (Parent/Guardian name, address, phone number, etc.). This is the first page of the IEP.
  - The special education department can change a phone number, but the address must be verified in Skyward before it can be changed in IEP Writer. If the address in Skyward is not updated to the address the parent(s) currently reside, please give the parent(s) the link below or advise to go to the Hazleton website, click Student Registration and then click procedures. After the address is changed in Skyward, the new address can be changed in IEP Writer. [Registration Procedures / Procedures \(hasdk12.org\)](#)
- After you have checked that all of the demographic information is accurate, you are going to review the document page by page. Please know that you do not have to read word for word on each page. You can summarize the information. Make sure you tell the parent that this is just a draft and modifications can be made if necessary.
- Pass around the signature sheet to have all team members present sign their attendance. If the parent is participating online or via phone and do not e-sign, write on their signature line how he/she attended (“attended via telephone”). Please explain to the parent that this only shows attendance and not agreement to anything. Only have the team members that are present sign this page.
  - If a required team member (LEA, Special Education Teacher, Regular Education Teacher, Related Service Provider) is unable to attend, you must provide the parent with an excusal form. The following link will give you step by step directions on how to complete an excusal [Caputo, B / Invitation- Excusal \(hasdk12.org\)](#). If the parent does not approve the excusal of a certain team member, you must reschedule the meeting.

- Offer a copy of the procedural safeguards to the parent(s). Explain to the parent(s) what it is and obtain a signature which states that a copy has been received. If the parent declines a copy, please write “parent declined copy on (date)” on the line.
- Review the special considerations page.
- From here on out, it is imperative that your summary include all necessary highlights of every section of the document. As the case manager, it is your job to maintain the flow of the meeting by calling on specific team members to review their section when necessary. Please focus on IEP content information only and keep language professional. Try to refrain from non-pertinent conversations.
- Following the review of the IEP, you will issue the NOREP to the parent. This explains the recommended educational placement for their child. Have the parent check, date, sign and write their phone number to show their agreement to the recommended placement.
- Give the parent the MA Billing Parental Consent Form to sign and date.

#### Reevaluation Meeting

- If the meeting is being ran as a Reevaluation and IEP meeting, you will begin the meeting with introductions. You will present the RR in order and upon completion have the team members sign the RR. Do not present the RR information and IEP information simultaneously. Review the RR and then the IEP.
- If you are continuing into the IEP, present the parents with the IEP Waiver Form. This form states that the parent is willing to waive the 10-day period between the presentation of the RR and the presentation of the IEP.