



REQUEST FOR SPECIAL EDUCATION EVALUATION

DATE: _____

Dear Principal _____:

I am writing to request that _____ be evaluated for Special Education services. We are worried that our child is struggling in school due to

_____.

Placement with regular education peers and associated learning is impacted by

_____.

We believe our child could qualify under the category(ies) of:

- | | |
|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Emotional Behavioral Disability |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Other Health Impairment |
| <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Visual Impairment | |

We understand that written permission is needed for our child to be evaluated. Please prepare a Prior Notice and Consent for Evaluation form for parent signature. We request testing in the following areas:

1. Intellectual/Cognitive: Skills and habits involved in processing and comprehending information in order to acquire and use knowledge and skills, *including executive functioning skills*, rate of learning, information processing

skills, problem solving, level of conceptual understanding, knowledge, and ability to reason and generalize.

2. Social Emotional: Knowledge, skills, and habits related to social and reciprocal adult and peer relationships, identifying and communicating individual needs, perspective taking, emotional awareness and expression, physical symptoms related to emotion, managing transitions, self-efficacy, self-esteem, self-confidence, self-management, self-regulation, play skills, resiliency, and receiving and responding to feedback.
3. Communication: Knowledge, skills, and habits in the understanding and use of language for communication, including speech skills (sound production, fluency, voice), social and pragmatic language abilities, use of augmentative and alternative communication systems, consideration of language difference between home and school environments, and ability to convey and comprehend information and social intent.
4. Academic: Knowledge, skills, and habits in specific content areas, such as Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, and Mathematics Problem Solving.
5. Adaptive: Knowledge, skills, and habits relating to independence and self-determination, such as asking for help, self-advocacy, negotiating support, self-care and hygiene, safety, navigating community settings, organization, goal setting, work and employment skills, decision-making, maintaining and generalizing skills across environments, people, and contexts, and use of technology, social media, and assistive technology.
6. Physical and Health - Vision, Hearing, Motor, Occupational: Physical conditions relating to vision, hearing, and other senses (proprioception, auditory, visual, tactile) as well as gross and fine motor, motor planning, feeding, eating, swallowing, touch, balance, endurance, alertness, attention, vitality, auditory and visual processing, orientation, and mobility.

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7. Vocational and Transition: Results-oriented set of coordinated activities to facilitate school to post-school success in the areas of employment, independent living, community participation, and continuing education.
 8. Autism: School nurse to conduct medical history, parent and teacher checklists for common autistic tendencies, parent interview,
 9. Functional Performance: Activities and Skills that are not considered academic or related to a student's academic achievement as measured on Statewide achievement tests. It includes areas such as behavioral and mental health factors that impact the involvement and progress by a student with a disability in the general education classroom. Assessments may include parent and teacher checklists for common behavior characteristics, parent interview, teacher interview.
 10. Visual Impairment: Teacher of the Visually Impaired (TVI) to conduct a Functional Vision Assessment to test visual acuity, visual field, contrast sensitivity, color vision, light sensitivity, eye movement observation, latency, distance tasks, auditory skills, sensory deficits, assistive technology skills, independent daily living skills, balance, gross motor coordination, and an observation of the eyes. Assessment should identify or rule out cortical/cerebral visual impairment. See https://heal.utah.gov/wp-content/uploads/2021/07/2019_Guidelines.pdf

Please also gather the following information for review at the eligibility meeting:

11. MTSS and RTI Documentation
12. Progress Monitoring Data
13. Curriculum-based Assessments
14. Classroom Observations
15. Standardized Testing Results
16. School Report Cards
17. Student Disciplinary Records
18. School Nurse Records of Interactions with Student (Frequency, duration, reason)
19. Attendance Records

20. Teacher Survey (for each teacher). See attached.

We may opt to provide medical records or prior psychological or psychoeducational evaluations. However, IDEA requires a Free and Appropriate Public Education (FAPE). Therefore, schools may not require parents to seek private medical services or evaluations.

Thank you!

Parent Name

Parent Signature

Date

TEACHER SURVEY

Name of Teacher: _____ Class Period: _____

Name of Student: _____ Date of Birth: _____

How does the student participate in classroom instruction?

How does the student interact or get along with peers and teachers?

In what areas does the child need to improve?

In what areas or activities has the student been successful in class?

What modifications or accommodations have you been providing to the student?

Is the student alert and responsive in class?

Does the student get up out of their seat regularly?

Does the student engage in impulsive behavior?

Current Grade: _____

of Missing Assignments: _____

Days Absent: _____

Days Tardy: _____

Explain any in-class discipline:

Do you believe the student can be educated in a general education classroom without specialized instruction or paraprofessional assistance?