



Prior Notice and Consent for Evaluation/Re-Evaluation for Preston Preschool

Jordan School District
9361 S 300 E Sandy, UT 84070
Phone: 801-567-8176 Fax: 801-567-8090

Date: 6/21/2007

Student Name Preston Preschool
Date of Birth 8/6/2004
School ZZTrainingSchool
Grade Preschool

Parent Prior Notice for Evaluation/Re-Evaluation

We are proposing to evaluate/re-evaluate Preston to determine if he has a disability that may require special education services under the Individuals with Disabilities Education Act (IDEA). We are proposing this evaluation because there are concerns about Preston's educational progress. Although there may have been interventions implemented, concerns about his progress continue. These concerns form the basis for this decision. The Procedural Safeguards included with this notice afford you protection. If you have any questions regarding this notice or Procedural Safeguards, contact the special education teacher at Preston's school or the Special Education Office at the District.

We need your permission to conduct this evaluation. We may not administer tests in all indicated areas. We will not give any test in areas other than those indicated below, without obtaining your consent:

- | | | | |
|--|--|---|---|
| <input checked="" type="checkbox"/> Intellectual/Cognitive | <input checked="" type="checkbox"/> Academic | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Psychomotor |
| <input checked="" type="checkbox"/> Motor | <input checked="" type="checkbox"/> Adaptive | <input checked="" type="checkbox"/> Social/Behavioral | <input checked="" type="checkbox"/> Hearing |
| <input checked="" type="checkbox"/> Vision | <input type="checkbox"/> Vocational/Transition | | |

This evaluation cannot begin until your written permission is received. Upon completion, you will be provided with a copy of the evaluation report and documentation of determination of eligibility. You have the right to refuse permission for this evaluation.

Please sign below and return.

_____ I **DO** give permission for the evaluation requested and have received the Procedural Safeguards. I understand that all results will be kept confidential and reviewed with me. My signature indicates I have received a copy of this form and a copy of the Procedural Safeguards.

_____ I **DO NOT** give permission for the evaluation requested, and have received the Procedural Safeguards. My signature indicates I have received a copy of this form and a copy of the Procedural Safeguards.

Signature of Parent

Date

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Staff Copy

AREAS**TESTS AND PURPOSES**

Intellectual/Cognitive	Tests in this area measure a student's ability to remember what has been seen and heard and the ability to solve problems. They also reflect learning rate and assist in predicting how well a student will do in school. Tests such as: Wechsler Scales of Intelligence, Stanford Binet, Matrix Analogies Test, Woodcock Johnson, Leiter, Kaufman, Battelle, Munoz.
Academic	Tests in this area measure a student's current reading, math, written expression and readiness skills. Tests such as: Woodcock Johnson, Key Math, Woodcock Reading Mastery Test, Kaufman Test of Educational Achievement, Test of Written Language, Test of Reading Comprehension, Brigance, Weschler Individual Achievement Test, Munoz.
Communication	Tests in this area measure a student's ability to understand, relate to and use language and speech appropriately. Tests such as: Clinical Evaluation of Language Fundamentals, Peabody Picture Vocabulary Test, Test for Auditory Comprehension of Language, Test of Problem Solving, Computer Analysis of Phonological Processes, Battelle, Goldman Fristoe, Test of Language Development.
Psychomotor	Tests in this area may assess how well a student perceives, motor processes and remembers visual and auditory information. These tests may also assess large and small muscle coordination. Tests such as: Visual Motor Integration, Motor Free Visual Perception Test, Carrow Auditory Visual Abilities Test, SCAN (Screening Test for Central Auditory Processing Disorders).
Motor	Tests in this area may assess large and small muscle coordination, mobility, self help and accessibility. Tests such as: Utah Schools Therapy Assessment, Occupational Therapy Functional Assessment, Physical Therapy Neuromotor Evaluation, Mobility Assessment, Battelle.
Adaptive	Tests in this area assess a student's personal independence and social functioning in school, home and community. Tests such as: Vineland Adaptive Behavior Scales, Rimland (E-Z) Autism Checklist, Childhood Autism Rating Scale, Battelle, observation.
Social/Behavioral	Tests in this area assess a student's personal independence and social functioning in school, home and community. They may also assess behavioral patterns that may adversely affect educational performance. Tests such as: Behavior Evaluation Scale, Child Behavior Checklist, Devereux School Behavior Rating Scales, Battelle, observation.
Hearing	Tests in this area assess the students hearing acuity and middle ear function. Assessments may include pure tone audiometry, speech audiometry, tympanometry, and hearing aid analysis.
Vision	Tests in this area assess a student's visual acuity, visual processing ability, and mobility skills. Tests such as: Diagnostic Assessment Procedure, Visual Efficiency Scale, Low-Vision Functioning Assessment, mobility assessment for vision.
Vocational/Transition	Tests in this area are used to identify career strengths, limitations and interests. Assessments also measure living skills, work skills, habits, attitudes and preferences in areas relating to transition planning. Tests such as: Brigance Inventory of Essential Skills, Enderle Severson Transition Rating Scale.

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