# REFERRAL FOR SPECIAL EDUCATION EVALUATION - OVERVIEW

**Purpose**

This form will help parents, district staff, public agencies, or other people with information about a student to request a special education evaluation (also called a “special education referral”). This form is not required – any written request for evaluation is valid. Districts may follow up a verbal, email, or other written request with a request to complete this form, but may not require the referrer to complete the form prior to considering the student for evaluation. It is important to note that the 25-day timeline described below starts as soon as the request is received, whether or not this form is used.

**Process**

Once the district receives a written request for evaluation in any form/format, they have 25 school days to review information about the student, including school and medical records and information from parents, and decide whether to evaluate the student for special education eligibility. If the district decides to evaluate, it must obtain written and informed consent from the parent prior to beginning the initial evaluation. See below for a timeline flow chart.

**Timelines for Referral, Initial Evaluation, and Initial Individualized Education Program (IEP)**

# REFERRAL FOR SPECIAL EDUCATION EVALUATION

|  |  |
| --- | --- |
| Date: |  |

I would like to request a special education evaluation for the following student:

|  |  |  |  |
| --- | --- | --- | --- |
| Student name: |  | Birthdate:  |  |
| School name (if in school):  |  | Grade: |  | Age: |  |
| My name: |  | My relationship to the student: |  |
| Phone: |  | Email: |  |
| Language(s) spoken in the home: |  |

Has this student been evaluated for special education in the past? [ ]  Yes [ ]  No [ ]  I do not know

|  |  |  |
| --- | --- | --- |
| If yes, when and where was the evaluation? |  | [ ]  I do not know |

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| My concerns for the student are: *(check all that apply)* |
| **Academic Concerns** | **Physical/Behavioral Concerns** |
| [ ]  Reading or understanding what is read[ ]  Writing (putting thoughts/ideas into written words and sentences)[ ]  Math (calculating or problem solving)[ ]  Following directions[ ]  Putting thoughts into spoken words (expressive communication) [ ]  Understanding spoken words (receptive communication) [ ]  Pronouncing words and sounds (articulation) | [ ]  Attention and concentration[ ]  Complying with adult directives[ ]  Easily frustrated[ ]  Extreme mood swings[ ]  Social/peer interaction skills[ ]  Motivational issues[ ]  Physical/motor concerns (e.g., holding a pencil, walking upstairs, bouncing a ball, etc.)[ ]  Adaptive skills (e.g., toileting, hygiene, personal safety skills, managing money, etc.)[ ]  School attendance issues |
| [ ]  Other:  |  | [ ]  Other:  |  |
| [ ]  Other:  |  | [ ]  Other:  |  |
| [ ]  Other:  |  | [ ]  Other:  |  |

In the sections below, please provide additional information that you would like the district to know. This information is not required, but would be helpful to the district when determining whether to evaluate.

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| **Tell us more about your concerns for the student. Where do you see the student struggling?** |
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| **What has already been tried to help the student?** *Examples could include interventions implemented as part of a multi-tiered system of supports (MTSS), Learning Assistance Program (LAP), Title I, etc.* |
| **Support** | **How did this support help the student?** |
| [ ]  Tutoring |  |
| [ ]  Small group instruction |  |
| [ ]  Behavior plan |  |
| [ ]  Other: |  |
| [ ]  Other: |  |

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| **Is there medical or health information about the student that the district should know? Does the student take any medications?** |
|  |

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| **Is there any other information you would like to share? Is there any paperwork or other records you can share?** |
|  |

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