

**INSTRUCTIONS/NOTES
REGARDING A REQUEST FOR
ADDITIONAL ASSESSMENT(S) FOR A CHILD WHO ALREADY HAS AN IEP**

INSTRUCTIONAL NOTES ONLY:

Possible reasons to request additional assessment(s) for a student who has an IEP already:

The IEP may not be appropriately serving the student's needs; the IEP team is struggling to know how to appropriately address the student's unique needs; there are new needs; a current need has become more serious or challenging; the student is not making progress or is regressing; the triennial (3-year) evaluation date is approaching, etc.

To request assessment, submit a **WRITTEN LETTER** to the School District Special Education Director. Cc the principal, teacher or others involved with your child's education. Tell the school district that you are concerned about your child's educational progress, and briefly why you believe additional information is needed.

You will want **PROOF of the letter's delivery**.

- 1) You may send "certified/ return receipt requested" from the post office.
- 2) You may hand deliver and ask that your letter be date stamped, initialed and a copy of this given to you before you leave.
- 3) You may fax your letter, print the "successful transmission" fax report, follow up by phone to ensure the entire letter was received, and write a note to yourself about who confirmed it was received and when.

A WRITTEN letter triggers important timelines in the Individuals with Disabilities Act (IDEA):

- 1) From the date the school district receives your letter, the school district has 15 calendar days to present you with an Assessment Plan for your consent.
- 2) From the date you receive an Assessment Plan, you have at least 15 calendar days to ask all the questions you need to feel comfortable to give "informed consent" by signing the plan.
- 3) From the date you consent to the Assessment Plan by signing it, the district has 60 calendar days to assess your child and hold the first Individualized Education Plan (IEP) meeting.

NOTE: Calendar days means that weekend days are counted.

These timelines pause when the school is out of regular session in excess of 5 school days.

BOLD items in the sample letter contains instructions. Use the letter as a model to tailor the letter to your child's needs and situation. Then delete the instructions.

SAMPLE LETTER BELOW TO TAILOR TO YOUR NEEDS

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[IMPORTANT NOTE: You may list specific concerns and examples that explain the reason for requesting assessment and to drive what the Assessment Plan should include. EXAMPLES below, but you should put your own concerns and examples here.]

Behavior/Discipline/Socialization:

- My child is being disciplined for behavior that results from his inability to understand and follow social rules.
- My child is being excluded from recess and lunchtime activities so he is being restricted from participation in the environment of the school.
- My child is increasingly upset and his behavior is worse the more he is disciplined. The current behavior plan is not meeting his needs, and he is not receiving appropriate social learning opportunities with his non handicapped peers.
- My child's developmental pediatrician feels his/her problems may be related to more serious speech pragmatic issues rather than only articulation problems, so his current speech plan may be inadequate.

[You may give specific examples of difficulties you, the teacher, or doctor have noted. Wherever possible, get the teacher involved in the process, and ask the teacher to provide examples from specific classroom situations. EXAMPLES:]

Educational Performance Issues:

- My child continues to perform below basic in math, despite having received tutoring for 6 months.
- My child cannot read beyond a 4th grade level and is in 7th grade. We have already tried outside tutoring or school level 2 interventions.
- My child is experiencing significant anxiety and depression over the level of work he is being asked to complete. The IEP team needs to develop appropriate support and accommodations so that my child can continue to keep up and make progress.

Transition Services (mandatory by age 16 and above):

- I am concerned that my child does not have the skills necessary to successfully transition into: the community and live independently, obtain post-secondary education, and land a career after graduation or completion of high school. For example, my child cannot balance a checkbook; take public transportation, or independently explain or manage the health-related needs of his condition. I request functional vocational assessment and assessment of transition skills and interests necessary to identify my child's social- emotional, post-secondary education, career/training, and independent living strengths and needs in order to develop an appropriate Individualized Transition Plan (ITP) in the IEP.

I look forward to receiving an Assessment Plan within 15 calendar days for my review and consent so that the evaluations can proceed. I look forward to evaluations being completed and an IEP meeting held at a mutually agreeable time and place within 60 calendar days of my consent to the Assessment Plan so that we may discuss the results and plan for my child's supported education. Please ensure that I receive copies of the assessment reports at least 5 business days before the IEP meeting so that I will have adequate time to review them, prepare any questions I may have for the team, and to ensure my parent participation. I understand that if evaluation is refused that I am required to receive Prior Written Notice (PWN) that meets the requirements of IDEA.

Sincerely,

[signature]

[Parent/Guardian/Education Rights Holder Name]

Copies to: ***[School Principal and other members of child's educational team as needed]***

Enclosed: ***[list attachments to this letter you may want to include to help the district understand child's needs]***