

SAMPLE LETTER

REQUEST FOR FURTHER ASSESSMENT FOR A CHILD WHO ALREADY HAS AN IEP:

POSSIBLE REASONS: THE IEP MAY NOT BE APPROPRIATELY SERVING THE CHILD'S NEEDS; THE IEP TEAM IS STRUGGLING TO KNOW HOW TO APPROPRIATELY ADDRESS THE CHILD'S NEEDS; THERE ARE NEW NEEDS; A CURRENT NEED HAS BECOME MORE SERIOUS OR CHALLENGING.

INSTRUCTIONAL NOTE:

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 to retain PROOF of the letter's delivery. Consider sending the letter "return/receipt requested" from the post office. Or hand deliver and ask that your letter be date stamped and a copy of this given to you before you leave. Or fax your letter and print your "successful transmission" fax report and follow up by phone to ensure the letter was received.

A WRITTEN letter for assessment triggers an important timeline under the Individuals with Disabilities Act (IDEA) law:

- From the time the school district receives your letter, the school district has 15 calendar days (not counting large school holidays) to present you with an Assessment Plan for your consent.
- From the time you receive an Assessment Plan, you have 15 calendar days (if you wish to take them) to ask all the questions you need to feel comfortable to give "informed consent" by signing the plan.
- From the time you consent to the Assessment Plan, the district has 60 days (not counting large school holidays) to assess your child and hold an Individualized Education Plan (IEP) meeting to discuss the results and make any planning decisions with the results in mind.

----- **SAMPLE LETTER – TAILOR TO YOUR CHILD’S NEEDS** -----

Ms. Bev Blue [parent name]
Address
City, State, Zip Code
Telephone Number

Date [IMPORTANT: This process is driven by timelines.]

Attn: Mr. Gary Green
Director of Special Education
Local Unified School District
Address
City, State, Zip Code

Dear Mr. Green,

I am the parent of [Child's Name], who is currently enrolled at the [School Name] in the [X] grade. I am concerned about my child's educational progress. Although my child has an [IEP] for [Name disability/qualifying condition(s)] already identified for which services are currently in place—i.e., a Speech and Language Disorder, ADHD, Cerebral Palsy], I feel my child's [current concerns, e.g., behavior difficulties] are the direct result of a need for additional services and that his current [IEP] is inadequate to protect his right to a free and appropriate education in the least restrictive environment.

I am writing to make a referral for additional assessment for special education services for [Child's Name], as required by 5 C.C.R. Sec. 3021(a). I am requesting that my child be given a comprehensive assessment in the areas of

Specify ALL areas of concern, for example: academic performance, motor challenges, the need for assistive technology (AT), socialization, transition, behavior. If behavior is an important concern, ask specifically for a Functional Behavioral Assessment (FBA) or if the seriousness of your behavioral concern is high, a Functional Analysis Assessment (FAA) under the Hughes Bill in CA.

so that we can develop an appropriate behavior plan based on his needs and strengths and individualize his education so that he can make progress toward his IEP goals.

If you are requesting specific assessments, it might be worded like this:

I am requesting that my child receive an assessment for Assistive Technology (AT) by a certified Assistive Technologist to determine whether there are specific tools and strategies that may help remediate my child's identified difficulties.

IMPORTANT NOTE: You may list specific concerns and examples that explain the reason for requesting assessment and to drive the Assessment Plan. For

example, if the issue is the child's social skills or behavior, below are some examples only. You should put your own concerns and examples here.

Behavior/Discipline/Socialization Examples:

- 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 and concerns you, teacher or doctor have notes. Wherever possible, get the teacher involved in the process, and ask him/her to provide examples from specific classroom situations. For example:

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 (consideration at age 14 and mandatory by age 16 and above):

- I am concerned that my child does not have the skills necessary to successfully transition into the community or post-secondary education after graduation or completion of high school. For example, my child cannot balance a checkbook, take public transportation, etc... The assessment should examine my child's social, educational, emotional,

career, and independent living skills and deficits in order to develop an appropriate transition plan in the IEP.

I look forward to receiving an Assessment Plan in 15 days for my review and consent so that the evaluations can proceed. I look forward to these evaluations being completed promptly and an IEP meeting within 60 days to discuss the results and plan for John's supported education.

INSTRUCTIONAL NOTE: Request that assessment/evaluation reports be provided to you BEFORE the IEP meeting. Receiving reports in advance helps you prepare your questions about the evaluations before the IEP. This makes for a more efficient IEP meeting and ensures your full participation. A parent has a right to "any and all" records a school district has on your child under the Family Educational Rights & Privacy Act (FERPA).

Also, please ensure that I get copies of the assessment reports at least 5 days before the IEP meeting so that I will have adequate time to review them and prepare any questions I may have for the team.

If you have any questions, please feel free to contact me. [Include your contact information (phone, email, cell, etc. and the best times to reach you)]

Thank you for your cooperation and assistance.

Sincerely,

Bev Blue