

## SAMPLE LETTER

### REQUEST FOR FURTHER ASSESSMENT FOR A CHILD WHO ALREADY HAS AN IEP YOU FEEL IS NOT ADEQUATE (AND FOR AS ASSISTIVE TECHNOLOGY (AT) ASSESSMENT, WHERE APPLICABLE)

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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] [or 504 Plan] 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] [or 504 Plan] 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, such as academic performance, motor challenges, socialization, transition and 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.

Further, 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 noted. Wherever possible, get the teacher involved in the process, and ask him/her to provide examples from specific classroom situations].

#### 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 4<sup>th</sup> grade level and is in 7<sup>th</sup> 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 within 15 days. 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