

## SPECIAL EDUCATION EVALUATIONS

August 2024

Children who are eligible for special education from the age of 3 until their 22nd birthday<sup>1</sup> have important rights and protections under law. Before a child can begin receiving special education services, the child must be evaluated to determine if they are eligible for these services. The evaluation helps determine if the child has a disability, the nature of the disability, and the child's need for special education services. A reevaluation is also important to identify needed changes to instruction, services, and supports to enable the child to succeed.

### RACIAL DISCRIMINATION IN SPECIAL EDUCATION EVALUATIONS

Black and Brown students have been uniquely harmed by the special education evaluation process, including identification, referral, and the failure to conduct timely evaluations, as documented in research and policies.<sup>2</sup> Due to systemic racial injustice and discrimination in education and other institutions that purport to serve them, Black and Brown students have been subject to both *over-identification*<sup>3</sup> for special education in certain disability categories, such as emotional disabilities, and *under-identification*<sup>4</sup> for special education in other categories, such as learning disabilities and autism.<sup>5</sup> Another consequence of structural racism is that Black and Brown students are less likely to receive access to quality health care during early childhood, leading to decreased opportunities both for early identification of disabilities such as autism and for receipt of services that decrease the need for special education.<sup>6</sup> In addition, Black and Brown students in Pennsylvania are more likely to be educated in schools with a severe lack of adequate funding,<sup>7</sup> where they are less likely to be referred for evaluation due, in part, to the greater academic and social barriers students experience in these schools.<sup>8</sup>

Systemic racism and individual racial biases in the special education process have long-term educational and life consequences for Black and Brown students. Students with disabilities who are not evaluated timely or identified with the right disability may never receive the necessary educational services to which they are entitled – services they need for academic success.<sup>9</sup> In addition, students without disabilities who are wrongly identified may be tracked into remedial or other programming that does not prepare them to meet state standards, ultimately leading to decreased opportunities for employment and financial stability.<sup>10</sup> Given this context, it is critically important that Black and Brown students receive all of the rights and protections outlined in this fact sheet, as well as in federal and state law, regarding special education evaluations.

## INITIAL EVALUATION

### HOW DO I REQUEST AN EVALUATION?

If you think that your child may need special education services, you can request an evaluation using the following steps:

- Write an email or letter asking that your child be evaluated;
- Include the date, your child's full name, your name, the reasons why your child needs an evaluation, and your contact information;
- Send the email or letter to your child's teacher, the special education director, the principal, the superintendent, or a counselor. You may also send an email copying all these individuals;
- Keep a copy of the email or letter for yourself. **The date of this communication is important.**

*NOTE:* You can use this [fillable evaluation request letter](#). This can be sent by email, mail carrier, or hand delivered.

### WHAT SHOULD HAPPEN AFTER I REQUEST AN EVALUATION?

After you send the letter or email, the school must provide a **Permission to Evaluate (PTE) - Consent Form** and make it "readily available" for you to sign.<sup>11</sup> [Click here for a sample copy of this form](#). This form will explain reasons for the evaluation, any records or reports the school will use, and the types of tests that the school will do. **Check with the school if you have not received the PTE-Consent Form within 10 days.**<sup>12</sup> **The school can only begin the evaluation after you sign the PTE-Consent Form.**<sup>13</sup>

You can also ask for an evaluation by speaking to a teacher or administrator. Under state law, the school is required to give you the PTE-Consent Form within 10 days.<sup>14</sup> However, we strongly suggest that you **ask in writing for the evaluation** so that you have a record of the date you requested the evaluation.

The PTE-Consent Form for an initial evaluation should always come with a Procedural Safeguards Notice that explains your rights. [Click here for a sample Procedural Safeguards Notice](#).

If your school refuses to provide the PTE-Consent Form, you should request an explanation of the school's refusal to provide the PTE-Consent Form. Ask the school to give you a [Notice of Recommended Educational Placement or Prior Written Notice \(NOREP/PWN\)](#) form that explains the school's reasons for refusing to provide the Permission to Evaluate form and conduct the requested evaluation. **You have the right to challenge any refusal to evaluate your child.**

### CAN ANYONE ELSE REQUEST AN EVALUATION FOR MY CHILD?

Yes. A school can request to evaluate your child if school staff think that your child might need special education services. The school has an obligation to identify a child who may need services. This is called "child find."<sup>15</sup> The school also must ensure that families understand their child's right to special education and a parent's important role in the process.<sup>16</sup> If the school wants to evaluate your child for the first time, they must send you a PTE-Consent Form.<sup>17</sup>

## WHAT IF I DO NOT WANT THE SCHOOL TO EVALUATE MY CHILD?

Generally, it is your decision whether your child is evaluated.<sup>18</sup> Some special situations allow the school to evaluate a child against the wishes of the parent.<sup>19</sup> If it wishes to do this, the school must request a hearing and get permission from a hearing officer.<sup>20</sup> Additionally, you may lose the right to make this decision if your child is in the custody of the Children and Youth system. In that situation, a Family Court judge can give someone else the right to agree to an initial evaluation.<sup>21</sup>

**Note: Agreeing to an evaluation is not the same as agreeing to special education services.** An IEP must be created before services can start. If you do not approve the IEP, the school cannot start special education services.<sup>22</sup>

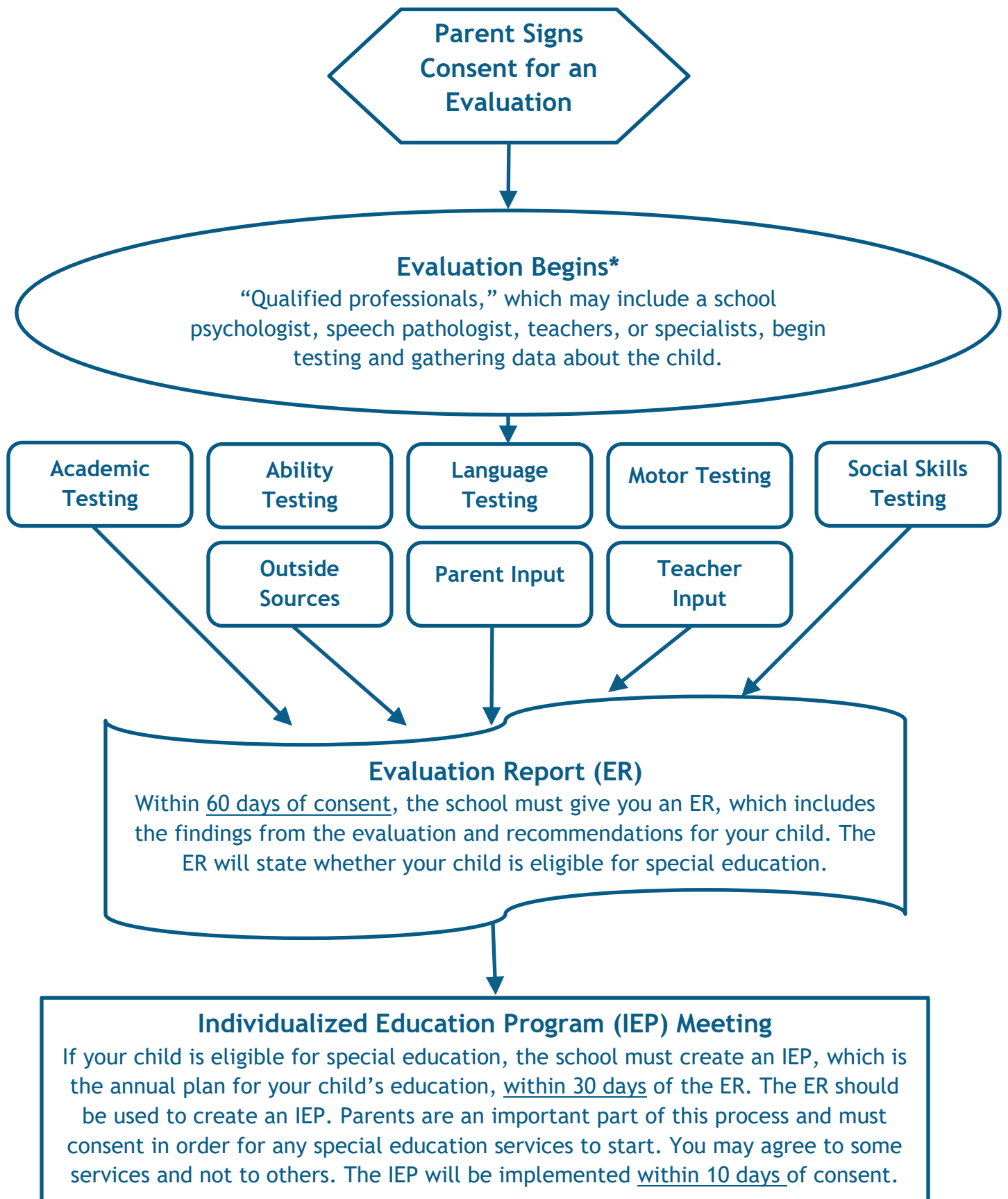
## WHAT IF THE SCHOOL REFUSES TO EVALUATE MY CHILD?

The school must give you the written notice – the NOREP/PWN – explaining the decision not to test your child or the decision that your child does not qualify for special education.<sup>23</sup> If this happens, you can fight the decision by asking for mediation, filing a complaint with the Bureau of Special Education, or requesting a special education due process hearing. You can learn more about these steps in ELC's [Resolving Special Education Disagreements](#) fact sheet. If the school has violated a clear legal rule, including the 60-day timeline<sup>24</sup> for conducting an evaluation or reevaluation,<sup>25</sup> you can file a complaint with the Pennsylvania Department of Education's Bureau of Special Education (BSE).<sup>26</sup> [Click here for more information on how to file a complaint.](#)

If your child turns out to be eligible for special education services after the evaluation is conducted, and the child had to wait to get those services because the school did not do the evaluation or failed to complete the evaluation within the required 60-day time frame, you should request [compensatory education services](#) (make-up services) for every hour of every day that your child failed to receive a free, appropriate public education.<sup>27</sup> These services are intended to help your child catch up or compensate for the time the child failed to receive special education services.<sup>28</sup>

## WHAT HAPPENS AFTER I SUBMIT A CONSENT TO AN EVALUATION FORM AND THE SCHOOL AGREES TO CONDUCT THE EVALUATION?

The diagram on the following page outlines the process that must be followed under federal and state law for conducting an evaluation.



\* This evaluation must be administered in the child’s native language or other mode of communication “unless it is clearly not feasible to so...” 23 CFR 300.304 (c)(ii).

## HOW DOES THE EVALUTION TEAM DECIDE IF MY CHILD GETS AN IEP?

The evaluation team will answer two questions:

*1. Does your child have a disability?*

The law lists 13 different types of disabilities that qualify a child for special education services.<sup>29</sup> A medical diagnosis of a disability (such as ADHD) does not automatically make the child eligible for special education. A child cannot qualify for special education if their learning problem is caused by something other than a disability. For example, a child may be struggling because the child has not had proper instruction in reading or math.<sup>30</sup>

*2. Because of that disability, does your child need specially designed instruction and related services?*

The evaluation team will consider whether your child needs “specially designed instruction” (SDI) – instruction that is not part of the typical curriculum – because of a disability. You should think about what your child needs to learn and what changes would help your child learn that are not a part of the typical curriculum.

If the answer to both questions is YES, then your child will qualify for special education and an IEP.

## CAN EVALUATIONS BE COMPLETED IN LESS THAN THE 60-DAY TIMELINE?

Yes. Under the Individuals with Disabilities Education Act (IDEA), a key special education law, all students who are suspected of having disabilities that would make them eligible for special education must be evaluated or reevaluated within 60 days after receiving a signed Permission to Evaluate (PTE) or Permission to Reevaluate (PTRE). Evaluations can be completed before 60-day timeline elapses, but this is not required.

## CAN STUDENTS WHO ARE HOMELESS, IN FOSTER CARE, OR IN THE JUVENILE JUSTICE BE EVALUATED ON AN EXPEDITED TIMELINE?

Yes. Students experiencing homelessness or involved in the child-welfare or juvenile justice systems are considered “highly mobile,” and can receive expedited evaluations and reevaluations. These assessments are completed within **30 days rather than within 60 days**, in accordance with [guidance](#) from the U.S. Department of Education’s Office of Special Education and Rehabilitative Services.<sup>31</sup> It is best practice to evaluate all “highly mobile” students on an expedited basis to ensure they can receive needed evaluations and appropriate services, which are often disrupted due to frequent moves.<sup>32</sup>

To learn more about students’ rights to timely evaluations, review this fact sheet, and to learn more about students’ rights in the special education context, see ELC’s [Guide For Parents and Advocates on the Right to Special Education in Pennsylvania](#).

## IMPORTANT POINTS ABOUT SPECIAL EDUCATION EVALUATIONS

There are several important points for you to know if you are seeking an evaluation for your child:

- The school cannot tell you that it is putting your child on a waitlist for an evaluation. The timelines are requirements. When you request an evaluation, the school has two options: 1) give you a PTE-Consent Form to sign consent for the evaluation; or 2) give you written notice about why an evaluation is not necessary.<sup>33</sup> You can agree to extend the timelines.
- The evaluation is free. You cannot be asked to pay for any part of the evaluation.<sup>34</sup>
- The evaluation must be done in your child’s native language or the language that will lead to the most accurate results. The evaluation also must consider your child’s cultural background so that the testing will not be racially or culturally biased.<sup>35</sup>
- No single test can determine whether a child has a disability or needs special education.<sup>36</sup>

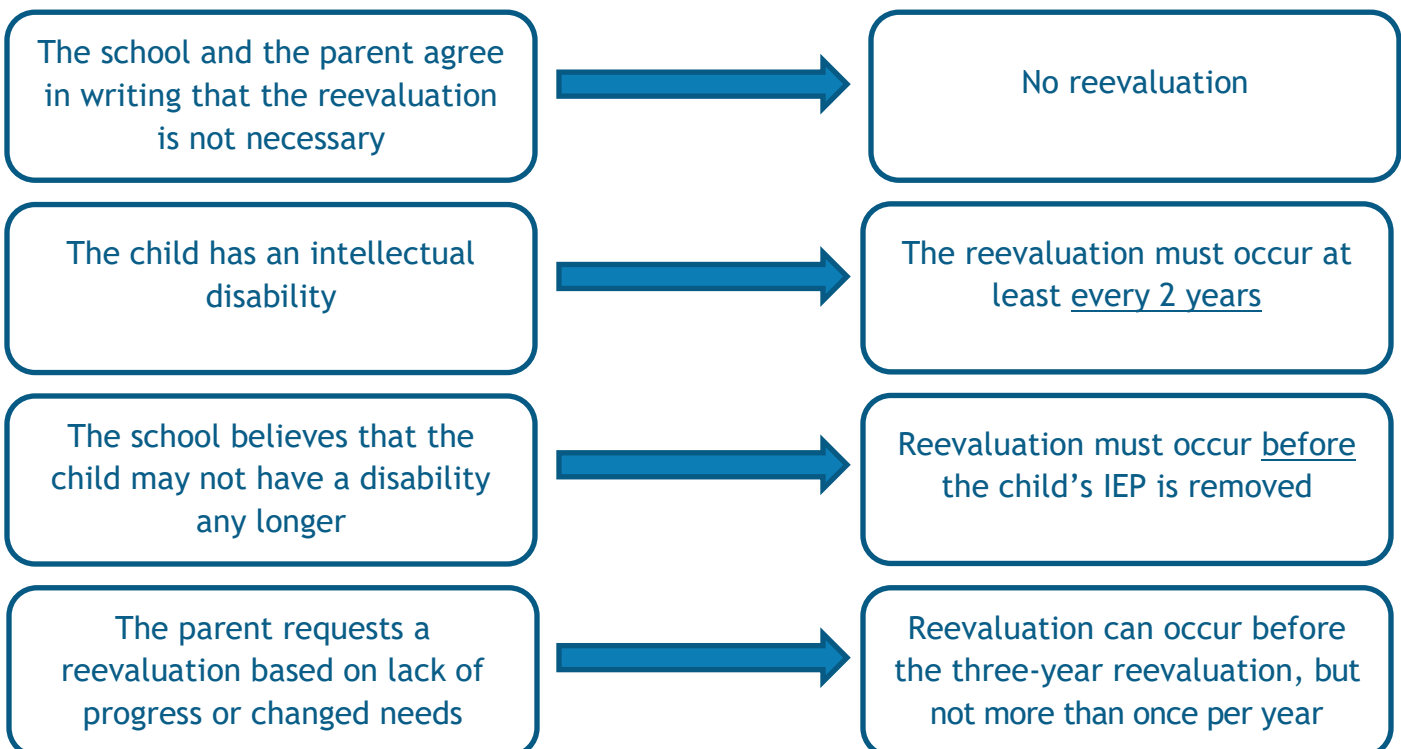
## WHAT IF MY CHILD MOVES TO ANOTHER DISTRICT BEFORE THE INITIAL EVALUATION IS DONE?

The same timelines still apply. A school may not have more than 60 calendar days<sup>37</sup> to finish the evaluation if the child moves into a new school district before the initial evaluation is done.<sup>38</sup> However, the school can get more time if you agree and the school is working to get it done quickly.<sup>39</sup> The new and old schools must coordinate testing to evaluate the child as soon as possible.<sup>40</sup> Your child’s records should be shared quickly between the schools. In some cases, a new school may request additional time to repeat some tests, using its own team of professionals. The school must obtain your consent to extend the deadline for completing the evaluation.

## REEVALUATION

### ONCE MY CHILD HAS AN IEP, WHEN MUST MY CHILD BE REEVALUATED?

Every child who receives special education must be reevaluated every three years UNLESS



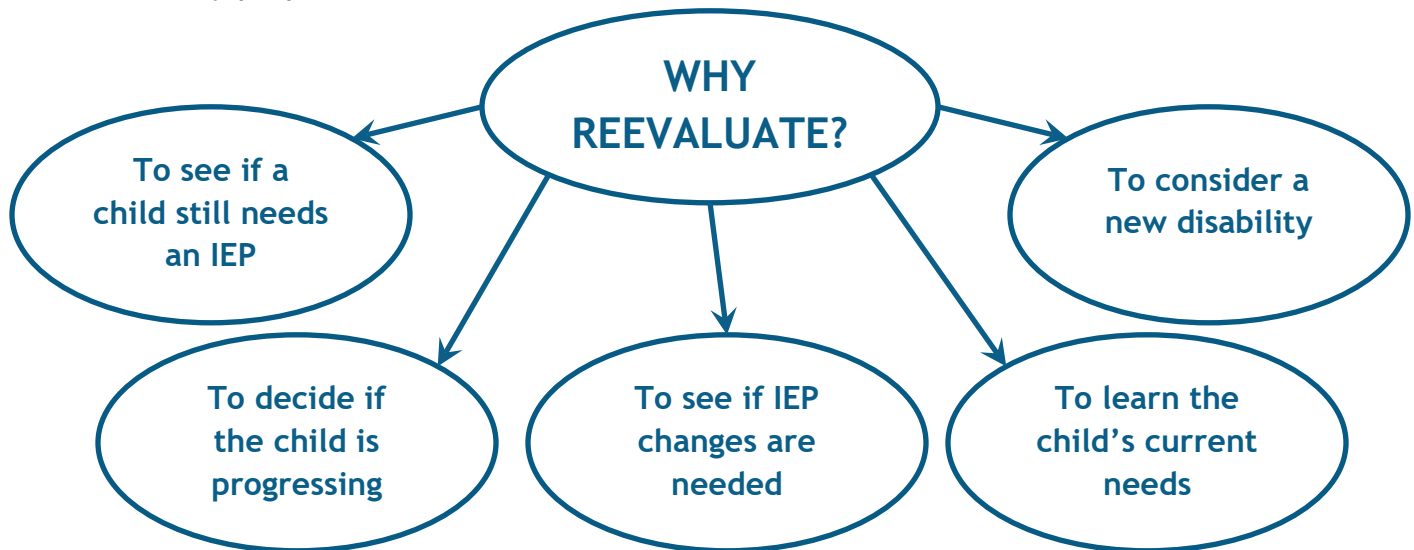
Think carefully before you agree to pass on (“waive”) your child’s reevaluation. Three years (or two years for a child with an intellectual disability) is a long time in the life of a child. Even if the child’s disability has not changed, their needs, strengths, weaknesses, and behavior may have changed. Such changes show that the child’s IEP should be revised using more recent information.

The school also does not have to reevaluate the child if the child will no longer be eligible for special education due to graduation or age.<sup>41</sup> In Pennsylvania, students can continue to receive special education **until the student’s 22nd birthday**.<sup>42</sup> At that point, the school district must instead give the student a written summary of academic achievement and functional performance, as well as recommendations for how the child can achieve their postsecondary goals.<sup>43</sup>

If your child plans to enter college or a technical/vocational program, a recent evaluation will help inform a “Section 504 accommodations plan” that identifies accommodations and services your child may need in postsecondary programs (e.g., extended time for tests). Your child’s right to an IEP does not apply to these programs. Learn more about [Section 504 here](#).

## WHAT MUST A REEVALUATION DECIDE AND HOW?

There are many purposes for a reevaluation:



The reevaluation process begins with a review of information about the child by the IEP team. This could include PSSA scores, report cards, and progress monitoring reports. The team must decide what additional information, including testing, interviews, and work samples, is needed for the reevaluation and will issue a [Prior Written Notice for a Reevaluation and Request for Consent](#) form.<sup>44</sup> You can request specific testing if you have concerns regarding whether your child may have a new disability or is making progress, or to inform transition planning for children age 14 and older.<sup>45</sup> Once this information is collected, the team will produce a Reevaluation Report.

Click [here](#) for a sample annotated Reevaluation Report from the Pennsylvania Department of Education.

## WHAT IF I DISAGREE WITH THE SCHOOL ABOUT THE EVALUATION?

The school must give you a NOREP, a written notice explaining the decision about whether your child qualifies for special education.<sup>46</sup> If you disagree with the school’s testing and evaluation, you can request an “**independent educational evaluation**” or **IEE**.<sup>47</sup> This is an evaluation conducted by a qualified examiner, such as a certified school psychologist who is not employed by the school. You can request that the school pay for an IEE **in writing** and then the school must either 1) pay for the IEE or 2) request a special education due process hearing to defend its evaluation.<sup>48</sup> You can also obtain your own IEE at your own expense and the IEP team must **consider** its findings and recommendations.<sup>49</sup>

You can also challenge the school’s decision in several different ways: by asking for mediation, filing a complaint with the Bureau of Special Education, or requesting a special education hearing. You can learn more about these steps in our [fact sheet on resolving special education disagreements](#).

If your child turns out to be eligible for special education services and the child had to wait to get those services because the school did not properly determine your child was eligible, you should [ask for compensatory education](#) (make-up services) to help your child catch up for the time the child was deprived of services.

## WHAT IF I AS A PARENT NEED ACCOMMODATIONS TO PARTICIPATE IN DECISION-MAKING?

Parents or caregivers with disabilities also have special protections under the law. Schools cannot discriminate against a person with a disability, including when parents are participating in the special education evaluation process for their child or in other meetings relating to their child’s education.<sup>50</sup> A person with a disability is someone who “has a physical or mental impairment that substantially limits one or more major life activities.”<sup>51</sup> Some examples of disabilities include: cancer, diabetes, post-traumatic stress disorder, deafness, mobility disabilities requiring the use of a wheelchair or cane, major depressive disorder, and traumatic brain injury.<sup>52</sup>

Schools must provide reasonable modifications, accommodations, and services so that a parent with a disability can participate in their child’s educational decision-making, including through the special education evaluation process.<sup>53</sup> For example, a parent who is deaf may need an interpreter to participate in the meeting to discuss their child’s evaluation, or a person who has a mobility disability may need meetings to be located on an accessible floor of the school. A parent who is not able to read may need accommodations to understand their child’s evaluation or IEP. Schools are legally required to provide these accommodations.

If you need an accommodation, modification, or service to participate in your child’s evaluation, you should make a request in writing (such as by email). ELC has created a self-advocacy tool to help you make a request. This tool, [Request for Disability-Related Accommodations for Parents/Caregivers](#), includes a list of examples of frequently used accommodations/modifications/services you can request if you need them. You must explain what accommodation you need and why. If a school denies your request for an accommodation or service and you disagree with this decision, there are steps you can take to challenge the school’s denial, which may deprive you of your right to parent participation in the special education process. See [our fact sheet on resolving special education disagreements](#).



The Education Law Center-PA (ELC) is a nonprofit, legal advocacy organization with offices in Philadelphia and Pittsburgh, dedicated to ensuring that all children in Pennsylvania have access to a quality public education. Through legal representation, impact litigation, community engagement, and policy advocacy, ELC advances the rights of underserved children, including children living in poverty, children of color, children in the foster care and juvenile justice systems, children with disabilities, multilingual learners, LGBTQ students, and children experiencing homelessness.

ELC's publications provide a general statement of the law. However, each situation is different. If questions remain about how the law applies to a particular situation, contact ELC's Helpline for information and advice – visit [www.elc-pa.org/contact](http://www.elc-pa.org/contact) or call 215-238-6970 (Eastern or Central PA) or 412-258-2120 (Western PA) – or contact another attorney of your choice.

<sup>1</sup> Students with disabilities are eligible for special education from age 3 until they graduate from high school or their 22<sup>nd</sup> birthday. 34 CFR § 300.102(b); see PA. DEP'T OF EDUC., INDIVIDUALS WITH DISABILITIES EDUCATION ACT, PART B: POLICIES AND PROCEDURES (Rev. Aug 30, 2023), <https://www.education.pa.gov/Documents/IDEAB.pdf>.

<sup>2</sup> See, e.g., Martha J. Coutinho et al., *Gender and Sociodemographic Factors and the Disproportionate Identification of Culturally and Linguistically Diverse Students with Emotional Disturbance*, 27 BEHAVIORAL DISORDERS 109, 121 (2002); Paul Morgan et al., *Minorities are Disproportionately Underrepresented in Special Education: Longitudinal Evidence Across Five Disability Conditions*, 44 EDUC. RESEARCHER 278 (2015); Jacob Hibel et al., *Who is Placed in Special Education?*, 83 SOC. OF EDUC. 312 (2010); Paul L. Morgan et al., *Racial and Ethnic Disparities in ADHD Diagnosis from Kindergarten to Eighth Grade*, 132 PEDIATRICS 85, 86 (2013) (finding that black children are only two-thirds as likely as white children to be diagnosed with attention-deficit/hyperactivity disorder (ADHD)).

<sup>3</sup> Over-identification means the inappropriate identification of a student who does not actually have a disability and who does not need services as a student with a disability. U.S. DEP'T OF EDUC., DEAR COLLEAGUE LETTER: PREVENTING RACIAL DISCRIMINATION IN SPECIAL EDUCATION, (Dec. 12, 2016), <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf>.

<sup>4</sup> Under-identification means the failure to appropriately identify a student who has a disability and who does need services as a student with a disability. U.S. DEP'T OF EDUC., DEAR COLLEAGUE LETTER: PREVENTING RACIAL DISCRIMINATION IN SPECIAL EDUCATION, (Dec. 12, 2016), <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf>.

<sup>5</sup> See, e.g., Hani Morgan, *Misunderstood and mistreated: Students of color in special education*, 3 VOICES OF REFORM 71 (2020), <https://www.voicesofreform.com/article/18595-misunderstood-and-mistreated-students-of-color-in-special-education>.

<sup>6</sup> See, e.g., Glenn Flores, MD & The Committee on Pediatric Research, *Technical Report-Racial and Ethnic Disparities in the Health and Health Care of Children*, 125 PEDIATRICS 979, 982, 986, 987 (2010) (finding that non-white children had less access to pediatric care providers, less likelihood of being referred to a specialist by health care provider, less likelihood of being diagnosed with ADHD, and increased likelihood of receiving a delayed diagnosis of autism).

<sup>7</sup> See, e.g., Testimony of Matthew G. Kelly, Basic Education Funding Commission, Sept. 13, 2023, at 2 (“in 2022-23, 43 percent of all Black and Latinx Pennsylvanians were enrolled in a district in the poorest quintile, compared to only 13 percent in the wealthiest quintile”).

<sup>8</sup> See, e.g., Jacob Hibel et al., *Who is Placed in Special Education?*, 83 SOC. OF EDUC. 315, 327 (2010) (study also found that schools with high enrollment of Black and Brown students were less likely in general to place students in special education).

<sup>9</sup> See, e.g., NATIONAL RESEARCH COUNCIL, *ACHIEVING HIGH EDUCATIONAL STANDARDS FOR ALL: CONFERENCE SUMMARY*, 43-44 (2002) (“[M]any children are not identified as having a reading disability until 3rd or 4th grade. By then, they typically are lagging badly in their reading skills, which, in turn, increasingly causes them difficulties in other subjects.”).

<sup>10</sup> See, e.g., LAURA A. SCHIFTER ET AL., *STUDENTS FROM LOW-INCOME FAMILIES AND SPECIAL EDUCATION* (2019), <https://tcf.org/content/report/students-low-income-families-special-education/>; see also Hani Morgan, *Misunderstood and mistreated: Students of color in special education*, 3 VOICES OF REFORM 71 (2020), <https://www.voicesofreform.com/article/18595-misunderstood-and-mistreated-students-of-color-in-special-education>.

<sup>11</sup> 22 PA. CODE § 14.123(c).

<sup>12</sup> *Id.*

<sup>13</sup> 34 C.F.R. § 300.300(a)(1)(i).

<sup>14</sup> 22 PA. CODE § 14.123(c).

<sup>15</sup> 34 C.F.R. § 300.111; 22 Pa. Code § 14.121.

<sup>16</sup> 34 C.F.R. § 300.322.

<sup>17</sup> *Id.* § 300.300(a)(1)(iii).

<sup>18</sup> *Id.* § 300.300(a)(1)(i).

<sup>19</sup> See, e.g., *Maritime Academy Charter Sch.*, No. 24725-20-21 (SEA PA, May 6, 2021) (IHO ordered that student could be evaluated despite his parent's lack of consent due to the student's history of psychiatric diagnoses and significant, atypical behaviors that put the student, other students, and staff at risk).

<sup>20</sup> 34 C.F.R. § 300.300(a)(3)(i).

<sup>21</sup> *Id.* § 300.300(a)(2)(iii); 237 PA. CODE § 1147.

<sup>22</sup> *Id.* § 300.300(b)(4)(ii).

<sup>23</sup> *Id.* § 300.503(b).

<sup>24</sup> 22 PA. CODE § 14.123(b) (note that the 60-calendar day timeline does not include summer days).

<sup>25</sup> Note that this is not the only basis to file a complaint with the Bureau of Special Education.

<sup>26</sup> 34 C.F.R. § 300.153; see also *State Complaint Process*, OFFICE OF DISPUTE RESOLUTION, at

<https://odr-pa.org/parent-resources/state-complaint-process>.

<sup>27</sup> *M.C. v. Cent. Reg'l Sch. Dist.*, 81 F.3d 389, 391-92 (3d Cir. 1996) (the "child is entitled to compensatory education for a period equal to the period of deprivation").

<sup>28</sup> See *G.L. v. Ligonier Valley Sch. Dist. Auth.*, 802 F.3d 601, 625 (3d Cir. 2015) (citing *D.F. v. Collingswood Bd. of Educ.*, 694 F.3d 488, 498 (3d Cir. 2012)); see also *Reid ex rel. Reid v. D.C.*, 401 F.3d 516, 518 (D.C. Cir. 2005) (compensatory education should "aim to place disabled children in the same position they would have occupied but for the school district's violations of IDEA").

<sup>29</sup> 34 C.F.R. § 300.8.

<sup>30</sup> *Id.* § 300.306(b)(1).

<sup>31</sup> U.S. DEP'T OF EDUC., LETTER FROM OFFICE OF SPECIAL EDUC. AND REHABILITATIVE SERVICES TO STATE DIRECTOR OF SPECIAL EDUC. (Nov. 10, 2022), <https://sites.ed.gov/idea/files/Letter-to-State-Directors-of-Special-Education-on-Ensuring-a-High-Quality-Education-for-Highly-Mobile-Children-11-10-2022.pdf>.

<sup>32</sup> *Id.*

<sup>33</sup> 22 PA. CODE § 14.123(c).

<sup>34</sup> 34 C.F.R. § 300.17.

<sup>35</sup> *Id.* § 300.304(c)(1)(i).

<sup>36</sup> *Id.* § 300.304(b)(2).

<sup>37</sup> 22 PA. CODE § 14.123(b) (note that the 60-calendar day timeline does not include summer days).

<sup>38</sup> 34 C.F.R. § 300.301(d)(2).

<sup>39</sup> *Id.* § 300.301(e).

<sup>40</sup> *Id.* § 300.323(g)(2).

<sup>41</sup> *Id.* § 300.305(e)(2).

<sup>42</sup> 20 U.S.C. § 1412(a)(l)(A); 34 C.F.R. § 300.102(a)(3); see also *IDEA B FAQ: Responses to Policy Revision to Age of Eligibility*, Pa. Dep't of Educ., at <https://www.education.pa.gov/Pages/IDEABFAQ.aspx>.

<sup>43</sup> 34 C.F.R. § 300.305(e)(3).

<sup>44</sup> *Id.* § 300.305(a)(2).

<sup>45</sup> *Id.* § 300.43.

<sup>46</sup> *Id.* § 300.503(b).

<sup>47</sup> *Id.* § 300.502.

<sup>48</sup> *Id.* § 300.502(b).

<sup>49</sup> *Id.* § 300.502(c).

<sup>50</sup> 43 U.S.C. §§ 12131-32.

<sup>51</sup> *Id.*

<sup>52</sup> *Introduction to the Americans with Disabilities Act*, U.S. DEP'T OF JUST. <https://www.ada.gov/topics/intro-to-ada/>.

<sup>53</sup> 43 U.S.C. §§ 12131-32.

**Request for Evaluation to Determine Eligibility for Special Education**

\_\_\_\_\_  
Parent's Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Contact Information

\_\_\_\_\_  
Principal's Name

\_\_\_\_\_  
School Name

\_\_\_\_\_  
School Address

Date \_\_\_\_\_

Dear Principal \_\_\_\_\_,

I am writing to request that my child \_\_\_\_\_ whose date of birth is \_\_\_\_\_ receive an evaluation to determine eligibility for special education services. [If applicable: My child's language is \_\_\_\_\_. My language is \_\_\_\_\_. Accordingly, I request that: \_\_\_ my child be evaluated in their preferred language and/or \_\_\_ I receive interpretation and translation services.] My child is currently in the \_\_\_\_\_ grade at \_\_\_\_\_. I am concerned about the progress my child is making at school in the following areas:

Specifically, I am concerned about the following:

Therefore, I am requesting that my child receive a comprehensive psychoeducational evaluation to determine whether my child needs services, and if so, what services and supports are needed. I would like to participate with the school staff to decide what testing is done and what other information should be collected and provided about my child.

In addition to this request in writing, I made a request verbally for a comprehensive psychoeducational evaluation on or about \_\_\_\_\_ to \_\_\_\_\_. Please provide me with a copy of a Permission to Evaluate Consent Form (PTE) within the required 10-day period and I will sign it.

Thank you for your time and consideration. I can be reached at \_\_\_\_\_ or \_\_\_\_\_ should any questions arise.

Sincerely,

\_\_\_\_\_

CC. Director of Special Education: \_\_\_\_\_  
Main Classroom Teacher: \_\_\_\_\_