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## Parent Requesting Testing K-12

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Parents/guardians may come forward in a number of ways with the intent of requesting that their child be assessed to see if s/he qualifies for special education:

- The request may be verbal or in writing.
- The request may be over the phone, in person, or email.
- The parent/guardian may pose the request to an administrator, social worker, counselor, classroom teacher, a Title I teacher or other interventionist.
- A Doctor, Mental Health professional, etc may give the parent/guardian a letter to use requesting a Special Education evaluation.

The parent/guardian's language may be a precise request for testing or it may be more vague, such as:

- I wonder if my child would do better if s/he was assessed for Special Education?
- My daycare provider thinks my child is ADHD and I should have the school assess her to see if she could be in Special Education. I agree.
- My child is so discouraged, spends so much time doing homework and his grades are terrible. Why haven't you assessed him for Special Education?
- My child needs to be on an IEP, how do we make that happen?

Regardless of the circumstances, school districts must consider the request and refrain from making global statements regarding the appropriateness of the request or whether or not the child would/would not qualify if assessed.

### **WCED Recommended Response:**

The team shall conduct an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives parental permission to conduct the evaluation

The individual circumstances of each request may impact the exact process to be followed, but in general:

1. The individual to whom the request was made should either:
  - a. Direct the parent/guardian to contact the District's School Psychologist OR
  - b. Inform the parents/guardians that s/he will contact the School Psychologist about the concern on their behalf.

2. The School Psychologist will contact the parent/guardian to discuss the nature of the request. The School Psych may choose to include any relevant district staff i.e. principal, classroom teacher, or interventionist in the conversation. Possible outcomes:
  - a. The parent/guardian is clearly requesting a Special Education Evaluation. The School Psych should document the request in writing (if it wasn't) and put the child on the next Child Study agenda for assessment determination. If the Child Study team decides not to assess the child, a Prior Written Notice must be sent to parents/guardians to document the decision - see below.
  - b. The parent/guardian prefers to have the district try interventions before moving forward with an evaluation, the School Psych or Administrator will inform appropriate district staff to implement and monitor interventions in accordance with the district's RtI/MTSS process. A Prior Written Notice must be sent to parents/guardians to document the decision - see below.
  - c. The parent/guardian may withdraw the request for an assessment at this time. A Prior Written Notice must be sent to parents/guardians to document the decision - see below.

**Information regarding the PWN for not assessing :**

- Include the signature page with the PWN, potential outcomes:
  - Parent consents and signs - great, file the PWN in the cum folder.
  - Parent does not return the PWN - no problem, you don't need to recontact or resend. A signature isn't required in this circumstance.
  - Parent chooses one of the two objection boxes and signs - contact your SpEd Coordinator or SpEd Director for next steps.
- Send procedural safeguards with the PWN.
- Either the School Psych or a SpEd teacher can be assigned to send the PWN
- SpEd forms PWN found either under Service Plan or Dismissal can be used
- The WCED Coordinator, Director and/or School Psych will help with appropriate language on the PWN if you are unsure how to document.