

ILLINOIS STATE BOARD OF EDUCATION

SPECIAL EDUCATION

Instructions for Required Notice and Consent Forms

Revised August 2016



ILLINOIS STATE BOARD OF EDUCATION

Special Education and Program Services

100 North First Street

Springfield, Illinois 62777-0001



Illinois State Board of Education

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www.isbe.net

James T. Meeks
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TO: Superintendents
Special Education Directors
Regional Offices of Education
Interested Parties

FROM: David Andel
Division Administrator, Special Education Services

SUBJECT: Required Special Education Notice and Consent Forms

The enclosed Special Education Forms and Instructions: Required Notice and Consent Forms and Instructions represents the August 2015 update of this document.

The forms and notices may also be viewed and downloaded from our website at www.isbe.net/spec-ed. Additional hard copies suitable for large scale duplicating may be obtained from the ISBE Springfield office at 100 North First Street, Springfield, Illinois 62777. The forms will be available in Spanish and several other languages in the near future.

Questions about the forms may be addressed to the Special Education Services Division at 217/782-5589.

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FOREWORD

All school districts and cooperative agreements in Illinois have been required to provide official written notice to parents of suspected and eligible special education students regarding a broad range of topics since the advent of the Education of All Handicapped Children Act (PL 94-142) in 1975. Use of these forms, court decisions, and amendments to federal and state statutes has resulted in the need to revise the notice requirements and forms over time. The information enclosed contains a copy of each form as well as corresponding instructions concerning the purpose, use and additional information.

GENERAL INSTRUCTIONS FOR USE WITH ALL REQUIRED NOTICE AND CONSENT FORMS

PURPOSE:

In 1985 Public Act 84-463 (which became Article 14-8.02 of The School Code of Illinois) required the development of uniform notices within special education to be used by all school districts. The forms in this manual have been developed to obtain required informed consent from parent(s)/guardian(s) as well as provide proper parent/guardian notification of specific types of proposed or refused actions for a child being considered for or receiving special education and related services. The forms and procedures incorporate various requirements of the Individuals with Disabilities Education Act and 23 Illinois Administrative Code 226. When completed according to the instructions, these forms provide consistency and assist school districts in providing parent(s)/guardian(s) proper notification and required explanations of proposed actions including written explanation of parent rights.

FORM USE:

The required Notice and Consent forms are to be used to:

- Notify parent/guardian when a school district receives a request for an evaluation and the district's determination regarding the request (Form 34-57A).
- Obtain parent/guardian consent to conduct an evaluation (Form 34-57B).
- Obtain parent/guardian consent to conduct a reevaluation (Form 34-57C).
- Notify parent/guardian of a conference(s) in which they are being requested to participate (Form 34-57D).
- Notify parent/guardian of recommendations made at a conference (Form 34-57E).
- Obtain parent/guardian consent for the initial provision of special education and related services (Form 34-57F).
- Notify parent/guardian of an Individualized Education Program Amendment (Form 34-57G).
- Obtain parent/guardian consent to excusing an Individualized Education Program team member (Form 34-57H).
- Notify parent/guardian and student of age of majority transfer rights (Form 34-57I).
- Notify parent/guardian of "Explanation of Procedural Safeguards" (Form 34-57J).
- Delegation of Rights to Make Educational Decisions (Form 34-57K).
- Obtain parent/guardian consent to invite an outside agency to secondary transition meetings (Form 34-57L).
- Obtain parent/guardian agreement to extend evaluation timelines for student suspected of having a SLD (Form 34-57M).

INSTRUCTIONS:

1. Local school districts may transfer the forms onto their own letterhead. Spacing may also be adjusted as needed.
2. Districts may add additional copies for local district personnel who need the information for their records.
3. Copies of all notices for a given child must be maintained in the student's official temporary record.
4. The content of the forms cannot be altered with the exception of the addition of increased copies, district letterhead, spacing adjustments, and identifying information that the district feels is necessary for the parent/guardian and/or student. Space has been left toward the top of each form for the addition of identifying information.
5. Cooperatives/districts may prepare an accompanying cover letter to personalize these required forms. Information previously explained in telephone contact can be confirmed in a cover letter or appendix to the form.
6. The forms must be completed in full being sure to complete all blanks or boxes before giving the form to the parents/guardians.
7. Parent/guardians must be provided with a signed copy of the consent form evaluation (Form 34-57B or 34-57C) and initial provision of special education and related services (Form 34-57F).
8. The *Explanation of Procedural Safeguards* must be provided to parents/guardians, only one time a year, except that a copy also must be given upon an initial request for an evaluation, a receipt of the first written complaint or first due process complaint to the Illinois State Board of Education, upon a disciplinary removal that constitutes a change in placement, or upon request.

Required Notice and Consent Forms Instructions

PARENT/GUARDIAN NOTIFICATION OF DECISION REGARDING A REQUEST FOR AN EVALUATION ISBE Form 34-57A

PURPOSE:

Form 34-57A notifies the parent/guardian and the source of the request, if other than the parent or guardian, whether or not a request for an evaluation is necessary at this time and states the reasons and relevant factors for this decision.

FORM USE:

If an evaluation/reevaluation is determined to be necessary, this form is to be utilized in conjunction with the Parent/Guardian Consent for Evaluation or Parent/Guardian Consent for Reevaluation, whichever is appropriate to the situation. When a request for an evaluation is received by a district, a response for evaluation determination must be ascertained and parent/guardian given this notification within fourteen school days.

The date on the letter should be the date it is mailed. Use of this notice does not preclude follow-up phone contacts with the parent/guardian or the inclusion of other written information with the notice.

INSTRUCTIONS:

1. This form must be sent to the parent/guardian regardless of the source of the request each time a student is referred for an evaluation.
2. The individual making the request for an evaluation and their title are identified on this form.
3. State reason(s) the individual making this request for an evaluation believes this child may have a disability and need for special education services - such as academic and non-academic performance, medical information, any special programs, services, or other information as provided by the requesting individual.
4. Regardless of the determination reached, the reasons and relevant factors must be completed to indicate why an evaluation or reevaluation is deemed necessary or not necessary at this time.
5. This form should be used when it is determined that an initial evaluation or reevaluation is not necessary or when the parents and school district agree that a routine three year reevaluation is not necessary. In this situation, ISBE forms 34-57B, 34-57C, and 34-57B/C need not be completed.
6. This form should be used when it is determined that an initial evaluation or reevaluation is necessary. Additionally, if it is determined that an initial evaluation is necessary, ISBE forms 34-57B and 34-57B/C must be completed. If it is determined that a reevaluation is necessary, ISBE forms 34-57C and 34-57B/C must be completed.
7. The documentation included in the "reasons and relevant factors" section could include the districts' plan to address the potential need for an evaluation in the future. For example, general education interventions may be appropriate, and if unsuccessful, the district may consider an evaluation.
8. Insert name and phone number of the local school district/special education cooperative contact person on the form. The contact person should be knowledgeable of special education procedures and communicate well with the parent/guardian.
9. Include a copy of this completed form in the student's temporary record.

PARENT/GUARDIAN FOR INITIAL EVALUATION

ISBE Form 34-57B

PURPOSE:

Form 34-57B provides informed consent for the evaluation.

FORM USE:

This form is used to obtain consent to conduct initial evaluations. The evaluation process should be sufficient in scope to determine whether a student has a disability, whether the disability adversely affects his/her educational performance in the general education curriculum, and to make a determination of the nature and extent of the student's need or specially design instruction and any necessary related services.

INSTRUCTIONS:

1. Form 34-57B is a two page form.
2. Informed parent/guardian consent for an evaluation is required but may only be obtained after the IEP team has completed ISBE form 34-57B/C.
3. The evaluation cannot be initiated until ten (10) days after consent is obtained. When applicable, the district may seek agreement from the parent(s) to waive the ten calendar interval requirement.
4. Delay in parent returning the notice does not change the date of referral and/or the subsequent sixty-school-day timeline.
5. Any evaluation recommended by the district must be documented on ISBE form 34-57B/C and is the financial responsibility of the district.
6. The "sources from which data will be obtained" box on ISBE form 34-57B/C should contain, at a minimum, the title of the individual who will obtain the additional data.
7. The parent is requested to list any applicable data/reports/evaluations on ISBE form 34-57B/C and provide a copy to the district.
8. The IEP team may use multiple copies of ISBE form 34-57B/C as necessary to document their determinations.
9. This form must be used to obtain parent consent anytime an IEP team recommends an initial evaluation. The parent/guardian checks the appropriate consent box and must sign and date the document.

PARENT/GUARDIAN CONSENT FOR REEVALUATION

ISBE Form 34-57C

PURPOSE:

Form 34-57C provides informed consent for the reevaluation.

FORM USE:

This form is used to obtain:

- Consent to conduct a reevaluation; or
- Obtain agreement that no additional data are needed.

This form must be used to obtain parental agreement with the IEP team's determination that no additional evaluation data is needed. When the IEP team determines no additional evaluation is needed, then parental agreement and not parental consent is required.

INSTRUCTIONS:

1. Form 34-57C is a two page form.
2. Parent/guardian consent or agreement may only be obtained after the IEP team has completed ISBE form 34-57B/C. Upon the IEP team making a decision, the parent/guardian checks the appropriate agreement or consent box and must sign and date the document.
3. The reevaluation cannot be initiated until ten (10) days after consent is obtained. When applicable, the district may seek agreement from the parent(s) to waive the ten calendar interval requirement.
4. The date of the meeting that considered the most recent evaluation results determines the three-year reevaluation due date. The meeting conducted to consider the current reevaluation results must be no later than the date of the meeting convened three years prior.
5. Any evaluation recommended by the district must be documented on ISBE form 34-57B/C and is the financial responsibility of the district.
6. The "additional evaluation data needed" box on ISBE form 34-57B/C does not need to include the names of specific diagnostic instruments but should include general information regarding the type of instruments and/or procedures to be utilized.
7. The "sources from which data will be obtained" box on ISBE form 34-57B/C should contain, at a minimum, the title of the individual who will obtain the additional data.

PARENT/GUARDIAN NOTIFICATION OF CONFERENCE

ISBE Form 34-57D

PURPOSE:

Form 34-57D informs the parent(s)/guardian(s) of the date, time, and location of the conference to discuss the educational needs of their child, the purpose of that conference, and those persons, identifying name and/or title, who have been invited to attend.

FORM USE:

Form 34-57D informs the parent(s)/guardian(s) of the date, time, and location of the conference to discuss the educational needs of their child, the purpose of that conference, and those persons, identifying name and/or title, who have been invited to attend.

- Review your child's educational status and determine what additional data if any are needed to complete your child's evaluation
- Review your child's recent evaluation to determine initial eligibility for special education and related services.
- Review your child's recent evaluation to determine (reconsider or change) continued eligibility for special education and related services.
- Review your child's need for special education and related services and placement and develop an initial IEP
- Review and/or revise your child's IEP to determine special education and related services and placement.
- Consider postsecondary goals and transition services (beginning at age 14 1/2).
- Consider the need for a functional behavioral assessment for your child and a need to create or revise a behavioral intervention plan.
- Consider relatedness of your child's disability to a disciplinary code violation(s).
- Review your child's anticipated date of graduation.
- Review/consider other areas (e.g. Termination of placement, Aging Out).

PARTICIPANTS:

- Insert the names and/or titles of all individuals on the IEP team that will be invited for the purpose(s) identified on the form.
- Be sure to list all required personnel including students age 14 ½ and older when addressing needed transition services.

ADDITIONAL INSTRUCTIONS:

1. This form must be dated and mailed at least ten (10) calendar days prior to the scheduled conference. When applicable, the district may seek agreement from the parent(s) to waive the ten calendar interval requirement.
2. A choice of dates and times may be offered to the parent/guardian either by letter or phone prior to sending this notice. In such cases, this form can be used to confirm selected time/date.
3. The conference for which this notice is sent may be multipurpose. If this is the case, ALL boxes which apply or which may apply must be checked to ensure documentation of notice. For adequate notice to occur, parents must be notified in advance of any intended purpose(s) of a conference.
4. The form should list all individuals and/or their titles who are being invited to the conference. If any district personnel are unable to attend, the conference must still include the necessary participants.
5. Insert name and telephone number of the local district/special education cooperative contact person on the form. The contact person should be knowledgeable of special education procedures and communicate well with the parent/guardian.
6. Include a copy of this completed form in the student's temporary record.

PARENT/GUARDIAN NOTIFICATION OF CONFERENCE RECOMMENDATIONS ISBE Form 34-57E

PURPOSE:

Form 34-57E summarizes and notifies the parent/guardian of any recommendations made at the conference(s).

FORM USE:

At the conference(s), it will be determined that the student:

- Is eligible or continues to be eligible for special education and related services under the category of:

- Is not eligible for special education and related services.
- Will receive the special education and related services as listed in the IEP.
- Requires and will receive the postsecondary goals and transition services (beginning at age 14 1/2) as listed in the IEP.
- Requires and will receive a functional behavioral assessment and behavioral intervention plan.
- Was determined that the disciplinary code violation(s) was related to your child's disability.
- Was determined that the disciplinary code violation(s) was not related to your child's disability.
- Is recommended for graduation
- Other (e.g. termination of placement, aging out): _____

ADDITIONAL INSTRUCTIONS:

1. ALL boxes that apply should be checked which summarize recommendations determined at the conference(s).
2. Insert name and phone number of the local district/special education cooperative contact person on the form. The contact person should be knowledgeable of special education procedures and communicate well with the parent/guardian.
3. When applicable, the district may seek agreement from the parent(s) to waive the ten school days interval requirement prior to initiating or changing a child's placement.
4. Include a copy of this completed form in the student's temporary record.

PARENT/GUARDIAN CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES ISBE Form 34-57F

PURPOSE:

Form 34-57F provides the parent/guardian consent for initial special education and related services.

FORM USE:

Form 34-57F is used to obtain a parent/guardian's voluntary written consent when a student has been determined eligible for special education and related services, an IEP has been developed, and the student has been recommended for initial special education services. It is also used if a parent/guardian does not give consent for special education and related services programming as indicated in the IEP and exempts the local school district of any violation of a free and appropriate public education (FAPE) for the child.

ADDITIONAL INSTRUCTIONS:

1. The district must ensure that parents understand that the services will be provided in accordance with the conference recommendations and the date of initiation in the IEP.
2. The initial provision of services must occur as soon as possible, but no more than ten (10) school days, following development of the IEP. In some instances, such as a child turning three, services may have to begin prior to the ten calendar days. When applicable, the district may seek agreement from the parent(s) to waive the ten calendar interval requirement.
3. Insert name and phone number of the local school district/special education cooperative contact person on the form. The contact person should be knowledgeable of special education procedures and communicate well with the parent/guardian.
4. Include a copy of this completed form in the student's temporary record.

PARENT/GUARDIAN NOTIFICATION OF INDIVIDUALIZED EDUCATION PROGRAM AMENDMENT ISBE Form 34-57G

PURPOSE:

Form 34-57G notifies the parent/guardian of changes that have been made to the IEP when the school district and the parent/guardian agree not to reconvene the IEP meeting for the purposes of making changes to a student's IEP. A written document to amend the student's current IEP must be completed.

FORM USE:

Form 34-57G is used to provide written documentation of IEP changes.

ADDITIONAL INSTRUCTIONS:

1. It is recommended that this form be used only for IEP changes that do not significantly change a student's services and/or placement.
2. The form should be used to document that the parent and school district agreed to make changes to an IEP without reconvening the IEP meeting.
3. This can not take the place of an annual review meeting.
4. The form must be attached to the child's IEP.
5. The district should communicate with the parent/guardian about the changes to the IEP. The date of contact, district personnel and title, and the mode of communication should be documented on the form.
6. The actual changes and an explanation of the changes should be documented. The district should ensure that the written documentation of the changes reflects the communication that took place with the parent/guardian.
7. Include a date that the changes will begin.
8. The name, title, and phone number of a district contact person should be included.
9. This form must be attached to the student's current IEP.
10. A copy of the student's current IEP, along with this form should be given to the parent/guardian.

PARENT/GUARDIAN EXCUSAL OF AN INDIVIDUALIZED EDUCATION PROGRAM TEAM MEMBER ISBE Form 34-57H

PURPOSE:

Form 34-57H provides the written documentation for the excusal of one of the required team members. A required team member is described in the regulations as, the general education teacher, special education teacher, LEA representative, and/or an individual who can interpret the instructional implications of evaluation results, who may be a member of the team already identified.

A school district and the parent/guardian may agree, in writing, to excuse an IEP team member in whole or part under the following circumstances:

- If the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting, or
- If the meeting does involved a modification to or discussion of the special and related services but the team member submits, in writing, input into the development of the IEP prior to the meeting.

FORM USE:

Form 34-57H is used to provide written documentation for the excusal of an IEP team member. Allowing team members to be excused from attending an IEP meeting is intended to provide additional flexibility to parents in scheduling meetings.

It is important to emphasize that the IEP team should consist of individuals who are necessary to develop an IEP taking into account the best interests of the child and his/her needs. Although, this form is to be used to document an excusal of only the "required" team members, the district should make every effort to ensure that other team members are present at the meeting. If one of the other invited individuals is unable to participate, that team member is encouraged to submit, in writing, input into the development of the IEP prior to the meeting.

ADDITIONAL INSTRUCTIONS:

1. The district should communicate with the parent/guardian about the excusal prior to sending the written notice. The type of communication should be noted on this form.
2. This notification should be received by the parent/guardian prior to the meeting.
3. Some instances may not allow prior notice (e.g. staff absent on the day of the meeting). In these instances, the parent can agree to continue with the meeting by agreeing to excuse the team member(s) or may request that the meeting be rescheduled.
4. Indicate the appropriate excusal section on the form. The IEP team member's name and area should be included on the document.
5. The parent/guardian's signature is required to demonstrate agreement with the excusal of the IEP team member.
6. This form should include the name, title, and phone number of a district contact person.
7. Once excusal of a team member, whose curriculum or services will be discussed, is approved, the excused member must submit, in writing, input into the development of the IEP prior to the meeting.
8. A signed copy of this notice and the written input of the excused team member should be attached to the student's IEP.
9. A school district should not "routinely" excuse IEP team members as this would not be in compliance with the regulations.

**PARENT/GUARDIAN AND STUDENT NOTIFICATION OF
TRANSFER OF RIGHTS DUE TO AGE OF MAJORITY
ISBE Form 34-57I**

PURPOSE:

Form 34-57I provides the parent/guardian and student notice of the transfer of rights when the student reaches the age of majority (18 years of age).

FORM USE:

Form 34-57I must be sent to the parent/guardian and student one year prior to the student's eighteenth birthday. This provides notice that the transfer will occur automatically on the student's eighteenth birthday.

ADDITIONAL INSTRUCTIONS:

1. All of the parental rights discussed in this document will transfer to the eligible student at the age of majority, unless the school district is notified otherwise.
2. If a student with a disability has been determined to be incompetent under State law, the student's parent/guardian must provide the district with a copy of the court order. This document will identify the individual designated to represent the student's educational rights.
3. The parent/guardian retains the right to receive ten (10) day notice prior to the date of any conference.

**PARENT/GUARDIAN EXPLANATION OF
PROCEDURAL SAFEGUARDS
ISBE Form 34-57J**

PURPOSE:

The Explanation of Procedural Safeguards summarizes and notifies the parent/guardian regarding the procedural safeguards to which they and their child are entitled.

FORM USE:

The *Explanation of Procedural Safeguards* must be utilized upon:

- An initial request for an evaluation;
- Upon receipt of the first written State complaint;
- Upon receipt of the first due process complaint;
- Upon a disciplinary removal that constitutes a change in placement; and
- Upon parental request.

ADDITIONAL INSTRUCTIONS:

District and cooperative procedures must be developed and implemented to provide parents/guardians with a copy of the procedural safeguards at the appropriate times noted above.

DELEGATION OF RIGHTS TO MAKE EDUCATIONAL DECISIONS

ISBE Form 34-57K

PURPOSE:

Form 34-57K provides the school district notice that a student, who has reached the age of majority (18 years of age), has delegated his/her parent or other individual to represent his/her educational interests.

FORM USE:

Form 34-57K must be provided to the student at the meeting convened to review his/her IEP during the school year in which he/she turns 17 years of age. If the student and his/her parents do not attend the meeting, this form must be mailed to both parties, along with ISBE form 34-57I. The optional section may be used by districts to keep verification that the student had been offered the opportunity to delegate his/her rights.

ADDITIONAL INSTRUCTIONS:

1. All of the parental rights will transfer to the eligible student at the age of majority, unless the school district is notified otherwise, such as the provision of this form.
2. This document will identify the individual designated to represent the student's educational rights.
3. The Delegation of Rights will remain in effect for one year after the date of execution. It may be renewed annually with the written authorization of the student and the person the student delegates to represent his/her educational interests.
4. A student may terminate the Delegation of Rights at any time and assume the right to make decisions regarding his or her education. When a student decides to terminate the Delegation of Rights, the district may seek to have this termination be in writing.
5. It shall be signed by the student or verified by other means, such as audio or video or other alternative format compatible with the student's disability showing that the student has agreed to the terms of the delegation.
6. The designee, responsible for representing the student's educational interests, must accept the delegation by providing his/her signature.
7. The form must be provided to the school district.

CONSENT FOR AGENCY INVITATION TO THE TRANSITION MEETING

ISBE Form 34-57L

PURPOSE:

Form 34-57L provides the school district notice that a parent/guardian and/or student who has reached the age of majority has provided prior written consent to invite the outside agency representative to an IEP meeting for the purpose of addressing transition planning and services.

FORM USE:

Transition services should be coordinated with outside agencies for students 14 ½ years of age and older as a component of the IEP, when appropriate. This form is to be completed prior to inviting an outside agency to an IEP meeting. Outside agencies must be invited to an IEP meeting when transition services are listed in the IEP that are likely to be provided or paid for by an outside agency. Giving consent is voluntary on the part of the parent/guardian and/or a student who has reached the age of majority, is valid for one year from the signature date, and may be revoked at any time.

ADDITIONAL INSTRUCTIONS:

1. Contact parent/guardian and/or the student when an outside agency representative should be invited to an IEP meeting to obtain permission to invite an outside agency.
2. Complete prior to inviting an outside agency to an IEP meeting.
3. Mark the appropriate agency/agencies that need to be invited to an IEP meeting where transition services will be discussed
4. School personnel should sign and provide a contact phone number on the lines provided.
5. Parent/guardian and/or student should choose "I DO" or "I DO NOT" and sign and date the document.
6. This consent form must clearly identify the period of time for which consent is provided. Consent should not carry across multiple school years (i.e. consent is valid for only one (1) year from date of signature) as outside agency involvement may change over time for a student.
7. Include a copy of the completed form in the student's temporary records until the IEP meeting has been held. This form should be attached to the IEP after the IEP meeting where transition services have been discussed.

MUTUAL WRITTEN AGREEMENT TO EXTEND EVALUATION TIMELINE

Form 34-57M

FOR STUDENTS WITH OR SUSPECTED OF HAVING A SPECIFIC LEARNING DISABILITY ONLY

PURPOSE:

This form notifies the parent/guardian of the district's request to extend the 60 school-day timeline for conducting an initial evaluation of a student suspected of having a specific learning disability (SLD) or reevaluation of a student who has SLD. The form includes the reason(s) for the request and proposed length of the extension. The form also documents the mutual written agreement of the school district and the parent/guardian to extend the timeline.

FORM USE:

If a district is proposing to extend the 60 school-day timeline for an SLD evaluation, as allowed under the federal special regulations at 34 CFR 300.309(c), this form should be used to inform the parent/guardian of the request and obtain written agreement for the timeline extension. As delineated under 34 CFR 300.309(c), such an extension may only occur through mutual written agreement of the child's parents and a group of qualified professionals (as described in 34 CFR 300.306(a)(1)).

The date on the letter should be the date it is mailed. Use of this notice does not preclude follow-up phone contacts with the parent/guardian or the inclusion of other written information with the notice.

INSTRUCTIONS:

1. This form is to be used in accordance with the federal regulations referenced above and in the context of the circumstances discussed in the Analysis of Comments and Changes section of the IDEA Part B regulations (34 CFR Parts 300 and 301), as follows:

Models based on RTI typically evaluate the child's response to instruction prior to the onset of the 60-day period [and]... provide the data the group must consider on the child's progress when provided with appropriate instruction by qualified professionals as part of the evaluation. These data, along with other relevant information, will assist the eligibility group in determining whether the child's low achievement is attributable to a lack of appropriate instruction [in reading or math]...

Based on their review of the existing data, and input from the child's parents, the eligibility group must decide, on a case-by-case basis, depending on the needs of the child and the information available regarding the child, what additional data, if any, are needed to determine whether the child is a child with a disability and the educational needs of the child. If the eligibility group determines that additional data are needed and that these data cannot be obtained within the 60-day timeframe (or the timeframe established by the state), new § 300.309(c)...allows the extension of the timeframe with mutual written agreement of the child's parent and the eligibility group [emphasis added]. (Federal Register, vol. 71, no. 156, p. 46658)

2. When utilizing this form, district personnel must meet with the child's parent(s) in person or by phone to explain the reason for the request to extend the evaluation timeline, the requirement that there be mutual written agreement by the parent and school district and the parent's right to refuse to agree to the extension.
3. In the space provided, specify the reason(s) for extending the evaluation timeline. The reason(s) should align with the conditions described under Item 1 above.
4. Where indicated on the form, specify the length of the timeline extension in number of days and the current and proposed evaluation completion date. The timeline cannot be extended indefinitely and cannot have the effect of delaying or denying the provision of a free, appropriate public education (FAPE) to the student.
5. Prior to providing the form to the parent for signature, in the section marked "District Agreement to Extend the Timeline," affix the signature of an authorized district representative, type or print that person's name and title and specify the date of signature.
6. Include a copy of this completed form in the student's temporary record.