

Post Call Guidance Report

Prepared for Jamie Reed family

Birch Valley Schools | 30 Minute Quick Call

All names, dates, schools, scores, and case facts in this sample are invented.

MY BOTTOM LINE

No, you do not have to accept the school's statement that passing grades end the evaluation discussion. Passing classes does not explain how hard Jamie is working, how much adult help is required, or whether a disability may be interfering with learning. You are not overreacting by asking the school to look more carefully.

WHAT YOU ASKED ME

The school told you that Jamie is passing and therefore an evaluation is not necessary. You see unfinished work, nightly distress, repeated reteaching at home, and a child who is beginning to believe that struggling means not being smart. You wanted to know whether the school's answer settles the issue and what to do next.

What the school answered and what you actually asked

The school answered whether Jamie currently earns passing grades. You asked whether Jamie may have a disability-related need that should be evaluated. Those are not the same question. A grade can reflect tutoring, parent help, repeated corrections, extra time, reduced work, or a child's extraordinary effort. Bring the conversation back to the concern you actually raised.

Words I recommend using

Please confirm whether the district is agreeing to evaluate Jamie or refusing my request. If the district is refusing, please provide the decision, the information considered, the other options discussed, and the reasons in writing. Jamie's passing grades do not resolve my concerns about the effort, support, and distress required to maintain them.

Your next actions

1. Send the written request by email to the school contact responsible for evaluations. Copy yourself and save the sent message.
2. Attach or identify two or three recent examples that show the concern: unfinished work, teacher messages, intervention updates, or work completed only with substantial help.
3. Write down what happens at home in concrete terms, including time, prompting, reteaching, avoidance, and emotional impact.
4. If the response is another conversation instead of a decision, reply in the same email thread and ask again for the district's decision in writing.

What not to let happen

- Do not let an informal promise to monitor replace a clear answer to the evaluation request.
- Do not debate every grade. Keep returning to the suspected need and the support required to produce the grade.
- Do not feel pressured to prove the diagnosis yourself. Your job is to describe the concern and request that the school evaluate it.

What I want you to remember

You do not need to win the entire case in one email. Your immediate job is to make the request unmistakably clear, preserve the concern in writing, and require the school to own its answer. That is a manageable next step, and you can take it without having every future decision figured out tonight.

Why passing grades can hide a serious need

A passing grade tells us the final mark. It does not tell us what Jamie had to endure or how much help was required to produce it. A child can pass while spending hours on homework, avoiding reading, receiving repeated adult prompting, completing reduced work, or relying on strong memory and verbal reasoning to compensate for a skill that is not secure.

The evidence I would start collecting

What to save	What it may show	What to write beside it
Two unfinished or heavily corrected assignments	The gap between the assigned task and independent performance	How long Jamie worked and what help was required
Teacher messages about missing work or attention	How the difficulty is being described at school	What Jamie said or did when attempting the work
Intervention updates	Whether support was tried and whether the same concern remains	Dates, frequency, and any missing progress data
A recent report card	Passing marks that may mask substantial support	Tutoring, reteaching, prompting, extra time, or reduced workload

The point we are building

The issue is not that Jamie received a C instead of an A. The issue is that Jamie may be accessing school only through extraordinary effort and support. That is why the evaluation question remains open even when the report card looks acceptable.

The complete email and response guide

Email ready to send

I am requesting a comprehensive evaluation because I suspect Jamie may have a disability affecting reading and written work. Jamie is passing classes, but the grades do not reflect the substantial time, adult support, reteaching, incomplete work, avoidance, and distress required to maintain them. Please confirm in writing whether the district will evaluate Jamie. If the district refuses, please provide the refusal, the information used, the options considered, and the reasons for the decision in written notice. Please include this email in Jamie's educational record.

If the school responds this way

What you may hear	What I recommend saying
Let's give the intervention more time.	Please explain how long the intervention has been used, what skill it targets, and provide the dated data. My evaluation request remains open.
The teacher is not concerned.	Please consider the home information and the amount of support required, not only classroom grades. I am requesting a district decision in writing.
We need to meet before we can decide.	I will attend a meeting, but please confirm the date by which the district will decide the written evaluation request.
Jamie does not appear far enough behind.	Please identify the data and standard used for that conclusion and provide the district's decision and reasons in writing.

Your stopping point tonight

Send the request, save it, and gather three strong examples. You do not need to organize every school record before taking this step. If the school answers, forward the response before agreeing to anything you do not understand.