

INITIAL EVALUATION PROCEDURES

Evaluation Components

The initial evaluation shall be multidisciplinary and address all relevant domain areas. This does not mean that additional testing will always be required. The components of the initial evaluation will depend on the existing information and the suspected disability.

No formal testing shall begin until the child's vision and hearing screening has been completed. (Results from the past 6 months will be allowed.)

If additional components are deemed necessary after the evaluation is in progress, the team must contact the parent, amend the domain page, and then obtain parental consent for the additional components. (The original date of consent remains the date for the 60-day purpose.)

Evaluation for Intellectual Disability

Initial evaluations for students suspected of having an intellectual disability must include attempts to administer at least two standardized tests of cognitive abilities. Adaptive behavior skills must be formally assessed, with input from parent and teacher, unless the student has not yet attended formal schooling. Academic achievement must also be assessed.

Evaluation Timelines

Evaluations must be completed within **60 school days** from the date parental written consent was received.

The "60-school days" period begins the day that the parent signs the Consent for Evaluation and concludes when the IEP is developed, if the child is eligible. Therefore, the Eligibility meeting should be held no later than 60 school days following the date of the signature. The IEP must be developed within 10 days of the Eligibility meeting.

If there are less than 60 school days left in the school year, the evaluation must be completed (and the IEP developed) prior to the first day of school for the next school year. (Summer evaluations are

highly discouraged. The VASE Director must be notified of any evaluations which will not be completed during the regular school term.)

Extension of 60-day Timeline for SLD Evaluations

Under rare circumstances, and following approval by the Director, the district may request parental consent to extend the 60-day timeline for an evaluation for a specific learning disability when additional data collection is required. The form "Mutual Agreement to Extend Timeline" must be completed, signed, and submitted to the VASE office.

Bilingual Evaluations

If a student's primary language is not English, the district is responsible for completing the evaluation in the native language of the student. Questions regarding bilingual evaluations shall be forwarded to the Director of Special Education. The Director shall assist schools in obtaining the bilingual evaluation.

Additionally, parents are to receive information regarding meetings and evaluation results in the language in which they speak.

Evaluation Reports

All persons responsible for completing a component of the evaluation, including the review of existing data and any subsequent data collection, must complete a typed report of the evaluation results. Any evaluation procedures which were modified to be culturally or linguistically nondiscriminatory or adapted in any way should be clearly documented within the report.

All data used in decision making must be sent to parents in "Draft" format at least three days prior to the Eligibility IEP meeting. Best practice includes providing the written report in addition to the data within the three day timeline as well.

It is recommended that copies of the draft evaluation report be distributed at the Eligibility IEP meeting.

The final report shall be submitted to VASE with the Eligibility IEP forms, which must arrive at VASE within two weeks following the meeting.

Evaluation team members are encouraged to write joint reports rather than individual reports.