



DO YOU KNOW THE FACTS ABOUT SPECIAL EDUCATION EVALUATIONS?

The 60-day timeline applies only to initial evaluations and not to triennial evaluations.

Conduct **initial evaluations** within 60 calendar days of receiving parental consent for the evaluation, unless your state has established a more restrictive time frame. The initial evaluation consists of procedures that determine whether the child is a child with a disability.

Reevaluations do not need to occur more than once a year, unless both the parent and public agency agree otherwise. They must occur at least once every three years, unless both the parent and public agency agree that a reevaluation is not necessary. The 60-day timeline does not apply to reevaluations.

A screener is not considered an evaluation and does not require a consent before an assessment can be administered.

Teachers or specialists **screen** students to determine appropriate instructional strategies for curriculum implementation; however screeners **are not** considered to be evaluations for eligibility for special education and related services. As a best practice, you should always keep parents informed about anything the school intends to discuss with their child. Screeners do not start any kind of timeline.

A consent for evaluation “expires” and therefore it must be resigned.

In fact, consent for assessment/evaluation never expires. If you must extend a timeline, be sure to use a Prior Written Notice to document the reason and to provide a new timeline.

A triennial evaluation must contain all the assessments that an initial evaluation would contain.

The fact is, many triennials can be accomplished without formalized assessment. As part of reevaluation, the IEP team and other qualified professionals must review existing evaluation data about the child, as appropriate. This includes:

- Evaluations and information provided by the parents of the child
- Current classroom-based, local, or state assessments and classroom-based observations
- Observations by teachers and related services providers

Based on this review and input from the child's parents, identify what **additional data**, if any, are needed to determine:

- Whether the child is a child with a disability and what his or her educational needs are. For reevaluations, you are looking for data that determines if the child **continues** to have a disability, along with his or her educational needs.
- The child's present levels of academic achievement and related developmental needs.
- If the child needs special education and related services. For reevaluations, you are looking to determine whether the child **continues** to need special education and related services.
- Whether any additions or modifications to the child's special education and related services are needed to enable him or her to meet the measurable annual goals set out in the IEP, and to participate in the general education curriculum, as appropriate.

IS YOUR DISTRICT DROWNING IN EVALUATIONS?

Request a quote to see how PresenceLearning can help:
www.presencelearning.com/schools/get-a-quote/

Sources:

CFR 300.8 and to determine the educational needs of the child.
[34 CFR 300.301(c)] [20 U.S.C. 1414(a)(1)(C)]
[34 CFR 300.303(b)] (Authority: 20 U.S.C. 1414(a)(2))

idea.ed.gov/download/modelform2_Prior_Written_Notice.pdf
[34 CFR §300.503(a)]
[34 CFR 300.302] [20 U.S.C. 1414(a)(1)(E)]