Preschool Essential Evaluation Team Report: Part 2

Summaries of Assessment and Determining Eligibility

Ohio | Department of Education

ETR Team Summary

ETR Evaluation Team Report   District: _____

CHILD'S NAME: _____   ID NUMBER: _____   DATE OF BIRTH: _____

2 TEAM SUMMARY
Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

INTERVENTIONS SUMMARY
Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations provide a summary of interventions routinely provided to this child.

Initial Evaluation: _____

Reevaluation: _____

REASON(S) FOR EVALUATION:

SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:

SUMMARY OF OBSERVATIONS:

MEDICAL INFORMATION:

SUMMARY OF ASSESSMENT RESULTS:

DESCRIPTION OF EDUCATIONAL NEEDS:

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

☐ Part 2 Complete

- ✓ Be organized, concise and relevant
- ✓ Report areas of consistency
- ✓ Address discrepancy areas
- ✓ Use language understandable to all team members

Summary of Interventions

Required for Preschool Special Education if child:

❖ Previously received services under Part C and/or Part B
or

❖ Is being evaluated under category of specific learning disability

Summary of Interventions
Initial Evaluations

Summary of Interventions **MUST** Include:
1. Intervention(s) provided
2. Length of Time
3. Intensity
4. Results of intervention(s) compared to baseline
5. Decision made as a result of the interventions

Summary of Interventions Reevaluations

ETR Evaluation Team Report   District:

CHILD'S NAME: ID NUMBER: DATE OF BIRTH:

2 TEAM SUMMARY
Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

INTERVENTIONS SUMMARY
Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations, provide a summary of interventions routinely provided to this child.

Initial Evaluation:

Reevaluation:

If the child has an Individualized Education Program (IEP) and is making adequate progress, then interventions do not need to be summarized, but state: "No additional interventions are needed at this time beyond the current IEP services since the student continues to make adequate progress in the curriculum given these interventions"

If the child has an IEP but is **not** making adequate progress, then additional interventions should be put into place and monitored. These new interventions need to be noted in this section.

If the child is receiving other specific interventions not documented in the IEP, then interventions must be summarized in this section.

Reason(s) for Evaluation

REASON(S) FOR EVALUATION:

- Initial Evaluation: Disability suspected, determine eligibility

- Reevaluation: Refer to the need to determine continued qualification
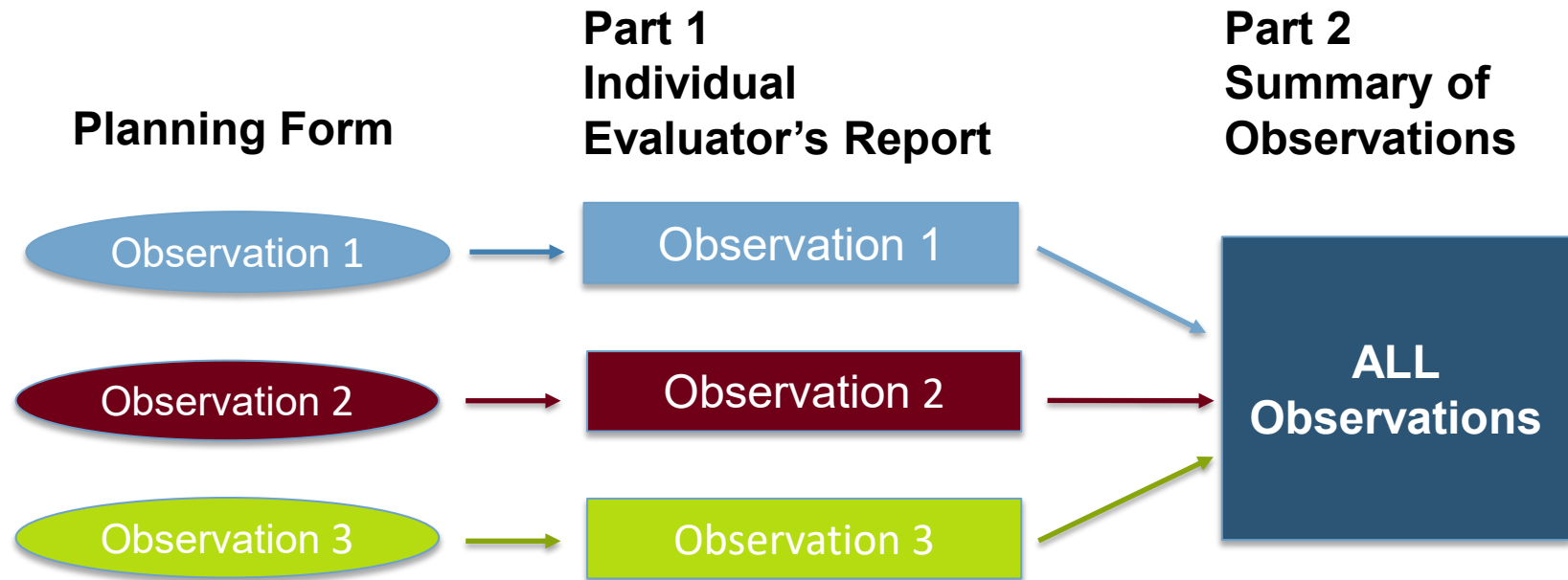
Information Provided by Parent

SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:

- Required to be addressed for Preschool Evaluation

Planning Form → Part 1 → Part 2

Operating Standards 3301-51-11(C)(1)(c)

Summary of Observations in Part 2

Planning Form

Part 1
Individual
Evaluator's Report

Part 2
Summary of
Observations

Observation 1 → Observation 1 →

Observation 2 → Observation 2 →

Observation 3 → Observation 3 →

ALL
Observations

Current Classroom Observations

Current is not defined in the state or federal rules, but, in general, would be:

– Conducted during the **current school year**

– Done at least within the **past 12 Months**

IEP teams should always use the most current assessment data for evaluations and must consider the relevancy and validity of older assessments.

Medical Information

MEDICAL INFORMATION:

- Educationally relevant and current

- Impacts current functioning or requires related services

- Medical information as it potentially affects behavior or learning

- Medically-related assistive technology

Note: Medical diagnosis alone does not support eligibility determination

Note:
All information in Part 1 must be summarized in Part 2

Summary of Assessment Results

SUMMARY OF ASSESSMENT RESULTS:

- Key findings across all areas assessed or reported

- Relationship of results to the referral and suspected disability

- Child's performance compared to baseline data

- Understandable language to all team members

Note:
All information in Part 1 must be summarized in Part 2

Description of Educational Needs

DESCRIPTION OF EDUCATIONAL NEEDS:

- How the child qualifies for special education services and/or related services

- Ties directly to implications for instruction

- This description should:
  - Include relevant strengths and weaknesses
  - Be clear and concise
  - Include current skills and functional levels
  - Explain difficulty in accessing or making progress in general education curriculum
  - Be in understandable language to all team members
  - Provide direction for access to the general education curriculum
  - Consider results of interventions

These are **suggested** educational needs.
Be careful not to predetermine services.

All information in Part 1 must be summarized in Part 2 or omitted with explanation

Implications for Instruction and Progress Monitoring

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

- Suggest adult evidence-based strategies to address the child's needs

- Address educational and functional needs

- NOT a list of accommodations or modifications

- Suggest progress monitoring and data collection procedures

All information in Part 1 must be summarized in Part 2 or omitted with explanation

A Qualified Team

For **Initial Evaluations** this group includes:

1. Parent

2. At least two representatives of the school district who collectively meet specific requirements

3. Additional group members for determining a specific learning disability (SLD)

A Qualified Team

For Reevaluations, the IEP team is the qualified team and includes:

1. Parent
2. General education teacher
3. Special education provider
4. At least two representatives of the school district who collectively meet specific requirements
5. Other individuals who have knowledge or special expertise

Part 4: Eligibility Determination

ETR Evaluation Team Report   District:

CHILD'S NAME: ID NUMBER: DATE OF BIRTH:

4 ELIGIBILITY

ELIGIBILITY DETERMINATION
It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics.   ☐ YES   ☐ NO

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data in this document.   ☐ YES   ☐ NO

The child demonstrates an educational need that requires specially designed instruction.   ☐ YES   ☐ NO

If the response is **NO** to any question, then the child is **NOT** eligible for special education.
If the response to all three questions is **YES**, then the child **IS** eligible for special education.

The child is eligible for special education and related services in the category of:

BASIS FOR ELIGIBILITY DETERMINATION: (or Continued Eligibility)
Provide a justification for the eligibility determination decision, describing how the student meets or does not meet the eligibility criteria as defined in OAC Rule 3301-51-01 (B)(10) (Definitions) and OAC Rule 3301-51-06 (Evaluations). **Include** how the disability affects the child's progress in the general education curriculum.

☐ Part 4 Complete

- Not the result of the lack of appropriate instruction or limited English proficiency

- Presence of a disability adversely affects the child's progress

- Meets eligibility criteria

- Requires specially designed instruction

Basis for Eligibility Determination or Continued Eligibility

- Justification for the eligibility determination decision

- Describe how the student meets or does not meet eligibility criteria

- Describe *how the disability affects the child's progress in the general education curriculum*

Operating Standards 3301-51-01 (B)(10) (Definitions) and 3301-51-06 (Evaluations)

ETR Signatures

- Signatures of all the evaluation team members

- Date of the meeting

- Date of the last ETR (for reevaluations)

- Date of the referral for evaluation

- Copy to parents within 14 days

Operating Standards 3301-51-06 (G)(1)(b)

Review of IEP after a Reevaluation

Operating Standards state: The IEP team MUST review and revise the IEP, as appropriate, to address the results of any reevaluation.

Recommend that the review and revision be conducted within 30 calendar days of the date of the most recent reevaluation.

Send parents a Prior Written Notice explaining why the review was done, what was considered and the DATE it was done.

If the district decides the IEP should be REVISED, then an IEP team meeting or amendment process must take place.

Operating Standards: Rule 3301-51-07 section (L)(1) and (L)(2)

Additional Resources and Information

education.ohio.gov
Search keywords: *Federal and state requirements*

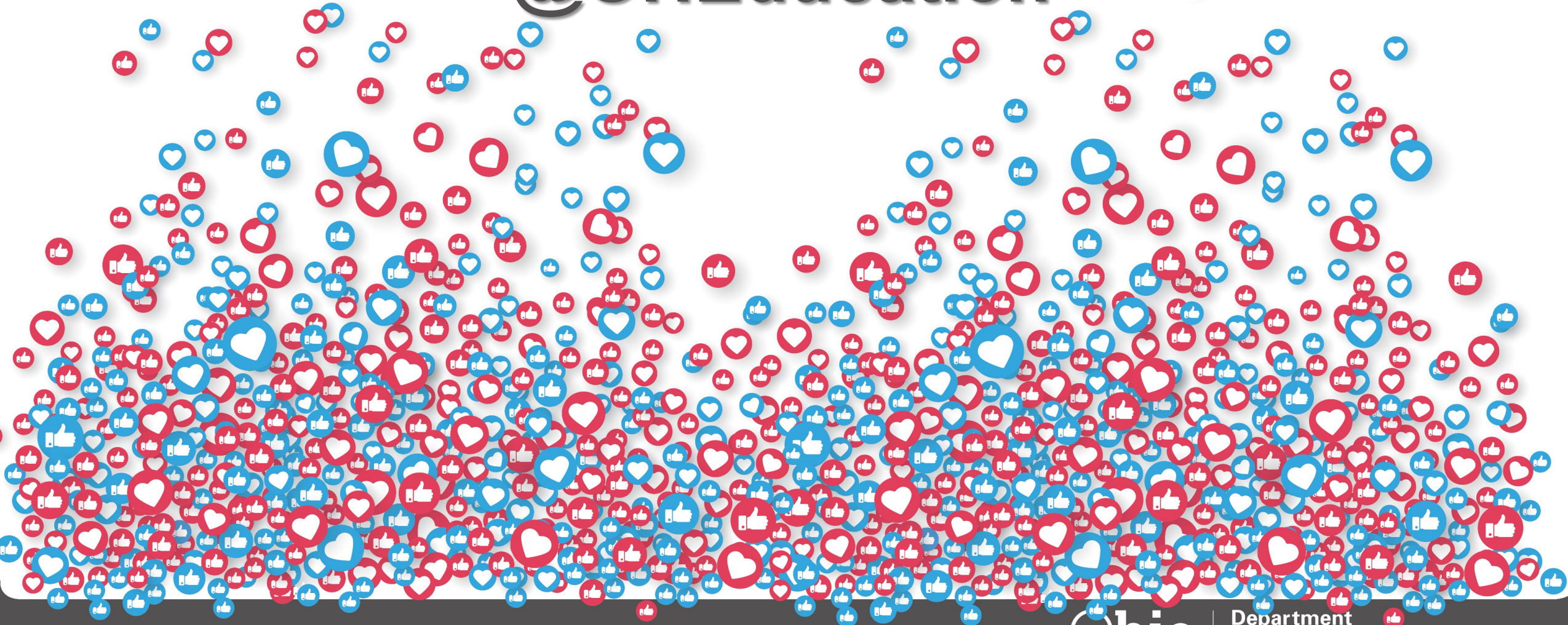**Contact your State Support Team**
education.ohio.gov
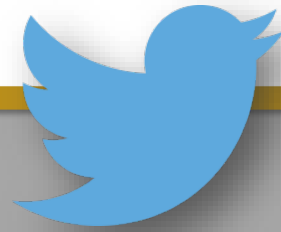Search keywords: *State Support Teams*

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