

District of Residence: School district in which the parent of the child resides unless the child attends a community school then the community school becomes the district of residence. See OAC Rule 3301-51-01 (B) (56).

District of Service: The district of service is the district the child attends to receive services if the child does not attend their district of residence. See OAC Rule 3301-51-01 (A) (3)

1. INDIVIDUAL EVALUATOR'S ASSESSMENT

Areas of Assessment: Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan. A variety of assessment tools and strategies must be used to gather relevant functional, developmental and academic information about the child, including information provided by the parent in accordance with the requirements of OAC Rule 3301-51-06 (E) Evaluation procedures.

EVALUATION METHODS AND STRATEGIES

Observations:

Ensure that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. In the case of a child of less than school-age or out of school, a group member must observe the child in an environment appropriate for a child of the age. See OAC Rule 3301-51-06 (H) (4)

Interviews:

Interviews are conducted to determine a learner's attitudes, beliefs, interests, strengths and needs in the context of the learning environment or school setting where concerns may exist.

Review of Records:

Use most current data available and the team must agree that the information reflects the current functional and academic performance of the child. See OAC Rule 3301-51-06 (F)

Interventions:

Interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research study to help a student improve academic, behavioral/emotional or functional skills. The interventions used prior to determining eligibility for special education and related services must be designed to address the skill deficiency of the particular individual student.

Curriculum-Based Assessments:

Curriculum-Based assessments (CBA) are simply a measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Norm-referenced Assessments:

Norm-referenced assessments report whether a student performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a

statistically selected group of students, typically of the same age or grade level, who have already taken the assessment.

Classroom-based Assessments:

Classroom-based assessments are used to monitor and respond to learners' regular work, such as learning activities, tasks and tests; and to determine the learners' needs, strengths and weaknesses through classroom activities.

ASSESSMENT INFORMATION

Summary of Assessment Results:

This section must clearly summarize the results of all the methods and strategies checked above. The summary of the assessment results must be in language understandable to the parent. The evaluation team report must meet the requirements of OAC Rule 3301-51-06 (G)(1)(b)(1)(a) (summary of information).

Description of Educational Needs:

Summary of possible academic and functional needs based of assessment results.

Implications for Instruction and Progress Monitoring:

Based on the assessment results summarized above, include the supports and services needed to access the general curriculum and describe how progress can be monitored if the supports and services are implemented.

2. TEAM SUMMARY

INTERVENTIONS SUMMARY

Initial Evaluation: The summary of interventions provided must include:

- A description of the research-based intervention(s) used;
- How long the intervention was provided (how many weeks);
- The intensity of the intervention – how often, and for how many minutes;
- A description of the results compared to the baseline data; and
- The decision that was made as a result of the intervention(s).

Reevaluation: The summary of interventions provided must include:

- A description as delineated above if interventions were provided in addition to the specially designed instruction, related services and other supports contained in the IEP.
- If no additional interventions were provided, a statement that it was determined by the ETR team that the IEP special education supports and services were sufficient to meet the child's needs.
- This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications.

Reason(s) for Evaluation:

To establish that the child is a child with a disability or the child continues to be a child with a disability. In case of a reevaluation whether the child continues to need special education and related services as related to the disability category. OAC Rule 3301-51-06 (F)(1)(b)

Summary of Information Provided by the Parents of the Child:

Relevant, current information regarding the child provided by the parent.

Summary of Observations:

Ensure that the child is observed in the child's learning environment, including the general classroom setting, to document the child's academic performance and behavior in the areas of difficulty. In the case of a child of less than school-age or out of school, a group member must observe the child in an environment appropriate for a child of that age. OAC Rule 3301-51-06 (H) (4)

Medical Information:

Educationally relevant and current medical information regarding the child, if any.

Summary of Assessment Results:

This must clearly summarize all the individual assessment results from all Part 1 information and assessments. The summary of the assessment results must be in language understandable to the parent. The evaluation team report must meet the requirements of OAC Rule 3301-51-06 (G)(1)(b)(1)(a) (summary of information).

Description of Educational Needs:

Summary of all individual evaluator assessment results indicating possible academic and functional needs.

Implications for Instruction and Progress Monitoring:

Based on the summary of academic and functional needs describe above, include the supports and services needed to access the general curriculum and describe how progress can be monitored if the supports and services are implemented.

3. SPECIFIC LEARNING DISABILITY DOCUMENTATION FOR DETERMINATION

See OAC Rule 3301-51-06 (H)

For a reevaluation for SLD, you must complete with current information.

4. ELIGIBILITY

Basis for Eligibility Determination: If the child meets eligibility criteria, you must include how the disability affects the child's progress in the general education curriculum.

5. SIGNATURES

If participation is done by phone, date and time must be documented here.