

# Annotations for the New ETR PR-06 Form

The purpose of an evaluation under the Individuals with Disabilities Education Act (IDEA) is to determine whether a child is a child with a disability who needs special education and related services in order to access and make progress in the general education curriculum.

When a child is referred for evaluation, the individualized education program (IEP) team, or for initial evaluations the evaluation team, is responsible for the analysis, assessment, and documentation of the educational and developmental abilities and needs of the child. This team prepares an evaluation team report (ETR) that summarizes the child's educational needs and documents the determination of eligibility for special education. If the IEP team determines that the child is not a child with a disability, that determination would be documented in the report as well as the determination that the child is a child with a disability. A copy of the evaluation team report, including the documentation of eligibility, is given to the child's parents by the school district.

In making a determination of eligibility, a child cannot be determined to be a child with a disability if the determining factor is the lack of appropriate instruction in reading (including in the essential components of reading instruction as defined by federal laws), the lack of instruction in math, or limited English proficiency. If a determination is made that a child is a child with a disability and needs special education and related services, an IEP must be developed for the child in accordance with Ohio statute and federal laws.



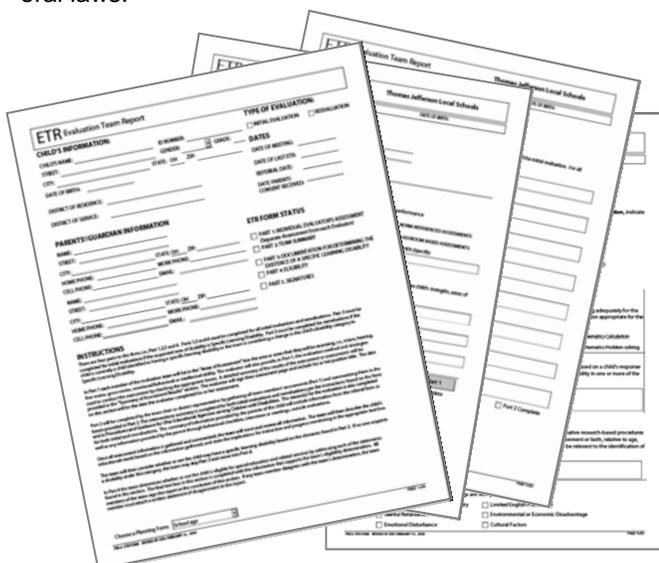
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## Using the ETR Form document

The ETR Form is a dynamic .pdf file that will change format as data is entered. Input fields expand to accommodate content. Some sections may be duplicated as needed. Some sections may be omitted based on user responses. Fields such as names and dates are linked to reduce duplication of entry. The resulting file with data may be saved for future use.

Although the data is stored in an electronic form, this is not by itself an "electronic ETR." Data is stored only within the individual files. Users must be careful to establish a file naming system, an organized storage system, and a method of addressing the security of the data files.



# Evaluation Team Report Cover Page

## STUDENT INFORMATION

**Child's Name:** Enter the first and last name of the child

**ID Number:** Write in the SSID number, the social security number of the child, or another number that the district utilizes to identify the child. The local district's policies determine which number will be used.

**Grade:** Enter the grade or grades the child will be in during the school year.

**Date of Birth:** Enter the month, day, and year of the child's birth

**Gender:** Enter M for males and F for females.

**Street:** Enter the street name and number of where the child currently resides.

**City:** Enter the name of the city where the child currently resides.

**State:** Enter the name of the state where the child currently resides.

**Zip:** Enter the 5 digit zip code where the child currently resides.

**District of Residence:** Write the name of the district where the child's biological or adoptive parents currently reside or were last known to reside if the biological or adoptive parents' whereabouts are unknown. For children enrolled in a community school by their parents or guardian, enter the name of the community school in this section.

**District of Service:** Write the name of the district where the child is currently attending school if different from their district of residence. This may include educational service centers (ESCs), the Ohio Department of Youth Services, a MR/DD or other educational entity or public agency.

Ward of the State: Although the question of whether the child is a ward of the state is not on the ETR form, the question must be taken into consideration if the child is in foster care or is in the care and custody of the Ohio Department of Youth Services. See the definition of "ward of the State" as outlined in the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*.

Name of Surrogate Parent: If it is determined that the child is a ward of the state AND parental rights have been removed from the parents of this child, a surrogate parent must be appointed to represent the educational interests of the child and to make educational decisions for the child. The name of the surrogate parent and the surrogate parent's contact information is entered in the section, Parents/Guardian Information, and note must be made that this is a surrogate parent.

| ETR Evaluation Team Report   |   |
|--|---|
| <b>CHILD'S INFORMATION:</b>  | <b>TYPE OF EVALUATION:</b>  |
| CHILD'S NAME: _____ ID NUMBER: _____   | <input type="checkbox"/> INITIAL EVALUATION <input type="checkbox"/> REEVALUATION                                 |
| STREET: _____ GENDER: _____ GRADE: _____   | <b>DATES</b>  |
| CITY: _____ STATE: OH ZIP: _____   | DATE OF MEETING: _____  |
| DATE OF BIRTH: _____   | DATE OF LAST ETR: _____   |
| DISTRICT OF RESIDENCE: _____   | REFERRAL DATE: _____  |
| DISTRICT OF SERVICE: _____   | DATE PARENTS<br>CONSENT RECEIVED: _____   |
| <b>PARENTS/GUARDIAN INFORMATION</b>  | <b>ETR FORM STATUS</b>  |
| NAME: _____  | <input type="checkbox"/> PART 1: INDIVIDUAL EVALUATOR'S ASSESSMENT<br>(Separate Assessment from each Evaluator)   |
| STREET: _____  | <input type="checkbox"/> PART 2: TEAM SUMMARY   |
| CITY: _____ STATE: OH ZIP: _____   | <input type="checkbox"/> PART 3: DOCUMENTATION FOR DETERMINING THE<br>EXISTENCE OF A SPECIFIC LEARNING DISABILITY |
| HOME PHONE: _____ WORK PHONE: _____  | <input type="checkbox"/> PART 4: ELIGIBILITY  |
| CELL PHONE: _____ EMAIL: _____   | <input type="checkbox"/> PART 5: SIGNATURES   |
| NAME: _____  |   |
| STREET: _____  |   |
| CITY: _____ STATE: OH ZIP: _____   |   |
| HOME PHONE: _____ WORK PHONE: _____  |   |
| CELL PHONE: _____ EMAIL: _____   |   |
| <b>INSTRUCTIONS</b>  |   |
| There are four parts to this form, i.e., Part 1, 2, 3 and 4. Parts 1, 2 and 4 must be completed for all initial evaluations and reevaluations. Part 3 must be completed for initial evaluations if the suspected area of disability is Specific Learning Disability. Part 3 must be completed for reevaluations if the child is currently a child identified as having a specific learning disability or the team is considering a change in the child's disability category to Specific Learning Disability.  |   |
| In Part 1 each member of the evaluation team will list in the "Areas of Assessment" box the area or areas that they will be assessing, i.e., vision, hearing, fine motor, gross motor, emotional/behavioral or intellectual ability. The evaluator will also provide, in Part 1, the evaluation method and strategies used to conduct the assessment by checking the appropriate boxes. A detailed summary of the results of the assessment or assessments will be provided in the "Summary of Assessment Results" section. The evaluator will sign their assessment page and include his or her position title. The date on this section will be the date the evaluator completed his or her assessment.  |   |
| Part 2 will be completed by the team chair or district representative by gathering all team members' assessments (Part 1) and summarizing them in the boxes provided in Part 2. The interventions summary is completed for both initial evaluations and reevaluations per the instructions found on the form and in Procedures and Guidance for Ohio Educational Agencies serving Children with Disabilities. The reason(s) for the evaluation is also completed for both initial and reevaluations. The summary of information provided by the parents of the child will include information from the referral form as well as any information provided by the parent through behavioral checklists, interviews or meetings, outside evaluations. |   |
| Once all assessment information is gathered and summarized, the team will meet and review all information. The team will then describe the child's educational needs based on the information gathered, and state the implications for instruction and progress monitoring in the appropriate text box.  |   |
| The team will then consider whether or not the child may have a specific learning disability based on the elements found in Part 3. If no one suspects a disability under this category, the team may skip Part 3 and move into Part 4.  |   |
| In Part 4 the team determines whether or not the child is eligible for special education and related services by addressing each of the statements found in this section. The final text box in this section is completed with the information that supports the team's eligibility determination. All members of the team sign the report at the conclusion of this section. If any team member disagrees with the team's determination, the team member must attach a written statement of disagreement to the report.   |   |
| Choose a Planning Form: <input type="text" value="School age"/>  |   |
| File #: ETR FORM REVISED BY ODE-FEBRUARY 16, 2009  | PAGE 1 of 4   |

## PARENTS/GUARDIAN INFORMATION

**Name:** Enter the first and last name or names of the child's parents or guardian. NOTE: This box may be repeated for parents or guardians who do not live at the same address and do not have the same contact information.

**Street:** Enter the street name and number of where the parents or guardian currently reside.

**City:** Enter the name of the city where the parents or guardian currently reside.

**State:** Enter the name of the state where the parents or guardian currently reside.

**Zip:** Enter the five digit zip code of where the parents or guardian currently reside.

**Home Phone:** Enter the home phone number of the parents or guardian including the area code. If the parents or guardian do not have a home phone, skip this item.

**Work Phone:** Enter the work phone number of the parents or guardian including the area code. If the parents or guardian do not have a work phone, skip this item.

**Cell Phone:** Enter the cell phone number of the parents or guardian including the area code. If the parents or guardian do not have a cell phone, skip this item.

**Email:** Enter the email address of the parents or guardian. If the parents or guardian do not have an email address, skip this item.

## TYPES OF EVALUATION

**Initial Evaluation:** Check this box if this is the child's first evaluation. The definition of an initial evaluation includes:

- An evaluation completed when a child transitions from Help Me Grow (HMG) to preschool special education;
- An evaluation completed for a child who has never been identified as a child with a disability under the Individuals with Disabilities Education Act of 2004 (IDEA) when the parents or the district first suspect a disability;
- An evaluation completed for a child who was previously exited from special education services AFTER an evaluation was completed that showed the child was no longer a child with a disability and eligible for services under IDEA, and now the district feels the child may have a disability and needs services. NOTE: A child whose evaluation team report (ETR) has expired, i.e., over three years old, or whose IEP has not been reviewed or revised for over twelve months, does not qualify for an initial evaluation. In this case, the child needs a reevaluation.
- An evaluation completed for a child who moves in from out of state with identification as a child with a disability under IDEA and the IEP team at the receiving school determines that they will conduct an evaluation to determine if they agree with the out-of-state sending district that the child is a child with a disability under IDEA.

**Reevaluation:** Check this box if the child has already been identified as a child with a disability under IDEA. If the child's last evaluation or individualized education program (IEP) has expired prior to beginning this current evaluation, this box is checked unless the child was exited from all special education and related services by an IEP team after the completion of a reevaluation that showed that the child was no longer eligible for services under IDEA. In this case, see "Initial Evaluation" in the preceding paragraph. If the child has moved into Ohio from an out-of-state district and an Ohio district accepted the child's out-of-state evaluation by not conducting an evaluation and serving the child under either the child's out-of-state IEP or an IEP written by the receiving Ohio district, this box is checked as this is a reevaluation for the child. Please see the preceding paragraph "Initial Evaluation" for further information.

**Date of Meeting:** Enter the date, i.e., month, day, and year, that the evaluation team meeting is held. This meeting must occur within 60 calendar days of the date that the district received parental consent for testing and within 90

calendar days from the date of referral, whichever is shorter.

**Date of the last ETR:** Enter the date, i.e., month, day, and year, of the child's last evaluation team report (ETR). If the child has recently moved into the district and the district, after making reasonable attempts to obtain the child's last ETR, has not been able to do so, enter the words "Not Available" in the space provided.

**Referral Date:** Enter the date, i.e., month, day, and year, that the district received the parents', school district's, or other educational agency's request for an initial evaluation or reevaluation. If an initial evaluation is requested, the district must determine if a disability is suspected and provide the parents of the child prior written notice within 30 calendar days of receiving the referral. If a reevaluation is requested, the district must, within a reasonable amount of time from the time the referral is received, work with the parents and other members of the IEP team to plan and complete the requested reevaluation. See *Procedures and Guidance for Ohio Educational Agencies Serving Children with Disabilities, section 6.5* for additional information on procedures for conducting a reevaluation. **The referral date for reevaluations is the date the team fills out the planning form and not when the PR-01 form is sent out.**

**Date Parent Consent Received:** Enter the date, i.e., month, date, and year, the district receives parental consent for testing **as the date that begins the 60-day timeline for the initial evaluation to be completed.** If the date the parental consent is received differs from the date that the parent signed the consent form, the district should document the date of receipt. **If the parent is giving consent for an additional assessment, such as an assessment to determine the need for a related service, after the ETR and IEP have been completed, the additional assessment and amendment of the IEP, if appropriate, must happen within a reasonable amount of time. This assessment for a related service does not change the date that the current ETR must be reviewed and revised and the assessment for the related service must be reviewed and revised on the same date at the current ETR. If the parent is giving consent for additional assessments for a reevaluation, there is no 60-day timeline, but the assessments and reevaluation must be completed by the three-year anniversary of the previous evaluation.**

## ETR FORM STATUS

As each section of the ETR is completed and the check box at the end of each section is checked as completed, the form will automatically place a check mark in each box in this section. This management tool allows a supervisor or administrator to quickly and easily identify the additional issues and work needed to be completed to have a finished ETR. This section may also be used manually by those districts using the form in hard copy format.

**Part 1: Individual Evaluator's Assessment (Separate Assessment for each Evaluator):** This box will be checked when all individual evaluators complete the summaries of their assessments.

**Part 2: Team Summary:** This box will be checked when the evaluation or IEP team completes the summary of all individual assessments found in Part 1. See annotations under Part 2: Team Summary to determine the portions of this section that may be completed as a draft before the eligibility determination meeting.

**Part 3: Documentation for Determining the Existence of a Specific Learning Disability:** This box will be checked if the child is currently identified as a child with a specific learning disability or the team suspects that the child may have a specific learning disability.

| ETR Evaluation Team Report   |                      | Thomas Jefferson Local Schools   |                                       |
|--|----------------------|--|---------------------------------------|
| <b>CHILD'S INFORMATION:</b>  |                      | <b>TYPE OF EVALUATION:</b>   |                                       |
| CHILD'S NAME: _____  | ID NUMBER: _____     | <input type="checkbox"/> INITIAL EVALUATION  | <input type="checkbox"/> REEVALUATION |
| STREET: _____  | GENDER: _____        | <b>DATES</b>   |                                       |
| CITY: _____  | STATE: OH ZIP: _____ | DATE OF MEETING: _____   | DATE OF LAST ETR: _____               |
| DATE OF BIRTH: _____   |                      | REFERRAL DATE: _____   | DATE PARENTS' CONSENT RECEIVED: _____ |
| DISTRICT OF RESIDENCE: _____   |                      |  |                                       |
| DISTRICT OF SERVICE: _____   |                      |  |                                       |
| <b>PARENTS/GUARDIAN INFORMATION</b>  |                      | <b>ETR FORM STATUS</b>   |                                       |
| NAME: _____  |                      | <input type="checkbox"/> PART 1: INDIVIDUAL EVALUATOR'S ASSESSMENT (Separate Assessment from each Evaluator)   |                                       |
| CITY: _____  | STATE: OH ZIP: _____ | <input type="checkbox"/> PART 2: TEAM SUMMARY  |                                       |
| HOME PHONE: _____  | WORK PHONE: _____    | <input type="checkbox"/> PART 3: DOCUMENTATION FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY |                                       |
| CELL PHONE: _____  | EMAIL: _____         | <input type="checkbox"/> PART 4: ELIGIBILITY   |                                       |
| NAME: _____  |                      | <input type="checkbox"/> PART 5: SIGNATURES  |                                       |
| STREET: _____  |                      |  |                                       |
| CITY: _____  | STATE: OH ZIP: _____ |  |                                       |
| HOME PHONE: _____  | WORK PHONE: _____    |  |                                       |
| CELL PHONE: _____  | EMAIL: _____         |  |                                       |
| <b>INSTRUCTIONS</b>  |                      |  |                                       |
| These four parts of this form, i.e., Part 1, 2, 3 and 4, Parts 1, 2 and 4 must be completed for all initial evaluations and reevaluations. Part 3 must be completed for initial evaluations. If the suspected area of disability is Specific Learning Disability, Part 3 must be completed for reevaluations if the child is currently a child identified as having a specific learning disability or the team is considering a change in the child's disability category to Specific Learning Disability.   |                      |  |                                       |
| In Part 1 each member of the evaluation team will fill in the "Areas of Assessment" box the area or areas that they will be assessing, i.e., vision, hearing, fine motor, gross motor, emotional/behavioral or intellectual ability. The evaluator will also provide, in Part 1, the evaluation method and strategies used to conduct the assessment by checking the appropriate boxes. A detailed summary of the results of the assessment or assessments will be provided in the "Summary of Assessment Results" section. The evaluator will sign their assessment page and include his or her position title. The date on this section will be the date the evaluator completed his or her assessment.  |                      |  |                                       |
| Part 2 will be completed by the team chair or district representative by gathering all team members' assessments (Part 1) and summarizing them in the boxes provided in Part 2. The interventions summary is completed for both initial evaluations and reevaluations per the instructions found on the form and in Procedures and Guidance for Ohio Educational Agencies Serving Children with Disabilities. The reason(s) for the evaluation is also completed for both initial and reevaluations. The summary of information provided by the parents of the child will include information from the referral form as well as any information provided by the parent through behavioral checklists, interviews or meetings, outside evaluations. |                      |  |                                       |
| Once all assessment information is gathered and summarized, the team will meet and review all information. The team will then describe the child's educational needs based on the information gathered, and state the implications for instruction and program monitoring in the appropriate section. The team will then consider whether or not the child may have a specific learning disability based on the elements found in Part 3. If one suspects a disability under this category, the team may skip Part 3 and move into Part 4.   |                      |  |                                       |
| In Part 4 the team determines whether or not the child is eligible for special education and related services by addressing each of the statements found in this section. The final last box in this section is completed with the information that supports the team's eligibility determination. All members of the team sign the report at the conclusion of this section. If any team member disagrees with the team's determination, the team member must attach a written statement of disagreement to the report.   |                      |  |                                       |
| Choose a Planning Form: <input type="text" value="School age"/>  |                      |  |                                       |
| PDS-6 ETR FORM REVISED BY OGE, FEBRUARY 19, 2020   |                      | PAGE 1 OF 2  |                                       |

**Part 4: Eligibility:** This box will be checked when the eligibility or IEP team makes a determination as to whether or not the child is or continues to be a child with a disability. This determination is made when all assessments have been completed by the individual evaluators, and the team has reviewed and summarized all information about the child in Parts 1 and 2 of this form.

**Evaluation Team:** This box is checked when all evaluation or IEP team members sign and date this report and indicate whether they agree with the report. If a team member disagrees with this report, the team member must attach a statement of disagreement to the report.

### INSTRUCTIONS

This section provides a brief overview of the entire form and the information contained in each part of the form. These directions also identify the parts of the form required to be completed for all children, as well as those parts that are completed only for children who are suspected of have a specific learning disability.

**Choose a Planning Form:** Select either Preschool or School Age to determine the planning form used for this process. (Found at the end if the ETR Form.

## 1 Individual Evaluator’s Assessment

**Evaluator Name:** Enter the first and last name of the individual evaluator who will be conducting the assessment or assessments that will be summarized in this part.

**Position:** Enter the position held by the individual evaluator who will be conducting the assessment or assessments that will be summarized in this part, for example, school psychologist, director of special education, regular education teacher, intervention specialist.

**Areas of Assessment:** Enter the area or areas that will be assessed by the individual evaluator who will be conducting the assessment. These areas will be found on the planning form and may include, but are not limited to, vision, hearing, fine and/or gross motor skills, academic skills, speech and language development, social-emotional functioning, behavior, cognitive ability, adaptive behavior, secondary transition skills (job interests and preferences, abilities and aptitudes, job specific work skills).

**For preschool:** The areas of assessment pertain to the reason for referral and the suspected disability.

**Evaluation Methods and Strategies:** Check the box or boxes next to the type of assessment or assessments that will be completed by the individual evaluator who will be signing this part of the form. If more than one type of assessment will be completed, check all assessment methods that will be conducted by this individual evaluator.

**For preschool:** the following must be evident in the area of the suspected disability (Rule 3301-51-11(C)(1):

- Information from Part C for children transitioning from early intervention (this will be noted on the IEP under timelines so there is a cross check to see if this information is part of the ETR);
- Observations in more than one setting and in multiple activities;
- Interview (information provided by parents or caregiver);
- Criterion-reference (curriculum-based); and
- Norm-referenced evaluation.

**Assessment Information:** Provide a summary of the information obtained by the individual evaluator in accordance with the child's evaluation plan. The summary will include the three components found on the form, i.e., a summary of the assessment results, a description of the child's educational need(s), and implications for instruction and progress monitoring.

**Summary of Assessment Results:** Provide a detailed summary of the information obtained from the assessment methods and strategies administered by the individual evaluator, including the summary by the classroom teacher on the performance of a child on a daily basis. The summary should provide a clear and understandable description of the child's performance and the relationship of the assessment results to the reason the child was referred for an evaluation. The summary should also identify any conditions or limitations that may have influenced the validity of the results, including any implications for children who are culturally and linguistically diverse. The evaluation should also describe the strengths of the child as this information can assist in the development of effective interventions and can be used to support the child's success within the general education curriculum. Reports (including charts and graphs) that are germane to serving the child can be attached to the form or inserted into the form, but the parts of the report that are needed by the team to make a determination on eligibility and services must be summarized in the form. (Charts and graphs cannot be inserted into the ETR form if a district is using ODE formatting. Those districts using vendors who have reformatted the form may be able to insert charts and graphs.)

**Description of Educational Needs:** Based on all of the data and information gathered during the evaluation process, provide a concise summary of the child's educational needs. This summary will include areas of academic weakness, but could also address other important needs related to the child's educational success including behavior, social-emotional skills, speech and language skills, functional needs, physical and medical needs, and skills related to successful secondary transition. The needs identified in this section should tie directly to the implications for instruction and progress monitoring below and should provide direction for the development of the child's IEP if the child is determined to be eligible for special education and related services, or is determined to continue to be eligible for special education and related services.

**For preschool:** The description of educational needs may include the precursor skills not usually associated with "education" and particularly content standards. The key is to focus on how the child will access the general preschool curriculum - books, blocks or sand table - as well as interactions with peers and adults in the classroom. Educational needs also may include accommodations/modifications for the child to participate in free play, in transportation/bus, and general mobility. The educational needs and access to the general curriculum are closely associated with the daily schedule of the child and may include transitions from one environment to another.

**Implications for Instruction and Progress Monitoring:** Provide information on how the child's educational needs have an impact on the child's progress in the general education curriculum. This section should address each of the child's educational needs identified in the previous section with a summary of the types of supports, services, or specially designed instruction, if appropriate, that is necessary to address those needs and to enable the child to progress in the general education curriculum. For children who are not cognitively impaired, the supports, services, and specially designed instruction should be designed with the goal of accelerating the child's progress in the general education curriculum to meet the performance level of the child's regularly devel-

|  |            |                                |
|--|------------|--------------------------------|
| ETR Evaluation Team Report   |            | Thomas Jefferson Local Schools |
| CHILD'S NAME:  | ID NUMBER: | DATE OF BIRTH:                 |
| <b>2 TEAM SUMMARY</b><br>Combine all Part 1's individual Evaluator's Assessment from all evaluators into team summary  |            |                                |
| <b>INTERVENTIONS SUMMARY</b><br>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 the child. |            |                                |
| REASON(S) FOR EVALUATION:  |            |                                |
| SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:   |            |                                |
| SUMMARY OF OBSERVATIONS: (Only required for SLD)   |            |                                |
| MEDICAL INFORMATION:   |            |                                |
| SUMMARY OF ASSESSMENT RESULTS:   |            |                                |
| DESCRIPTION OF EDUCATIONAL NEEDS:  |            |                                |
| IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:  |            |                                |
| <input type="checkbox"/> Part 2 Complete   |            |                                |
| PDE & ETR FORM REVISED BY ODE FEBRUARY 16, 2009 <span style="float: right;">PAGE 5 OF 6</span>   |            |                                |

oping peers.

**For preschool:** The special education classroom is to implement a research-based early childhood curriculum, and this section of the ETR describes any implications for accommodations/modifications that are needed for the child to access that general curriculum. The same would be true for itinerant teacher services in a community or general preschool program. The curriculum would be comprehensive to address developmental and functional skills as well as the content standards for early learning (not kindergarten).

**Evaluator's Signature:** The evaluator signs and dates the evaluation. If the district has the form electronically and would prefer the evaluator to sign and date the signature page of the evaluation team report (ETR) because the district does not have electronic signature capability, the evaluator's name and title should be typed in this space with a notation that the evaluator's signature can be found in Section 5—Signatures—of the ETR report.

**Date:** Enter the date, i.e., month, day, and year, when the assessment was completed.

## 2 Team Summary

Part 2 of this form is completed by the evaluation or IEP team. The chair of the team, or other person designated, may complete the following sections as a draft prior to the team meeting: *Interventions Summary*,

**Reason(s) for Evaluation, Summary of Information Provided by Parents of the Child, Summary of Observations, Medical Information, and Summary of Assessment Results.** *The Summary of Observations* is required to be completed for all children who have been identified as having a specific learning disability or who are suspected of having a specific learning disability. *The Summary of Observations* is not required to be completed for children who do not have or are not suspected of having a specific learning disability. The team should remember that all of these sections may be changed during the evaluation or IEP team meeting based on the discussions and information provided during the meeting. The last two sections, *Description of Educational Needs* and *Implications for Instruction and Progress Monitoring*, will be completed by the entire team during the meeting, based on a review of all Part 1 submissions, as well as a review of the previous sections in this part of the form. Team discussions and any additional information that is brought to the evaluation team meeting should be considered in the last two sections.

**Interventions Summary:** Provide a summary of the targeted and/or intensive interventions that have been implemented prior to referral or as part of the comprehensive evaluation. This summary should include a description of the intervention(s) selected and the length, intensity, frequency, and duration of the intervention(s), i.e., systematic and explicit phonics instruction provided to the child in a small group of 5 students for 30 minutes a day, 5 times per week, for 10 weeks. This summary should also include the assessment method used to monitor the progress of the intervention, i.e., curriculum-based measurement or systematic observation, and the frequency that the child's progress was monitored, i.e., systematic behavioral observations conducted at 15 minute intervals for one hour, two times a day, for four weeks tracking on-task behavior and recording the nature of any off-task behaviors. The summary also should provide an analysis of the data collected that provided evidence the child may require specialized instruction in addition to regular classroom instruction, i.e., evidence collected that resulted in a referral for a comprehensive evaluation. Many districts use technology that allows for a graphic portrayal of child progress, and these charts can be attached to this report to further illustrate the child's progress. **For reevaluations, the team will record the actual intervention data that the implementation of the IEP has generated.**

**For preschool:** The interventions summary should include information from Part C if applicable, community preschool/child care provider if applicable, and the family. If the district has an established relationship with a community provider for LRE in general, the district may have provided research-based interventions for other children in that setting or provided information to the community staff on interventions. Family information may be summarized under "Summary of Information provided by Parents."

**Reason(s) for Evaluation:** Enter the specific reason or reasons that the child was referred for a comprehensive evaluation to determine if the child has a disability condition or continues to have a disability condition and is in need of special education and related services.

**Summary of Information Provided by Parents of the Child:** Provide a summary of any information that has been provided by the parents of the child. This will include the information contained on the referral PR-O4 form. This form may be attached to this report and referenced here. This summary also may contain the results of behavioral checklists, interviews, meetings, or outside evaluations that the parents have provided to the team. Information that is provided by the parents during the evaluation and IEP team meeting will be entered under this section.

**Summary of Observations (only required for preschool and SLD):** A child is to be observed in the child’s learning environment including the regular classroom setting. For children who are preschoolers or are out of school for medical or disciplinary reasons, a team member must observe the child in an environment appropriate for a child of that age. The observation may be done prior to the child’s referral for a suspected disability or may be done as part of the referral process. If the observation is done as part of the referral process for a suspected disability, the district must first obtain parental consent. In this section, summarize the child’s academic performance and behavior in the areas of difficulty as observed in the child’s learning environment, including the regular classroom setting. The data obtained through observational methods and summarized in this section should quantify the child’s performance in terms of frequency, duration, intensity, or quality.

**Medical Information:** Provide any relevant medical information that has an impact on the educational needs of the child or is considered necessary to ensure the child’s health or safety while attending school. This information may include documentation of the child’s medical and health history, a record of any medications that the child is currently taking, or the need for school personnel to dispense medications during the school day, an explanation of any medical procedures that need to be performed during the school day, such as intermittent catheterization, and information that the child has a medical condition such as seizures or diabetes, including any instructions that school personnel should follow based on this information.

**Summary of Assessment Results:** Provide a concise summary of the key findings across all of the assessment information gathered that led to the conclusions of the team. This summary should not provide the level of detail included in the assessment information provided by individual evaluators but should provide a succinct summary based on an integration of all the assessment information provided by the individual evaluators and the parents (and any other service providers invited by the parents to participate). **The evaluator should also describe the strengths of the child as this information can assist in the development of effective interventions and can be used to support the child’s success within the general education environment.**

|   |            |  |
|---|------------|--|
| <b>ETR</b> Evaluation Team Report   |            | Thomas Jefferson Local Schools           |
| CHILD'S NAME:   | ID NUMBER: | DATE OF BIRTH:                           |
| <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div> <b>TEAM SUMMARY</b><br>Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary |            |  |
| <b>INTERVENTIONS SUMMARY</b><br>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.                             |            |  |
|   |            |  |
| <b>REASON(S) FOR EVALUATION:</b>  |            |  |
|   |            |  |
| <b>SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:</b>   |            |  |
|   |            |  |
| <b>SUMMARY OF OBSERVATIONS: (Only required for SLD)</b>   |            |  |
|   |            |  |
| <b>MEDICAL INFORMATION:</b>   |            |  |
|   |            |  |
| <b>SUMMARY OF ASSESSMENT RESULTS:</b>   |            |  |
|   |            |  |
| <b>DESCRIPTION OF EDUCATIONAL NEEDS:</b>  |            |  |
|   |            |  |
| <b>IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:</b>  |            |  |
|   |            |  |
|   |            | <input type="checkbox"/> Part 2 Complete |
| PR05-ETR FORM REVISED BY CODE: FEBRUARY 16, 2009  |            | PAGE 5 OF 6                              |

**Description of Educational Needs:** Based on all of the data and information gathered during the evaluation process, provide a concise summary of the child's educational needs. This summary will include areas of academic weakness, but could also address other important needs related to the child's educational success including behavior, social-emotional skills, speech and language skills, functional needs, physical and medical needs, and skills related to successful secondary transition. The needs identified in this summary should tie directly to the implications for instruction and progress monitoring below and should provide direction for the development of the child's IEP, if the child is determined to be eligible for special education services or is determined to continue to be eligible for services.

**For preschool:** The description of educational needs may include the precursor skills not usually associated with "education" and particularly content standards. The key is to focus on how the child will access the general preschool curriculum books, blocks, and table - as well as interactions with peers and adults in the classroom. Educational needs may also include accommodations/modifications for the child to participate in free play, in transportation/bus, and general mobility. The educational needs and access to the general curriculum are closely associated with the daily schedule of the child and may include transitions from one environment to another

**Implications for Instruction and Progress Monitoring:** The team should provide information on how the child's educational needs have an impact on the child's progress in the general education curriculum. The team will do this by addressing each of the child's educational needs identified in the previous section with a summary of the types of supports, services, or specially designed instruction, if appropriate, that is necessary to address those needs and to enable the child to progress in the general education curriculum. For children who are not cognitively impaired, the supports, services, and specially designed instruction should be designed with the goal of accelerating the child's progress in the general education curriculum to meet the performance level of the child's regularly developing peers.

**For preschool:** The special education classroom is to implement a research-based early childhood curriculum, and this section of the ETR describes any implications for accommodations/modifications that are needed for the child to access the general curriculum. The same would be true for itinerant teacher services in a community or general preschool program. The curriculum would be comprehensive to address developmental and functional skills as well as the content standards for early learning (not kindergarten).

Examples include:

- Child can follow only one-step directions.
- Child needs special equipment for mobility, communication, fine motor activities. What are the implications that need to be addressed for the environment, classroom setup, materials, and access to materials and children? (Remember a preschool classroom is not one of desks and chairs but of carpet, blocks, paints, and sand table, and mobility issues will be different than that for an older child.)
- Child needs APE. How does this generalize to the classroom?
- Child has articulation errors beyond what is developmentally appropriate for his or her age. What type of modeling and nonthreatening practice will be embedded in everyday instruction?
- Child is still in diapers or pull-ups. What does this mean for keeping the child safe and healthy and maintaining the child's personal privacy?

Considerations for instruction and progress monitoring:

- How do all staff support an accommodation, such as one-step directions?
- How do related service staff provide support for the child in the classroom?
- Does the child need to be removed from the setting for any type of service? If so, why? And how will information be shared with the other staff and family?
- How are all staff sharing information about progress monitoring?
- How will the family be involved in discussing progress monitoring?

Rule 3301-51-11(E) addresses child progress (which aligns to the requirements in the Early Learning Program Guidelines, Section 2, Outcome 1, Goals 3 and 4).

- A school district shall measure a child's progress using multiple sources of information. Information must

be obtained across multiple settings, representing a variety of interactions and input from parents and staff involved with the child.

- Information shall be analyzed to evaluate the conditions under which desired behaviors occur, and, if the desired behavior is not demonstrated, an analysis of contributing factors shall be conducted and changes in the environment, curriculum, and instruction shall be considered.

The child's current demonstration of developmental skills and pre-academics provide the foundation for any accommodations or modifications to the curriculum. Ongoing progress monitoring as required by rule provide the basis for evaluating a child's skill level, acquisition, and use of knowledge, positive social-emotional skills, and use of appropriate behaviors to take care of personal needs. This includes the required reporting of the *Get It, Got It, Go!* and Ages and Stages Questionnaire: Social-Emotional scores and a summary of multiple sources of information describing a child's progress, using the Early Childhood Outcomes Summary Form, at least twice annually.

### 3 Documentation for Determining the Existence of a Specific Learning Disability

#### REQUIRED NOTIFICATION

If the child has participated in a process that assessed the child's response to scientific, research-based interventions, indicate if the parents were notified about the following before the initial evaluation:

**The state's policies regarding the amount and nature of student performance data that would be collected, and the general education services that would be provided** Yes No: For information about this topic, please see the Ohio Administrative Code at 3301-35-06. The federal regulations at 34 C.F.R. 300.311(a)(7), require a district to provide to parents of children suspected of having a specific learning disability information or notification about the intervention process that the state uses to address children who are at risk of not achieving adequately for the child's age or state-approved grade level standards in the regular education environment. In Ohio this policy is found in rule 3301-35-06. The district would notify the parent, either verbally or in writing, of the contents of rule 3301-35-06. This requirement is only for children who have participated in a process that assesses the child's response to scientific research-based intervention. This may be a written or verbal explanation of the requirements for school districts found in rule 3301-35-06. The written or oral notification described in this statement looks "backward" at actions that have already taken place prior to conducting an initial evaluation for a suspected disability. Place a checkmark in the "Yes" box if the district notified the parents of the contents of rule 3301-35-06 prior to conducting an initial evaluation for a suspected disability. Place a checkmark in the "No" box if the district did not take this action.

**Strategies for increasing the child's rate of learning:** The district is required to provide the parents of a child with a suspected specific learning disability a summary of the strategies implemented by the district to increase the child's rate of learning. Interventions are generally provided to children prior to suspecting that a child has a disability condition, and parents should be involved to the extent possible in planning the intervention(s) for their child and in reviewing their child's progress as a result of the intervention(s). If the parents are unable to attend intervention planning meetings, the district can communicate with the parents through phone calls, emails, and other methods of communication to inform them of the strategies being implemented to accelerate their child's rate of learning. Place

| ETR Evaluation Team Report  |            | Thomas Jefferson Local Schools |  |
|---|------------|--------------------------------|--|
| CHILD'S NAME:   | ID NUMBER: | DATE OF BIRTH:                 |  |
| <p><b>3 DOCUMENTATION FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY</b></p> <p><b>REQUIRED NOTIFICATION</b><br/>If the child has participated in a process that assesses the child's response to scientific, research based intervention, indicate if the parents were notified about the following prior to the evaluation:</p> <p>The state's policies regarding the amount and nature of student performance data that would be collected and the general services that would be provided. (See Procedures and Guidance for Ohio Educational Agencies serving Children with Disabilities) <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Strategies for increasing the child's rate of learning <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>The parents right to request an evaluation <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Section A must be completed<br/>Either Section B or Section C must be completed</p> <p><b>A. IDENTIFIED AREAS</b><br/>Identify one or more of the following areas in which the team has determined that the child is not achieving adequately for the child's age or state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards.</p> <p><input type="checkbox"/> Oral Expression <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Written Expression <input type="checkbox"/> Mathematics Calculation<br/><input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skill <input type="checkbox"/> Mathematics Problem Solving</p> <p><b>B. RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION</b><br/>Assessment information should be summarized in this section if the evaluation team used a process based on a child's response to scientific, research-based interventions to determine whether the child has a specific learning disability in one or more of the areas identified in Section A.</p> <p><b>C. PATTERNS OF STRENGTHS AND WEAKNESSES</b><br/>Assessment information should be summarized in this section, if the evaluation team used alternative research-based procedures to determine if the child exhibited a pattern of strengths and weaknesses in performance, achievement or both, relative to age state-approved grade-level standards or intellectual development that the team determined to be relevant to the identification of a specific learning disability in one or more of the areas identified in Section A.</p> <p><b>D. EXCLUSIONARY FACTORS</b><br/>The evaluation team has determined that its findings are NOT primarily the result of:</p> <p><input type="checkbox"/> A Visual, Hearing, or Motor Disability <input type="checkbox"/> Limited English Proficiency<br/><input type="checkbox"/> Mental Retardation <input type="checkbox"/> Environmental or Economic Disadvantage<br/><input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Cultural Factors</p> <p><small>FORM ETR-1001M REVISED BY OCEP/REB/ML/11/10 11/10</small></p> |            |                                |  |

a checkmark in the “Yes” box if the district provided notification to the parents, or place a checkmark in the “No” box if the district did not take this action.

**The parents’ right to request an evaluation:** When a child is not meeting expectations for the child’s age or state-approved grade-level standards in the regular education environment, and the district has decided to use a process that assesses the child’s response to scientific research-based intervention, the district must notify or inform the child’s parents that they have a right to request an evaluation for a suspected disability under IDEA. Place a checkmark in the “Yes” box if the district notified the parents of their right to request an evaluation for their child. Place a checkmark in the “No” box if the district did not take this action.

**A. Identified Areas:** This section must be completed for all children who are identified with a specific learning disability (SLD) or who are suspected of having a SLD. Check the box or boxes next to the area or areas that the team has determined the child is not achieving adequately for the child’s age or state-approved grade-level standards, when provided with high quality learning experiences and instruction prior to or as part of the referral process.

**B. Response to Scientific Research-Based Intervention:** Either this section or section C must be completed by the evaluation team. If the district used a process based on a child’s response to scientific, research-based intervention to determine if the child had a specific learning disability (SLD), the team should summarize the results of the intervention or interventions implemented in this section. The specific description of the intervention(s) implemented and the method(s) used to measure the child’s progress should be documented in the “intervention summary” included in *2 Team Summary* (see instructions in that section for details) and does NOT need to be repeated in this section of the ETR. The information included in this section should focus on the analysis of the data collected while measuring the progress of the child’s performance. In order to determine that the child has a SLD, these data must provide evidence to support the decision that the gap between the child’s actual and expected performance cannot be closed without the support of specialized instruction delivered through special education and related services. If the team determines that the assessment data provide this evidence, one or more of the areas identified in section A should be checked. Since the data from this process is being used to make an eligibility determination for special education, a brief description should be provided in this section to explain how the district ensured that the intervention(s) were delivered with fidelity.

**C. Patterns of Strengths and Weaknesses:** Either this section or section B must be completed by the evaluation team. If the district conducted an evaluation process to determine if the child exhibited a pattern of strengths and weaknesses in performance, achievement or both, relative to age, state-approved grade-level standards or intellectual development, the team should summarize the results in this section. This evaluation process should employ techniques that possess adequate reliability and validity and should reliably measure constructs or factors that research has shown to be functionally related to children’s learning and behavior. The summary of the results from this process should document a pattern of strengths and weaknesses, using multiple sources of data and information, to support the team’s decision to identify the child’s need for specialized instruction. If the team makes this decision based on the data collected, one or more of the areas in section A should be checked.

**D. Exclusionary Factors:** Place a check mark in all boxes that are NOT the primary reason for the child’s academic deficiencies. If any of the boxes are left unchecked, the box or boxes not checked identify factors that are the primary reason for the child’s academic deficiencies and the child cannot be determined

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| ETR Evaluation Team Report  |            | Thomas Jefferson Local Schools |
| CHILD'S NAME:   | ID NUMBER: | DATE OF BIRTH:                 |
| <p><b>E. DOCUMENTATION- UNDERACHIEVEMENT NOT DUE TO A LACK OF APPROPRIATE INSTRUCTION</b><br/>                 Regardless of the process used to identify a child as having a specific learning disability, the team must ensure that the child's underachievement is not due to a lack of appropriate instruction in reading or math by considering the following information:</p> |            |                                |
| <p>1. Data that demonstrate that prior to, or as part of the referral process, the child was provided appropriate instruction in general education settings, delivered by qualified personnel.<br/>                 Summarize the data used by the team to document this requirement:</p>   |            |                                |
| <p>2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, that was provided to the child's parent.<br/>                 Summarize the data-based documentation used by the team to document this requirement:</p>   |            |                                |
| <p><b>F. OBSERVATION</b><br/>                 Summarize the child's academic performance and behavior in the areas of difficulty as observed in the child's learning environment including the regular classroom setting.</p>   |            |                                |
| <p><b>G. MEDICAL FINDINGS</b><br/>                 Describe the educationally relevant medical findings, if any:</p>  |            |                                |
| <input type="checkbox"/> Part 3 Complete  |            |                                |
| <small>PROG-ETR FORM REVISED BY OGC FEBRUARY 16, 2020</small>   |            | <small>PAGE 1 OF 4</small>     |

to be a child with a specific learning disability under IDEA. If all boxes are checked, the child may have a specific learning disability.

**E. Documentation Underachievement not due to Lack of Appropriate Instruction. Data that demonstrates that prior to, or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel. Summarize the data used by the team to document this requirement:** It is the expectation of federal and state laws and rules that children will master the content that is state approved for the child's age and grade level when provided with high quality instruction delivered by highly qualified teachers who have subject area expertise. If the child is not achieving adequately for the child's age or state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age and aligned with grade-level academic content standards, the child may have a specific learning disability (SLD). In this section summarize the data that provides evidence the child was appropriately instructed by highly qualified personnel in the general education setting either prior to or as part of the referral process. AND

**Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, provided to the child's parents. Summarize the data-based documentation used by the team to document this requirement:** Provide information describing the methods used to monitor the child's progress in the regular education setting to ensure the child was meeting expectations outlined in the grade-level content standards. One assessment method, called formative assessment, often referred to as short-cycle assessment, and generally incorporated into classroom practice, allows the teacher to assess a child's understanding of grade-level content standards while instruction is occurring. Another type of formative assessment, often referred to as curriculum-based measurement, is used to screen all children to ensure they are meeting key benchmarks and to assess a child's progress when the child is receiving targeted and intensive interventions. Summarize the results of any assessments used to monitor the child's progress during instruction, and describe how these results were shared with the child's parents.

**F. Observation:** If the team has already provided information on observation in the *Summary of Observations* section found in part 2 of this form, the information does NOT have to be repeated in this section. Simply note in this section that the information is found in *2 Team Summary*. A child is to be observed in the child's learning environment that must include the regular classroom setting. For children who are preschoolers or are out of school for medical or disciplinary reasons, a team member must observe the child in an environment appropriate for a child of that age. The observation may be done prior to the child's referral for a suspected disability or may be done as part of the referral process. If the observation is done as part of the referral process for a suspected disability, the district must first obtain parental consent. In this section, summarize the child's academic performance and behavior in the areas of difficulty as observed in the child's learning environment, including the regular classroom setting. The data obtained through observational methods and summarized in this section should quantify the child's performance in terms of frequency, duration, intensity, or quality.

**G. Medical Findings:** Provide any additional medical information not already provided in *2 Team Summary* that would have an impact either on the child's eligibility under IDEA or on the range of supports and services the child will need to be successful and safe in the educational environment.

**For preschool:** Preschool programs must have a medical statement on file for every child enrolled in a center-based program (Preschool program licensing, Rule 3301-37-08(A)) and are to address health and developmental screenings for all children (Early Learning Program Guidelines, Section 1, Outcome 1, Goals 1 and 2). These address the general needs of children and may provide information regarding the disability, but in-depth medical findings in relationship to the disability will probably be separate and distinct from the licensing medical statement. Screenings indicate only further assessment is needed and are not appropriate for this section; any follow-up based on a screening would be appropriate information for this section.

## 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 pre-school-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics. Yes No:** It is the expectation of federal and state laws that children will master the content that is approved by the state for the child's age and grade level, when provided with high quality instruction delivered by highly qualified teachers who have subject area expertise. Before determining that a child is a child with a disability, the team must ensure that the primary reason for the child's academic deficiencies is NOT one of the factors listed above or the child will NOT be eligible for special education and related services. Special education and related service" is a phrase that means that the child is eligible for special education and, in this context, it is not speaking about related services per se. One reason for a child's poor performance could be a lack of appropriate instruction in reading and math, especially if the child has moved frequently and has attended numerous districts and buildings within districts. Another reason could be a child's excessive absences or truancy from school. Although a child can still have a disability given these circumstances, prior to identifying the child as a child with a disability, the team should determine how the child responds to high quality instruction and intervention provided in the child's current setting. In the case of a preschool child, the team must decide if the child had adequate access to pre-academic instruction before determining eligibility for special education services.

If the child is an English Language Learner, the team must determine if the primary reason for the child's inability to progress as expected could be due to a lack of English proficiency rather than a disability. The team must consider if the child's educational experience to date has been inconsistent, or if an immigration experience has had an impact on the child and may explain the child's underachievement. Another factor to consider would be the extent to which the child has been provided with instruction and intervention that has been designed to be responsive to the child's level of proficiency in the English language. If none of these factors is the primary reason the child is not progressing adequately in the general education curriculum, check the "Yes" box. If any of these factors is the primary reason the child is not progressing adequately in the general education curriculum, check the "No" box. In this case, the child will NOT be eligible for special education

**The child meets the state criteria for having a disability or continues to have a disability) based on the data provided in this document. Yes No:** If the child meets one of the definitions for a disability in the state and federal rules or laws and meets all additional eligibility criteria for a specific disability category, the team checks the "Yes" box. If the child does not meet the eligibility criteria for any of the disability categories, the team checks the "No" box

**The child demonstrates an educational need that requires specially designed instruction. Yes No:** In addition to meeting the eligibility criteria for the disability condition, the team must determine that the presence of the disability has an adverse impact the child's educational performance, and specially designed instruction is necessary for the child to make progress in the general education curriculum. Check the "Yes" box if the child needs specially designed instruction to make progress in the general education curriculum. Check the "No" box if the child does not need specially designed instruction to make progress in the general education curriculum.

| ETR Evaluation Team Report   |                              | Thomas Jefferson Local Schools |
|--|------------------------------|--------------------------------|
| CHILD'S NAME:  | ID NUMBER:                   | DATE OF BIRTH:                 |
| <b>4 ELIGIBILITY</b>   |                              |                                |
| <b>ELIGIBILITY DETERMINATION</b>   |                              |                                |
| 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.                      |                              |                                |
|  | <input type="checkbox"/> YES | <input type="checkbox"/> NO    |
| The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document.   |                              |                                |
|  | <input type="checkbox"/> YES | <input type="checkbox"/> NO    |
| The child demonstrates an educational need that requires specially designed instruction  |                              |                                |
|  | <input type="checkbox"/> YES | <input type="checkbox"/> 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: _____   |                              |                                |
| <b>BASIS FOR ELIGIBILITY DETERMINATION:</b> (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 3301-51-01 (B)(10) (Definitions) and OAC 3301-51-06 (Evaluations). Include how the disability affects the child's progress in the general education curriculum. |                              |                                |
| <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="text-align: right;"><input type="checkbox"/> Part 4 Complete</div>   |                              |                                |
| PRRS 01/01/09 REVISED BY CEE/FRANM/11/11/10 <span style="float: right;">PAGE 17/17</span>  |                              |                                |

**The child is eligible for special education and related services under the category of:** Write the name of the category for which the child is eligible for services. Write only one category in this space. The category named in this space will match the category that the district enters into EMIS for funding purposes.

**Basis for Eligibility Determination:** Provide a justification for the eligibility determination decision, describing how the child meets or does not meet the eligibility criteria as defined in Ohio Administrative Code 3301-51-01(B) (10) (Definitions) and 3301-51-06 (Evaluations). Include how the disability affects the child's progress in the general education curriculum. This section should not be a summary of the evaluation team report as that was provided in 2 *Team Summary* of this form. This section should directly tie the child's performance and needs to the eligibility criteria for the category for which the child was found eligible. For example, if the child was found eligible in the category of Other Health Impaired (OHI), the team would explain how the child's health or medical condition limits the child's strength, vitality, or alertness and how that limited strength, vitality or alertness directly affects the child's inability to adequately progress in either some or all parts of the general education curriculum.

**For Preschool:**

The team must consider the following:

1. Were the disability categories, exclusive of developmental delay, considered first for eligibility?
  - α. If the child were eligible in the areas of speech/language impairment, cognitive disability, or emotional disturbance, did the team decide to use the term, developmental delay?
2. No additional evaluations are required to use the term developmental delay if the child qualifies as a preschool child with a disability under speech/language impairment, cognitive disability, or emotional disturbance,
3. If developmental delay is the eligibility criteria:
  - α. Did the team consider all the other disability categories first? If not, this term cannot be used unless a child is transferring from another district and already has this disability category.
  - β. Is there evidence of a delay in physical, cognitive, communication, social-emotional, or adaptive development?
  - γ. Is the delay substantiated by 2.0 standard deviations below the mean in one area or 1.5 standard deviations below the mean in more than one area of development listed in (b)?
  - δ. If the delay is not substantiated in (c), the team should explain the preponderance of evidence as to how the child qualifies.

Age considerations for eligibility for preschool:

- Will the child be age 3 by December 1<sup>st</sup>? If so, the child may begin in a district program at the start of the school year (implementation date of the IEP).
- Is the child age 6 as of the district kindergarten entry date? If so, the child is not eligible for preschool special education and must be served through a school-age/kindergarten program.
- Is the child age 5 as of the district kindergarten entry date? If so, the child may be served in preschool or kindergarten; this decision has implications for instruction and goal setting. A child in kindergarten is served through a school-age/kindergarten program and the K content standards (not the Early Learning Content Standards) are used to reflect what a child should know and be able to do.
- If a child is age 5 as of the district kindergarten entry date but will be 6 by December 1, districts must consider kindergarten before electing that the child continue in preschool.
- If this is a reevaluation, and the child is 5 years of age and therefore age-eligible for kindergarten, districts should consider kindergarten.

Additional Considerations:

If a preschool child is being evaluated for a specific learning disability:

- Is this related to oral expression or listening comprehension?
- How does this compare to a speech/language impairment? Or a communication delay?

The team's documentation should discern the rationale for SLD instead of other SLP for a preschooler.



# Evaluation Planning Form

## School Age Disability Determination

**Child's Name:** Enter the first and last name of the child.

**ID Number:** Write in the SSID number, the social security number of the child, or another number that the district utilizes to identify the child. The local district's policies determine which number will be used.

**Date of Birth:** Enter the month, day, and year of the child's birth.

**Team Chairperson:** Enter the name of the chair of the team or other person designated to oversee the evaluation process.

**The team chairperson may or may not be the district representative for the IEP team. Please note that the IEP team and other qualified professionals, as appropriate, must be involved in the review of existing evaluation data. The determination of eligibility is done by a group of qualified professionals and the parent. This group may or may not include the district representative. Therefore, the signature line for the district representative may be left blank or may be utilized by the team chairperson by simply scratching out "district representative" and adding in "team chairperson."**

**Suspected Disability:** Enter the category or categories of suspected disabilities as defined in the *Operating Standards for Ohio's Educational Agencies Serving Children with Disabilities, Rule 3301-51-01(B)(10)*.

**Team Members:** Enter the first and last names of all team members along with their positions.

**Date of Plan:** Enter the date that the evaluation or IEP team planned the child's evaluation. The planning process does not require the team to conduct a face-to-face meeting, but the entire team's input, including that of the parents, must be gathered and recorded using this form, before the evaluation begins.

**Initial Evaluation:** Check this box if this is the child's first evaluation. The definition of an initial evaluation includes:

- An evaluation completed when a child transitions from Help Me Grow (HMG) to preschool special education;
- An evaluation completed for a child who has never been identified as a child with a disability under the Individuals with Disabilities Education Act of 2004 (IDEA) when the parents or the district first suspect a disability;
- An evaluation completed for a child who was previously exited from special education services AFTER an evaluation was completed that showed the child was no longer a child with a disability and eligible for services under IDEA and now the district feels the child may have a disability and need services. NOTE: A child whose evaluation team report (ETR) has expired, i.e., over three years old, or whose IEP has not been reviewed or revised for over twelve months does not qualify for an initial evaluation. In this case the child needs a reevaluation.
- An evaluation completed for a child who moves in from out of state with identification as a child with a disability under IDEA and the IEP team at the receiving school determines that they will conduct an evaluation to determine if they agree with the out-of-state sending district that the child is a child with a disability under IDEA.

**ETR** Evaluation Team Report Thomas Jefferson Local Schools

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**EVALUATION PLANNING FORM**  
School Age Disability Determination

CHILD'S NAME: \_\_\_\_\_ DATE OF PLAN: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_  INITIAL EVALUATION

TEAM CHAIRPERSON: \_\_\_\_\_  REEVALUATION

SUSPECTED DISABILITY: \_\_\_\_\_

**TEAM MEMBERS**

| ASSESSMENT AREAS RELATED TO SUSPECTED DISABILITIES                 | DATA AVAILABLE           | FURTHER TESTING NEEDED <sup>1</sup> | PERSON RESPONSIBLE FOR ASSESSMENT AND REPORT |
|--|--------------------------|-------------------------------------|--|
| Information Provided by Parent                                     | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| General Intelligence   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Academic Skills  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Classroom Based Evaluations and Progress in the General Curriculum | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Data from Interventions  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Communicative Status   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Vision   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Hearing  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Social Emotional Status  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Physical Exam/General Health                                       | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Gross Motor  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Fine Motor   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Vocational/Transition  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Background History   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Observations   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Behavior Assessment  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Adapted Behavior   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Other: (circle)  | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Braille needs as determined by eye care specialist                 | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Audiological needs as determined by certified/licensed audiologist | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Assistive Technology needs   | <input type="checkbox"/> | <input type="checkbox"/>            |  |
| Other:   | <input type="checkbox"/> | <input type="checkbox"/>            |  |

<sup>1</sup> Sufficient data to determine eligibility  
<sup>2</sup> Additional data required to determine eligibility. Check if further testing is needed  
 The Team has taken into consideration limited English proficiency to plan this assessment.  
 The Team has taken into consideration possible sources of racial or cultural bias in planning this assessment.

**SIGNATURES**

School District Representative (Name/Date) \_\_\_\_\_ Parents (Name/Date) \_\_\_\_\_

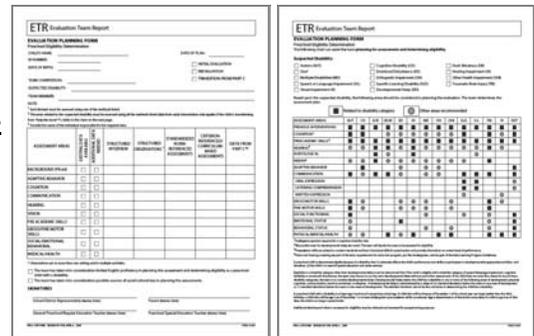
Regular Education Teacher (Name/Date) \_\_\_\_\_ Intervention Specialist (Name/Date) \_\_\_\_\_

PRO-ETS FORM REVISED BY OGC FEBRUARY 19, 2009 PAGE 8 OF 8

**Reevaluation:** Check this box if the child has already been identified as a child with a disability under IDEA. If the child’s last evaluation or individualized education program (IEP) has expired prior to beginning this current evaluation, this box is checked unless the child was exited from all special education and related services by an IEP team after the completion of a reevaluation which showed that the child was no longer eligible for services under IDEA. In this case, see “Initial Evaluation” in the preceding paragraph. If the child has moved into Ohio from an out-of-state district and an Ohio district accepted the child’s out-of -state evaluation by not conducting an evaluation and serving the child under either their out-of- state IEP or an IEP written by the receiving Ohio district, this box is checked as this is a reevaluation for the child. Please see the preceding paragraph “Initial Evaluation” for further information.

**IMPORTANT: The correct way to exit a child from special education is to do the reevaluation, determine that the child is no longer eligible for services, document this on the ETR, and provide the parent with a PR-01 form. If the district would like to record this fact on the last IEP, that is fine but is not required. Districts should not be changing out pages or writing new IEPs in this scenario.**

**Assessment Areas Related to Suspected Disability(ies):** The evaluation or IEP team must decide what information is needed to determine whether or not the child is a child with a disability that qualifies for special education and related services under the Individuals with Disabilities Education Act of 2004 (IDEA). The evaluation or IEP team should review each assessment area listed and decide if information needs to be gathered in that specific area. **(The team can add additional areas by checking the “other” box on the form.) For these selected areas, the form requires the team to indicate if the data is available and/or if further assessment is needed in that particular area. The form does not require the team to provide information in any area that has not been selected by the team as an assessment area for a particular child so those areas can be left blank.**



**Under Other,** it states that, “Braille needs as determined by VI teacher or appropriately trained/licensed personnel.” If the services of a local Certified Teacher of the Visually Impaired (CTVI) are not available, contact the Ohio State School for the Blind Outreach Service for assistance at [www.ossb.oh.gov/Outreach.html](http://www.ossb.oh.gov/Outreach.html).

**Data Available:** Once the evaluation or IEP team has determined the assessment areas where data or information will be collected, the evaluation or IEP team must decide if the data and information have already been collected and is available. If the data and information are available, place a check mark in this column. The evaluation or IEP team needs to make sure that the information used to determine eligibility under IDEA is both current and accurate. In utilizing information that already exists, the team will need to pay special attention that the information is accurate and not over a year old. **The team can consider existing assessment information gathered prior to this one-year period in order to connect the current assessment data and information with the pattern of performance demonstrated by the child in the past; however, the majority of the available data and assessment information would need to be current (less than one year old) in order to have relevance in determining if the child has (or continues to have) a disability.**

**Further Testing Needed: (Changed from Further Data Needed to match ETR form—This section refers to testing, data, and information.)** Once the evaluation or IEP team has determined the assessment areas where data or information will be collected, the evaluation or IEP team must decide if the data and information has already been collected and is available. If the data and information is NOT available, place a check mark in this column to show that testing will be completed to address the assessment area. The evaluation or IEP team needs to make sure that the information used to determine eligibility under IDEA is both current and accurate. **If the majority of the data and information currently available is over a year old or is determined to not be accurate, further assessment would be indicated.**

*Continued on page 20*

| Decision  | Assessment Type                                  | Requirements   | Probing Questions   |
|---|--|--|---|
| <p>Is the child functioning within a typical range of development for his/her age?</p> <p>Are additional assessments needed to determine whether the child is in need of interventions or a referral to determine eligibility for special education and related services?</p> | Screening  | <p>The Early Learning Program Guidelines require a health screening and a developmental screening within 60 days of enrollment.</p> <p>Screenings may provide sufficient data to plan for interventions if there is not sufficient cause to warrant an evaluation for special education eligibility.</p> | <ol style="list-style-type: none"> <li>1. Is there an area of concern- one that is out of range of normal development?</li> <li>2. Are there multiple areas of concern?</li> <li>3. Does developmental screening indicate potential for developmental delay or disability?</li> </ol>   |
| <p>Does the child have a developmental delay or disability?</p> <p>Is the child eligible for special education and related services?</p>  | Evaluation                                       | Eligibility as a preschool child with a disability in need of special education and/or related services.   | <ol style="list-style-type: none"> <li>1. Does a developmental delay or disability exist?</li> <li>2. If so, what is the nature and extent of the delay or disability?</li> <li>3. Does the child meet the specified criteria?</li> <li>4. Follow 3 part decision chart* A</li> </ol>   |
| <p>Is the child is making adequate progress in learning important skills?</p>   | Progress monitoring/ curriculum based assessment |  | <ol style="list-style-type: none"> <li>1. What is the child's initial performance of important skills?</li> <li>2. What is the child's present performance of important skills?</li> <li>3. Is the child using these skills across contexts/environments?</li> <li>4. How is the child performing in skills other than those listed on the IEP?</li> <li>5. What is the child's performance across all curricular domains and development?</li> <li>6. Is progress being measured against IEP goals?</li> <li>7. Is progress being measured against content standards?</li> <li>8. Is progress being measured against developmental milestones?</li> <li>9. Are the ECOSF being used as a measurement?</li> </ol> |
| <p>Is the program providing a quality learning environment.</p>   | Environmental assessment                         | <p>Early Language and Literacy Classroom Observation</p> <p>Self Reflection Tool for teachers</p>  | <ol style="list-style-type: none"> <li>1. Is a high quality learning environment being provided?</li> <li>2. Are all the children making important learning progress?</li> <li>3. When planning and designing (adapting) the environment, are the needs of the children being considered (space, materials, equipment)?</li> </ol>  |

| DATA SOURCES  | Key Questions  |
|---|--|
| Records review<br>Including data from Help Me Grow                            | <ol style="list-style-type: none"> <li>1. Has the team located and reviewed all information that exists for the student?</li> <li>2. Did you include screening information?</li> <li>3. What does the information tell the team about whether the difficulties have been present over time and across settings?</li> <li>4. What does the information tell the team about how the child learns best?</li> </ol>  |
| Interview   | <ol style="list-style-type: none"> <li>1. What are the perceptions of the significant adults in the child's life?</li> <li>2. What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</li> </ol>  |
| Observation-multiple observations across a variety of settings and activities | <ol style="list-style-type: none"> <li>1. What is the child's learning behaviors in a variety of settings and circumstances?</li> <li>2. What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</li> </ol>   |
| Criterion-referenced or Curriculum-based assessments                          | <ol style="list-style-type: none"> <li>1. What have you learned about the depth and breadth of the child's knowledge, skills and abilities?</li> <li>2. Did you learn anything about the child's preferences, interests and learning styles?</li> <li>3. What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</li> <li>4. To what extent is the child's learning skills or behavior different from peers?</li> <li>5. To what extent is the child's learning skills or behavior different from age or grade level standards?</li> <li>6. In conjunction with other information, are the child's strengths and needs understood?</li> </ol> |
| Norm-referenced assessments   | <ol style="list-style-type: none"> <li>1. To what extent is the child's learning skills or behavior different from peers?</li> <li>2. To what extent is the child's learning skills or behavior different from age or grade level standards?</li> <li>3. In conjunction with other information, are the child's strengths and needs understood?</li> </ol>   |

This should be the same person or persons who will be completing the first part of the Evaluation Team Report (ETR) entitled *1 Individual Evaluator's Assessment*. **If an individual identified on the planning form as responsible for gathering information or conducting assessments in one of the assessment areas is unable to do so due to any circumstance (i.e., maternity leave, medical problems), the planning form will need to be revised to identify the name and position of the person who will now be responsible for that portion of the evaluation.**

**The Team has taken into consideration limited English proficiency in planning this assessment.** If the child is an English language learner, the team must consider how the child will be assessed so the assessments provide an accurate portrayal of the child's knowledge, skills and abilities. The team must ensure that the assessments are not simply measuring the child's inability to speak English.

**The Team has taken into consideration possible sources of racial/cultural bias in planning this assessment.** The team must ensure that the assessments used are norm referenced for the racial and cultural background of the child that is being tested. The assessment must be measuring the child's knowledge, skills and abilities and not the child's unfamiliarity with specific cultural norms.

Signatures: **Document who participated in the planning meeting. One way to do this is to have each team member who attends the planning meeting sign and date the form. The titles under the signature lines on the form may be revised to reflect the titles of the team members who participate in the planning meeting and who sign the form. The date is the date that the planning meeting was held.** If the team did not convene a meeting to fill out and sign the form, there must be documentation on file showing that all members, **including the parent(s)**, provided input into the planning process.

## Evaluation Planning Form

### Preschool Disability Determination

There are different types of assessments that may be used for different reasons. IDEA (P.L.108-448, 2004) does not permit screening to be used for evaluation purposes or for eligibility determinations. Screenings however can indicate a need for further assessment.

The following chart is provided to assist teams in reviewing data on how the child currently functions.

| Decision   | Assessment Type                      | Requirements | Probing Questions   |
|--|--------------------------------------|--------------|---|
| What should the child be taught?<br><br>What should the child's educational program address?<br><br>What interventions are most appropriate (if the child is not eligible for special education and related services)? | Assessment for intervention planning |              | 1. What is the child's present level of developmental performance?<br><br>2. Is the child's health a factor? Based upon follow-up for health needs, are special considerations in programming needed?<br><br>3. What does the child need to be successful in the classroom, home and/or community?<br><br>4. What are the effects of adaptations and assistance of child's performance?<br><br>5. What are the child's usual patterns of responding?<br><br>6. What is the relationship between the child's response or behaviors and environmental variables or conditions? How do these appear to be influencing the child's performance? |