The Essential ETR Part 1:

Referral and Planning

A school district may not use interventions to delay unnecessarily a child being evaluated to determine eligibility for special education services. If such interventions have not been implemented prior to referral for evaluation, appropriate interventions shall be implemented during the same sixty-day timeframe during which the school district conducts a full and individual evaluation. OAC 3301-51-06 (A)(3)

ETR Planning

- Required component of the evaluation process
- No face-to-face meeting required
- Must include the parent
- Results of planning are documented
- Select school age or preschool planning form

Please Note:
If SLD is one of the suspected disabilities and later decided it is not the eligibility determination, Section 3 still must be completed and attached to the ETR.
Parents must be invited to participate in the evaluation planning.

The PR-02 also includes other persons that have been invited to attend. Such as the child or outside agencies.

Parent Participation

Consent for the evaluation must be informed consent.

Per the Operating Standards, parent participation is crucial to the process.

Reasonable attempts to involve the parent must be documented.

Lists the assessment areas related to the suspected disabilities.

Indicates all of the data, not just tests, but all data and documentation that the team currently has or needs to have that addresses the first column.

Documents the name of the person responsible for gathering the data and documentation.

Signatures and Dates
Parents must provide consent for evaluation.

**Parent Consent Means:**
- Informed Consent
- Parent has been involved in the evaluation process
- Rights explained
- Understands what they are granting their permission means

Start 60-day timeline for initial evaluations.

Informed, written consent cannot be obtained through a phone conference.

Correspondence:

- Telephone
- Home Visits
- Other

Section 300.300(d)(5) of The Regulations

Provides that in order to meet the reasonable efforts requirement, the public agency must document its attempts to obtain parental consent using the procedures in 34 CFR §300.322(d). These procedures include:

- Detailed records of telephone calls made or attempted and the results of those calls
- Copies of correspondence sent to the parents and any responses received
- Detailed records of visits made to the parent’s home or place of employment and the results of those visits

PR-05 Parent Consent For Evaluation

PR-01 (Prior Written Notice) Requirements

PR-01 must be sent after the planning meeting, explaining all the assessments and evaluations proposed in the meeting.
Summary of Required Forms for Evaluation Referral and Planning

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR-01 Prior Written Notice</td>
<td>Send to parent if the district decides not to initiate the evaluation process.</td>
</tr>
<tr>
<td>PR-04 Referral for Evaluation</td>
<td>Begins the evaluation process.</td>
</tr>
<tr>
<td>PR-02 Parent Invitation</td>
<td>Invite parents to the evaluation planning meeting.</td>
</tr>
<tr>
<td>Evaluation Planning Form (Component of PR-06)</td>
<td>Documents the results of the evaluation planning meeting.</td>
</tr>
<tr>
<td>PR-05 Consent for Evaluation</td>
<td>Must be signed by the parent after the evaluation planning meeting.</td>
</tr>
<tr>
<td>PR-01 Prior Written Notice</td>
<td>Send to parent after the planning meeting explaining all assessments and evaluations proposed.</td>
</tr>
</tbody>
</table>

Assessing All Areas Related to the Suspected Disability

- Comprehensive and identify all of the child's special education and related service needs.
- All areas of possible issues must be assessed.
- Failure to assess in all areas of the suspected disability can result in the failure to provide needed services.
- Thorough collection of data (observations, interventions and assessments).
- Variety of sources (parents, teachers and specialists).

34 C.F.R. 300.304(c)(4) and Section 3301-51-06(E)(3)(d)

Required Components - Evaluation

- Specific Learning Disability (SLD): OAC 3301-51-06(H)
- Intellectual Disability (ID): OAC 3301-51-01(B)(10)(d)(I)
- Multiple Disabilities (MD): OAC 3301-51-01(B)(10)(d)(II)
- Visual Impairments (VI): OAC 3301-51-01(B)(10)(d)(III)
- Hearing Impairments (HI): OAC 3301-51-01(B)(10)(d)(IV)
New Suspected Disability/ Additional Assessments

The Planning Team must:
1. Reconvene the team to include the new suspected disability on the planning form; AND
2. Amend the planning form and have all team members date and initial the form indicating that they agreed to the need for further assessments.

The district will send the Prior Written Notice (PR-01) to the parent explaining the changes proposed and enacted by the district.

Please Note: This does NOT extend the 60-day timeline.

Reason for Evaluation

- Directly linked to child’s performance in general education curriculum
- Clearly communicated to planning team
- Must be documented on:
  - The Prior Written Notice (PR-01)
  - Part 2 of the ETR (PR-06)

Academic and Functional Assessments

Variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent.
Assessments

- Technically sound
- Do not discriminate on the basis of race or culture
- Provided and administered in the child’s native language or other mode of communication
- Validated for the specific purpose for which they are being used
- Administered by knowledgeable persons in accordance with the instructions provided by the test publisher

Classroom based evaluations and progress in the general curriculum Include the student’s strengths, area of needs and baseline data

Donna P Horn
School Psychologist

There MUST be information collected and reported in a PART 1 to match all areas stated on the Planning Form or either Data Available or Further Testing Needed.

Include the student’s strengths, area of needs and baseline data

ALL Part 1s are SUMMARIZED in Part 2

Individual Evaluator’s Assessment

- Source of the assessment, testing or information collection protocols involved
- The date the assessment was conducted or the date of previously available information
- The interpretation of the assessment results where applicable
For More Information

For more information, please visit:
https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/

For further support, contact your State Support Team (SST). To find your SST, please visit:
https://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams

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