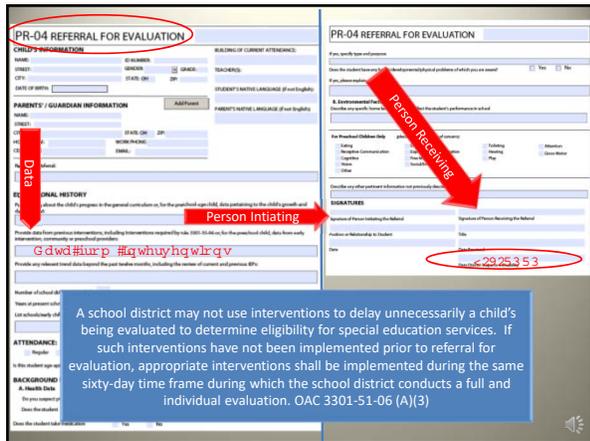
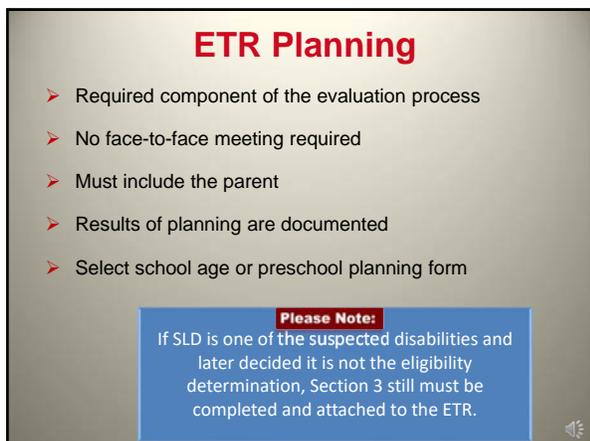


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Summary of Required Forms for Evaluation Referral and Planning

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

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- ### 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)**

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- ### Required Components - Evaluation
- For reevaluation of students who are in the category of SLD, it is not necessary to redo the intervention process. However, there should be documentation that current observations and assessments in the specific areas of weakness were completed. Updated classroom observations must be completed. 3301-51-06 (H)(4)and (5)
- | | |
|-------------------------------------|--|
| Specific Learning Disability (SLD): | OAC 3301-51-06(H) |
| Intellectual Disability (ID): | OAC 3301-51-01(B)(10)(d)(ii) |
| Multiple Disabilities (MD): | OAC 3301-51-06(I); and 3301-51-01(B)(10)(d)(vii) |
| Visual Impairments (VI): | OAC 3301-51-01(B)(10)(d)(xiii) |
| Hearing Impairments (HI): | OAC 3301-51-01(B)(10)(d)(vi) |

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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.



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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)



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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.



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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

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Individual Evaluator's Assessment

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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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