For Initial Evaluations, the ETR MUST contain a summary of the specific interventions provided to the child.

REMEMBER Interventions may continue to be provided once the initial evaluation process has begun, BUT the ETR MAY NOT be delayed in order to complete them.

Summary of Interventions Initial Evaluations

Summary of interventions MUST include:

- Length of Time – Number of weeks/months
- Intensity
  - How Often interventions were applied
  - How Many minutes each intervention session lasted
- The Results of the intervention(s) compared to the baseline

Decision made as a result of the interventions
- Adequate progress
- Lack of progress

Refer for evaluation
Or Continue interventions
Summary of Interventions Reevaluations

• Other specific interventions not documented in the IEP
• If no interventions were provided, there must be a statement to that effect in this part

Operating Standards 3301-51-06(F)(1)(a)(v)

Reason(s) for Evaluation

Should refer to the need to determine continued qualification, or initial qualification for services under IDEA

Information Provided by Parent

• Required to be addressed
• May become a component of any initial evaluation or reevaluation upon team agreement
• Must be documented in Part 1
• Summarized in Part 2

Interviews, checklists, or questionnaires can be utilized, with relevant information summarized in the Part 1.

Operating Standards 3301-51-06(F)(1)(a)(i)
Summary of Observations

• Required for all initial and reevaluations
• Summary of child’s academic performance and behavior in the areas of suspected disability.
  • Must be documented in a PART 1
• Environment appropriate for a child of that age
• Informed parental consent (PR-05)
• May not occur during actual testing or assessment procedures
  • Setting where behavior or skill is most likely to occur or present itself
• Must be relevant to the suspected disability

Current Classroom Observations

Current is not defined in the state or federal rules, but, in general, would be:
  – Conducted during the Current School Year
  – Done at least within the past 12 Months

Please Remember:

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

Medical Information

• Educationally relevant and current
• Impacts current functioning or requires related services
• Medical information as it potentially affects behavior or learning
• Medically-related assistive technology
• Note: Medical diagnosis alone does not support eligibility determination

Must be summarized in a Part 1 as well as in the Part 2
Classroom Based Evaluation

- ETR Evaluation Team Report
- Classroom Based Evaluation
- Questionnaire
- Checklist
- Interview

Data from Interventions

- Must be noted for every Evaluation
- Any student being assessed for an initial should be receiving interventions

| Intervention Notes | Should note what interventions are working and not working
- | Help guide what Specially Designed Instruction or Accommodations to continue or discontinue

Summary of Assessment Results

- Key findings across all areas assessed or reported
- Relationship of results to the referral and suspected disability
- Child’s performance compared to baseline data
- Understandable language to all team members

Limit the use of Percentile Scores, Stanine Scores, Standard Scores along with specific charts and graphs.
Description of Educational Needs

- How the child qualifies for special education services and/or related services
- Ties directly to implications for instruction
- This description should:
  - Include relevant strengths and weaknesses from all Part 1s completed
  - Be clear and concise
  - Include current skills and functional levels
  - Explain difficulty in accessing or making progress in general education curriculum
  - Be in understandable language to all team members
  - Provide direction for access to the general education curriculum
  - Consider results of interventions

Implications for Instruction and Progress Monitoring

- Proposed supports and services
- Address educational and functional needs
- NOT a list of accommodations or modifications
- Suggestions for progress monitoring and data collection procedures

A Qualified Team

For Initial Evaluations, this group includes:
1. Parent
2. A group of qualified professionals including;
   - The child’s general education teacher.
   - Person qualified to conduct individual assessments and interpret the results of those assessments. (Such as a School Psychologist)
   - District Representative
3. Additional group members for determining a specific learning disability (SLD)
4. When appropriate, the child
A Qualified Team

For Reevaluations, the IEP team is the qualified team which includes:
1. Parent
2. General Education Teacher
3. Special Education Provider
4. An individual who can interpret the instructional implications of evaluation results
5. District Representative
6. Other individuals who have knowledge or special expertise
7. The child with a disability

If the child does not have a general education teacher during the day, a general education teacher is NOT a required team member.

Part 4: Eligibility Determination

- Not the result of the lack of appropriate instruction or limited English proficiency
- Presence of a disability adversely affects the child’s progress
- Meets Eligibility criteria
- Requires specially designed instruction

Basis for Eligibility Determination

- Justification for the eligibility determination decision
- Describe how the student meets or does not meet eligibility criteria
- Describe how the disability affects the child’s progress in the general education curriculum

Operating Standards 3301-51-06 (Definitions) and 3301-51-06 (Evaluations)
ETR Signatures

- Signatures of all the evaluation team members
- Date of the meeting
- Date of the last ETR (for reevaluations) and
- Date of the referral for evaluation
- Copy to parents within 14 days

Operating Standards 3301-51-06(G)(3)(A)

Review of IEP after a Reevaluation

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

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

However, OEC guidance, founded upon continuous practice over many years, RECOMMENDS that such review and revision be conducted within a calendar of the date of the most recent reevaluation.

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

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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