

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.

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.

ETR Evaluation Team Report

CHILD'S INFORMATION:		TYPE OF EVALUATION:	
CHILD'S NAME: _____	ID NUMBER: _____	<input type="checkbox"/> INITIAL EVALUATION	<input type="checkbox"/> REEVALUATION
STREET: _____	GENDER: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> OTHER	DATES	
CITY: _____	STATE: OH ZIP: _____	DATE OF MEETING: _____	DATE OF LAST ETR: _____
DATE OF BIRTH: _____	DISTRICT OF RESIDENCE: _____	REFERRAL DATE: _____	DATE PARENTS CONSENT RECEIVED: _____
DISTRICT OF SERVICE: _____			
PARENTS/GUARDIAN INFORMATION		ETR FORM STATUS	
NAME: _____		<input type="checkbox"/> PART 1: INDIVIDUAL EVALUATOR'S ASSESSMENT (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 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: _____		

INSTRUCTIONS

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:

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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 for a child who has never been identified as a child with a disability under the Individuals with Disabilities Education Act of 2004 (IDEA);
- 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 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.

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 they suspect a disability 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.

Date Parent Consent Received: Enter the date, i.e., month, date and year, the district receives parental consent for the testing that will be completed as part of the initial evaluation or re-evaluation. 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.

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 what additional issues and work need 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.

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 of the ETR Form)

ETR Evaluation Team Report Thomas Jefferson Local Schools

CHILD'S INFORMATION:

CHILD'S NAME: _____ ID NUMBER: _____
 STREET: _____ GENDER: _____
 CITY: _____ STATE: OH ZIP: _____
 DATE OF BIRTH: _____
 DISTRICT OF RESIDENCE: _____
 DISTRICT OF SERVICE: _____

TYPE OF EVALUATION: INITIAL EVALUATION REEVALUATION

DATES

DATE OF MEETING: _____
 DATE OF LAST ETR: _____
 REFERRAL DATE: _____
 DATE PARENTS CONSENT RECEIVED: _____

PARENTS/GUARDIAN INFORMATION

NAME: _____
 STREET: _____
 CITY: _____ STATE: OH ZIP: _____
 HOME PHONE: _____ WORK PHONE: _____
 CELL PHONE: _____ EMAIL: _____

ETR FORM STATUS

PART 1: INDIVIDUAL EVALUATOR'S ASSESSMENT (Separate Assessment from each Evaluator)
 PART 2: TEAM SUMMARY
 PART 3: DOCUMENTATION FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY
 PART 4: ELIGIBILITY
 PART 5: SIGNATURES

INSTRUCTIONS

These and 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 areas 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 Procedure and Guidance for Ohio Educational Agencies serving Children with Disabilities. The reasons 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 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 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 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:

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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 parent or caregiver);
- Criterion-reference (curriculum-based); and
- Norm-referenced evaluation.

Assessment Information: Provide a detailed summary of the information obtained from the assessment methods and strategies administered by this individual evaluator. 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 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. 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.

Summary of Assessment Results: Provide a detailed summary of the information obtained from the assessment methods and strategies administered by this individual evaluator. 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 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. 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.

ETR Evaluation Team Report		Thomas Jefferson Local Schools
CHILD'S NAME:	ID NUMBER:	DATE OF BIRTH:
1 INDIVIDUAL EVALUATOR'S ASSESSMENT Section to be completed by each individual evaluator		
EVALUATOR NAME: _____		
POSITION: _____		
AREAS OF ASSESSMENT: _____		
Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.		
EVALUATION METHODS AND STRATEGIES		
Indicate the types of assessment strategies used to gather information about the child's performance		
<input type="checkbox"/> OBSERVATIONS	<input type="checkbox"/> SCIENTIFIC, RESEARCH-BASED INTERVENTIONS	<input type="checkbox"/> NORM-REFERENCED ASSESSMENTS
<input type="checkbox"/> INTERVIEWS	<input type="checkbox"/> CURRICULUM BASED ASSESSMENTS	<input type="checkbox"/> CLASSROOM BASED ASSESSMENTS
<input type="checkbox"/> REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)	<input type="checkbox"/> EVALUATION METHODS AND STRATEGIES	<input type="checkbox"/> OTHER (specify) _____
ASSESSMENT INFORMATION		
Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data		
SUMMARY OF ASSESSMENT RESULTS: _____		
DESCRIPTION OF EDUCATIONAL NEED: _____		
IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING: _____		
Evaluator's Signature: _____		Date: _____
		<input type="button" value="Add Part 1"/> <input type="checkbox"/> Part 1 Complete
<small>FORM ETR FORM REVISED BY ODE FEBRUARY 19, 2009</small>		
<small>PAGE 1 OF 1</small>		

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 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. 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 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 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 signature of the evaluator is entered in this space.

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

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

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 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 also 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).

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 team also should 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. 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.

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

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 the 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 accom-

modations 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 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

ETR Evaluation Team Report		Thomas Jefferson Local Schools	
CHILD'S NAME:	ID NUMBER:	DATE OF BIRTH:	
3 DOCUMENTATION FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY			
REQUIRED NOTIFICATION			
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:			
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
Strategies for increasing the child's rate of learning		<input type="checkbox"/> YES	<input type="checkbox"/> NO
The parents right to request an evaluation		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Section A must be completed Either Section B or Section C must be completed			
A. IDENTIFIED AREAS			
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.			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematics Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Basic Reading Skill	<input type="checkbox"/> Mathematics Problem Solving
B. RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION			
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.			
C. PATTERNS OF STRENGTHS AND WEAKNESSES			
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.			
D. EXCLUSIONARY FACTORS			
The evaluation team has determined that its findings are NOT primarily the result of:			
<input type="checkbox"/> A Visual, Hearing, or Motor Disability	<input type="checkbox"/> Limited English Proficiency		
<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> Environmental or Economic Disadvantage		
<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Cultural Factors		
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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 in the boxes below ONLY if the evaluation team determines that any of the factors listed are the primary reason for the child’s academic deficiencies. If any of these reasons are determined to be the primary reason and a box is checked, the child cannot be determined to be a child with a specific learning disability (SLD) under IDEA. The child should receive the necessary supports and services to meet his or her educational needs within the regular education environment, unless the team determines that the child meets the criteria for another disability condition. The district should address any of the needs associated with the identified exclusionary factor, as appropriate, such as providing supports and resources to address the child’s behavior and/or emotional problems, connecting the family to community resources to address environmental and economic problems and ensuring that English Language Learners are provided with appropriate instruction and intervention that address their language needs.

E. Documentation Underachievement not due to Lack of Ap-

ETR Evaluation Team Report	Thomas Jefferson Local Schools
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DATE OF BIRTH	
<p>E. DOCUMENTATION- UNDERACHIEVEMENT NOT DUE TO A LACK OF APPROPRIATE INSTRUCTION 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. Summarize the data used by the team to document this requirement:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <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. Summarize the data-based documentation used by the team to document this requirement:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>F. OBSERVATION 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> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>G. MEDICAL FINDINGS Describe the educationally relevant medical findings, if any:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<input type="checkbox"/> Part 3 Complete	
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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 ad-

dress 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 preschool-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. 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

ETR Evaluation Team Report		Thomas Jefferson Local Schools	
CHILD'S NAME:	ID NUMBER:	DATE OF BIRTH:	
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 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: _____			
BASIS FOR ELIGIBILITY DETERMINATION: (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.			
<input type="text"/>			<input type="checkbox"/> Part 4 Complete
<small>FILES FOR ONLINE REVIEW BY CASE EVALUATORS 1/14, 2009</small>			

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.

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 1st? 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.

5 Signatures

DATES

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 they suspect a disability 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, sections 6.5* for additional information on procedures for conducting a reevaluation.

Evaluation Team: Each member of the evaluation or IEP team will complete each component of the grid found in this section. Each team member, including the parents, prints his or her name and title and signs next to his or her name and title. Every team member will provide the date he or she signed this report. This date may or may not be the date of the evaluation team or IEP team meeting as not all team members may attend the meeting. Each team member should place a check mark in the appropriate box under the column labeled “Status,” showing whether they agree or disagree with the conclusions of the report.

The team must, in *4 Eligibility*, make a determination as to whether the child is a child with a disability and requires special education and related services. Eligibility is determined by the consensus of the team. The “Status” column in this section should not be used as a voting mechanism to answer *4 Eligibility*. This column is used to document those members who may be in disagreement with the conclusions reached by the team when *4 Eligibility* was completed.

Statement of Disagreement: If a team member checks the “Disagree” box in the grid described above, the team member must attach a written statement to the evaluation team report explaining the reason(s) for disagreeing with

ETR Evaluation Team Report		Thomas Jefferson Local Schools		
CHILD'S NAME:		ID NUMBER:	DATE OF BIRTH:	
5 SIGNATURES		DATES DATE OF MEETING: _____ DATE OF LAST ETR: _____ REFERRAL DATE: _____		
EVALUATION TEAM The names, titles and signatures below identify the members of the evaluation team and indicate whether or not each team member is in agreement with the conclusions of the report.				
NAME	TITLE	SIGNATURE	DATE	STATUS
	Parent			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
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				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

STATEMENT OF DISAGREEMENT
 If a team member is not in agreement with the team's determination, the team member shall attach to this report a written statement explaining his or her reason for disagreeing with the team's determination.

Part 5 Complete

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the team's decision. These written statements become a part of the report and cannot be removed from the report. When the report is released to any party, the statements of disagreement are released with the report.

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.

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 for a child who has never been identified as a child with a disability under the Individuals with Disabilities Education Act of 2004 (IDEA);
- 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.

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

ETR Evaluation Team Report		Thomas Jefferson Local Schools	
EVALUATION PLANNING FORM School Age Disability Determination			
CHILD'S NAME: _____	DATE OF PLAN: _____		<input type="checkbox"/> INITIAL EVALUATION
ID NUMBER: _____			<input type="checkbox"/> REEVALUATION
DATE OF BIRTH: _____			
TEAM CHAIRPERSON: _____			
SUSPECTED DISABILITY: _____			
TEAM MEMBERS _____			
ASSESSMENT AREAS RELATED TO SUSPECTED DISABILITIES	DATA AVAILABLE?	FURTHER TESTING NEEDED?	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)			
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"/>	
<small>1 Sufficient data to determine eligibility 2 Additional data required to determine eligibility. Check if further testing is needed. <input type="checkbox"/> The Team has taken into consideration limited English proficiency to plan this assessment. <input type="checkbox"/> The Team has taken into consideration possible sources of racial or cultural bias in planning this assessment.</small>			
SIGNATURES			
School District Representative (Name/Date) _____		Parents (Name/Date) _____	
Regular Education Teacher (Name/Date) _____		Intervention Specialist (Name/Date) _____	
<small>FORM ETR-0010M REVISED BY OGC-FEBRUARY 16, 2020</small>			

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.

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.

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.

Further Testing Needed: 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 existing information is over a year old or is not determined to be accurate, further testing would be indicated.

Person Responsible for Assessment and Report: Enter the first and last name and position of the person who will be gathering the information that is already available or who will be conducting the testing to provide new information. 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*.

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: In the appropriate space, all required team members sign and date the form. The date is the date that each team member actually signs the form. The dates may be different for different team members, depending on whether or not the team convened a meeting to complete the form or whether information was gathered from each member and the form was sent to the members to sign. 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 provided input into the planning process.

ETR Evaluation Team Report
Thomas Jefferson Local Schools

EVALUATION PLANNING FORM
Preschool Disability Determination

CHILD'S NAME: _____ DATE OF PLAN: _____

ID NUMBER: _____

DATE OF BIRTH: _____ INITIAL EVALUATION

TEAM CHAIRPERSON: _____ REEVALUATION

SUSPECTED DISABILITY: _____

TEAM MEMBERS: _____

NOTE:

¹ Information must be collected for all the areas in the left-hand-hand column using one of the five methods listed across the top. The * areas must use one of the four assessment methods.

² In the appropriate box, document each assessment which has already occurred. Indicate the title of the person who conducted the assessment and the date.

³ In the appropriate box, write the title of the person who will conduct the evaluation(s) needed for the MFE.

AREAS OF SUSPECTED DEFICIT	INFORMATION COMPLETE	EXISTING DATA REVIEW	STRUCTURED AS REVIEW	STRUCTURED OBSERVATIONS ²	STANDARDIZED NON-REFERENCED TESTS	CRITERION-REFERENCED/ CURRICULUM-BASED
BACKGROUND (PR-04)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
ADAPTIVE BEHAVIOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
COGNITIVE ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
*COMMUNICATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
*HEARING ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
*VISION ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
PRE ACADEMIC SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
*GROSS/FINE MOTOR SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
*SOCIAL/EMOTIONAL BEHAVIORAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
MEDICAL/HEALTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Preschool Child with a Disability: A child who 1) is at least three years of age and not yet six; 2) has a disability, demonstrated by a documented deficit in one or more areas⁴ of development, which has an adverse effect upon normal development and functioning.

*Areas of deficit include 1) communication skills including form, content, and use of language, but not solely in speech articulation or phonology; 2) hearing abilities; 3) motor abilities; 4) social/emotional/behavioral functioning; or 5) vision abilities, or a combination of deficits which must include cognitive and/or adaptive behavior combined with one or more deficits in areas 1-5 above.

The team has taken into consideration possible sources of racial/cultural bias in planning the assessments.

SIGNATURES

School District Representative (Name/Date) _____ Parent (Name/Date) _____

Regular Education Teacher (Name/Date) _____ Intervention Specialist (Name/Date) _____

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