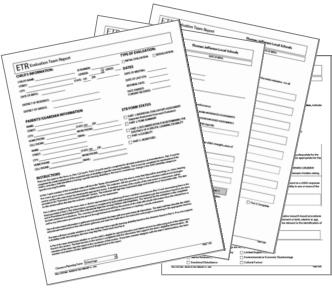
Annotations for the New

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.





Contents

1
5
6
xistence
13
15

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.

Revised: February 2009

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.

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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.

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 reevaluation. 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.

	on Team Report	
CHILD'S INFORMATI	ON:	TYPE OF EVALUATION:
CHILD'S NAME:	ID NUMBER:	☐ INITIAL EVALUATION ☐ REEVALUATION
STREET:	GENDER:	DATES
CITY:	STATE: OH ZIP:	DATE OF MEETING:
DATE OF BIRTH:		DATE OF LAST ETR:
DISTRICT OF RESIDENCE		REFERRAL DATE:
_		DATE PARENTS
DISTRICT OF SERVICE:		CONSENT RECEIVED:
PARENTS/GUARDIAI	NINFORMATION	
NAME		ETR FORM STATUS
STREET:		☐ PART 1: INDIVIDUAL EVALUATOR'S ASSESSMENT
CITY:	STATE: OH ZIP:	(Separate Assessment from each Evaluator)
	EMAIL:	PART 2: TEAM SUMMARY
NAME		PART 3: DOCUMENTATION FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY
STREET:		PART 4: ELIGIBILITY
CTY:	STATE: OH ZIP:	PART 5. SIGNATURES
HOME PHONE:	WORK PHONE:	
CELL PHONE	EMAIL:	
INSTRUCTIONS		
There are four parts to this form, completed for initial evaluations child is currently a child identifie Specific Learning Disability. In Part 1 each member of the eve fine motor, gross motor, emotion used to conduct the assessment provided in the "Summary of Ass	if the suspected area of disability is Spacific Learning d as having a specific learning disability or the team dustion tearn will list in the "Aneas of Assessment" is half-bahavioral or intellectual ability. The availuator will by checking the appropriate boxes. A detailed summore sessment Result's section. The availuator will say	not for all initial evolutions and seven handors. Pert III must be [Stathblity, Pert 3 must be completed for executations of the is considering or change in the drief of disability stategory to conclusion or mans destribuy and be assembly; i.e., since, harming, and the properties in Pert III we shaultion models and stategory may of the nearly of the disability and stategory may not the nearly of the disability and the stategory in executance page and induction for her packed in State Parket
There are four parts to this form completed for initial evaluations child is currently a child identifial Specific Learning Disability. In Part 1 each member of the eve final motor, gross motor, emotion used to conduct the assessment provided in the "Summary of Asses to the support of the provided in the "Summary of Asses Part II will be completed by the table to book provided in Part 2. The aim and in Procedue are discussed and in Procedue are discussed and in Procedue are discussed well as any information provided well as any information provided well as any information provided.	If this supposted area of disability is Spacific Lamin at a hering a qualified saming disability or the taxon shall be a hering a qualified with the same and the	[Clashible, Park 3 mare be compleased for neverlatations if the concluding a change in the child's dealblifty changes to considering a change in the child's calculate properties as the area or sease that they will be assessing, i.e., vision, hearing, and a child of the child of the child of the child of the child of part of the market of the case assessment on the provision files. The data are assessment page are introduced by the provision files. The data are assessment page are introduced by the provision files. The data are assessment page are introduced by the provision files. The data are assessment page are introduced by the provision of the file and the child of the child of the child of the child of the child of the completed can of the child will included a information from the valued form as seen or meetings, could be evaluation.
There are four parts to this form completed for initial evaluations child is currently a child identified posticit ceaning liberality. In Part 1 each member of the ever first motor, groom motor, emotion consultation of the summarized consultation of the summarized consultation of the summarized consultation of the summarized on this section will be the date of Part II will be completed by the Part II will be completed by the name of the part of the part of the summarized on this section will be the date of Part II will be completed by the Part II will be completed by the part of the part of the part of the part of the part of the part of the part of part	If the supercised one of clipidality is Spacific Learnin as Inhangia spacific Learnin and an Inhangia spacific Learnin and Inhangia spacific or the team substantion team will list in the "Assau of Assaurant" to by checking this appropriate boson. A detailed some some statement flushed "section. The avoidance will sign the section of t	[Clashilly, Part 3 must be completed for newellations if the correlating a change in the dist'd stability company to too the area or suan that they will be assessing, i.e., vision, hearing, and a loop provide in Part I, the animation method and entering is an interest or provided in Part I, the animation method and entering is an interesting and interesting and interesting in the part of the pa
These are four parts to this form completed for initial evaluations child is currently a child identified specific Learning (Jackilly V.). In Part 1 such member of these provided in the "Jackin member of these provided in the "Jackin member of these provided in the "Jackin member of the provided in the "Jackin member of the provided in the "Jackin member of the part of the pa	If the supported sees of classifility is Spoint. Learning of an Interning spoint, and a landing a spoil. It is sufficiently not be used to a landing a spoil. It is sufficiently not be used to the abbation of residencial fielding. The analysis or sufficiently spoint of residencial fielding is the analysis of the spoint of t	[Clashilly, Part 3 must be compleased for newellustrons of the correlating a change in the dult of satisfies processory to the name or assess that they will be assessing, i.e., vision, hearing, many of the vasion of the assessment or assessment will be any of the vasion of the assessment or assessment will be at assessment page and inducts her or har position for the data seasons are page and induction to the position for the data seasons may page and induction to the position of the the season manufacture of the data of the season of the season of the data season or manufacture, contribute or wheat of the season or manufacture, contribute or wheat of the season or manufacture, contribute or wheat of the season
These are flow parts to this flow complaint for initial evaluations child in summity a child stellar complaint for initial evaluations child in summity a child stellar flow properties charming beginner for the control of the contro	It has supposed area of challenging Spoint Learning and an abundance of an abundance partial medical per has been included to be an abundance partial medical per has been included to be a minimal time in the "Amou of Learning and Challenging Spoint Spoint and Challenging Spoint and Challenging Spoint and Challenging Spoint and Challenging Spoint Spoint and Challenging Spoint Spoint and Challenging Spoint Spoint American Spoint Spoint American Spoint Spoint American Spoint Spoint American Spoint Spoint Spoint American Spoint Spoint Spoint American Spoint Spoint American Spoint Spoint American Spoint Spoin	Clashilly, Past 3 may be completed for nevel sections of the concluding a change in the shift of shellship receiptory to the mass or sums that they will be assessing, i.e., vision, hearing, all also provide, i.e., in Part, the evolution consolidated attainging the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the law transmission of the section of the

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 if the ETR Form)

1 Individual Evaluator's Assessment

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

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

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

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

Evaluation Methods and Strategies: Check the box or boxes

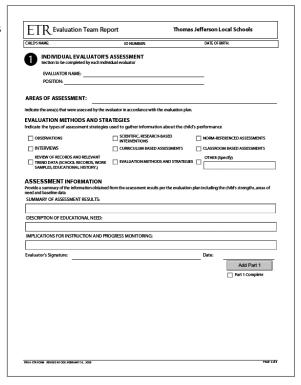
next to the type of assessment or assessments that will be completed by the individual evaluator who will be signing this part of the form. If more than one type of assessment will be completed, check all assessment methods that will be conducted by this individual evaluator.

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

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



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 Evaluati	on Team Report	Thomas Jefferson Local Schools
CHLD'S NAME:	ID NUMBER	DATE OF BIRTH:
INTERVENTIONS SUMMA	Individual Evaluator's Assessment from	al for an evaluation or done as part of the initial evaluation. For all
REASON(S) FOR EVALUA	ATION:	
SUMMARY OF INFORMA	ATION PROVIDED BY PARENTS OF	THE CHILD:
SUMMARY OF OBSERVA	ATIONS: (Only required for SLD)	
MEDICAL INFORMATIO	N:	
SUMMARY OF ASSESSM	MENT RESULTS:	
DESCRIPTION OF EDUC	ATIONAL NEEDS:	
IMPLICATIONS FOR INS	TRUCTION AND PROGRESS MONIT	ORING:
		Part 2 Complete
NO 6-ETRICON PEMSED BY COOK: FEBRU	MRY16, 3009	PAGE 3 of G

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.

Revised: February 2009

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

	n Team Report	Thomas Jefferson Local Schools
HLD'S NAME:	ID NUMBER	DATE OF BIRTH:
TEAM SUMMAR Combine all Part 1's in	RY ndividual Evaluator's Assessment from all evaluator	rs Into team summary
		luation or done as part of the initial evaluation. For all
EASON(S) FOR EVALUAT	TION:	
UMMARY OF INFORMAT	TION PROVIDED BY PARENTS OF THE CHILD	:
UMMARY OF OBSERVAT	TONS: (Only required for SLD)	
MEDICAL INFORMATION:	1	
UMMARY OF ASSESSME	NT RESULTS:	
ESCRIPTION OF EDUCAT	TIONAL NEEDS:	
	RUCTION AND PROGRESS MONITORING:	
MPLICATIONS FOR INSTE		
MPLICATIONS FOR INSTI		Part 2 Complete
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this summary should tie directly to the implications for instruction and progress monitoring below and should provide direction for the development of the child's IEP, if the child is determined to be eligible for special education services or is determined to continue to be eligible for services.

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

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

For preschool: The special education classroom is to implement a research-based early childhood curriculum, and this section of the ETR describes any implications for accommodations/modifications that are needed for the child to access 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*, *Got It*, *Got 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

ETR Evaluation	Team Report	Thomas Jeffer	son Loca	Schools
CHLD'S NAME:	ID NUMB	ER DA	TE OF BIRTH:	
	N FOR DETERMINING T	HE EXISTENCE OF		
		child's response to scientific, rese evaluation:	arch based	I intervention, indicate
would be collected ar		re of student performance data that ould be provided. (See Procedures og Children with Disabilities)	t □MES	□NO
Strategies for increasi	ng the child's rate of learning		□YES	□NO
The parents right to r	equest an evaluation		□YES	□NO
Section A must be completed Either Section B or Section C r				1
dentify one or more of the fo child's age or state-approved child's age or state-approved	grade-level standards when p	rovided with learning experiences		
child's age or state-approved child's age or state-approved	grade-level standards when p	rovided with learning experiences	md instruct	
child's age or state-approved thild's age or state-approved	grade-Tevel standards when p grade level standards. Reading Fluency Skills Reading Comprehension FIFIC, RESEARCH-BASEI Id be summarized in this secti	rovided with learning experiences	Math	ematics Calculation ematics Problem solving
thild's age or state-approved thild's age or state-approved Oral Expression Ustening Comprehension B. RESPONSE TO SCIEN Assessment information shou	grade-Tevel standards when p grade level standards. Reading Fluency Skills Reading Comprehension FIFIC, RESEARCH-BASEI Id be summarized in this secti	Written Expression Basic Reading Skill DINTERVENTION ion if the evaluation team used a pr	Math	ematics Calculation ematics Problem solving
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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

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 <u>or</u> 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 de-

cision 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-

Revised: February 2009

propriate 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.

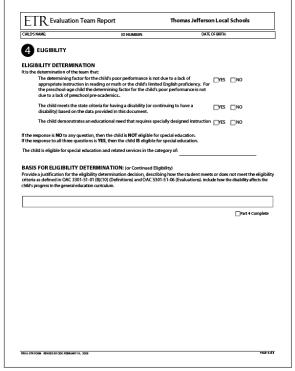
Screenings indicate only further assessment is needed and are not appropriate for this section; any follow-up based on a screening would be appropriate information for this section.

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 preacademics. 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 <u>primary</u> 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 <u>primary</u> reason the child is not progressing adequately in the general education curriculum, check the "Yes" box. If any of these factors is the <u>primary</u> reason the child is not progressing adequately in the general education curriculum, check the "No" box. In this case, the child will NOT be eligible for special education

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

The child demonstrates an educational need that requires specially designed instruction. Yes No: In addition to meeting the eligibility criteria for the disability condition, the team must determine that the presence of the disability has an adverse impact the child's educational performance, and specially designed instruction is necessary for

the child to make progress in the general education curriculum. Check the "Yes" box if the child needs specially designed instruction to make progress in the general education curriculum. Check the "No" box if the child does not need specially designed instruction to make progress in the general education curriculum.

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?
- 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?
 - χ. 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.

IILD'S NAME:	ID N	UMBER:	DATE OF BIRTH:	
SIGNATURES		DATE	ES	
SIGNATURES		DATEG	OF MEETING:	
		DATE	OF LAST ETR:	
			RAL DATE:	
ALUATION TEAM				
	atures below identify the me with the conclusions of the re	mbers of the evaluation team and port.	l indicate whether or no	t each team
NAME	TITLE	SIGNATURE	DATE	STATUS
	Parent			Agree
	raienc			Disagree
				Agree
				Disagree
				Agree
				Disagree
				Agree
				Disagree
				Agree
				Disagree
				Agree
				☐ Disagree ☐ Agree
				_
				☐ Disagree ☐ Agree
				Disagree
				Agree
				Disagree
	-			Agree
				Disagree
	+			Agree
				Disagree
		singles the term mamber shall attack	h to this report a written s	1
laining his or her reason	or disagreeing with the team's o	letermination.	ar no una report a writteri s	tatement.
			_	
			L	Part 5 Complet
TATEMENT OF DISA team member is not in a plaining his or her reason i	reement with the team's detern	nination, the team member shall attac letermination.		

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

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 PLANS
ID NUMBER:			DATE OF PLANS
			☐ INITIAL EVALUATION
DATE OF BIRTH:			REEVALUATION
TEAM CHAIRPERSON:			_
SUSPECTED DISABILITY:			
TEAM MEMBERS			
ASSESSMENT AREAS RELATED TO SUSPECTED	DATA	FURTHER	PERSON RESPONSIBLE FOR ASSESSMENT AND
DISABILITY(IES)	AVAILABLE ¹	TESTING NEEDED ²	REPORT
references and of his format			
Information Provided by Parent General Intelligence		무	
Academic Skills		-	
Classroom Based Evaluations and			
Progress in the General Curriculum	v		
Data from Interventions			
Communicative Status			
Vision			
Hearing	¥		
Social Emotional Status	¥		
Physical Exam/General Health	•		
Gross Motor			
Fine Motor Vocational/Transition	·		
Packground History	·		
Observations	v		
Doservations Behavior Assessment	×	-	
Adapted Behavior		-	
Other: (circle)	-		
Braille needs as determined by eye care specialist Audiological needs as determined by certified/ licensed audiologist	v		
Assistive Technology needs			
Other:	v		
Sufficient data to determine eligibility: Additional data required to determine eligibility. Ch The Team has taken into consideration limited English ; The Team has taken into consideration possible sources SIGNATURES	proficiency to plan	n this assessmen	t.
School District Representative (Nama/ Date)		Parent	IS (Nama/ Deta)
Regular Education Teacher (Name/Date)		Interv	ention Specialist (Name/ Date)

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

ETR Evaluatio	n Iea	m Ke	oort		Thomas Jefferson Local Schools			
EVALUATION PLANN		RM						
reschool Disability Detern CHILD'S NAME:	mation				DATE OF P	I AN:		
ID NUMBER:								
DATE OF BIRTH:					_	INITIAL EVALUATION		
TEAM CHAIRPERSON:						REEVALUATION		
SUSPECTED DISABILITY:								
TEAM MEMBERS								
NOTE: Information must be collecte must use one of the four asses In the appropriate box, docu assessment and the date. In the appropriate box write	sment m iment ea	ethods. ch asses	sment wi	hich has already occurred . In	dicate the title of the person v			
AREA(S) OF SUSPECTED DEFICIT	INFORMATION	EXISTING DATA REVIEW	STRUCTURED	STRUCTURED OBSERVATIONS ²	STANDARDIZED NOR- REFERENCED TESTS	CRITERION- REFERENCED/ CURRICULUM-BASED		
BACKGROUND (PR-04)								
ADAPTIVE BEHAVIOR								
COGNITIVE ABILITY								
*COMMUNICATION								
*HEARING ABILITY								
*VISION ABILITY								
PRE ACADEMIC SKILLS								
*GROSS/FINE MOTOR								
SKILLS *SOCIAL/EMOTIONAL		-	_					
BEHAVIORAL								
MEDICAL/HEALTH								
Preschool Child with a Disability is more areas** of development, wh **Areas of deficit include 1) commobilities, 3) motor abilities, 4) social adaptive behavior combined with The team has taken into or SIGNATURES	ich has an unication l/emotion one or m	adverse i skills incl al/behav ore defici	offect upon uding form oral funct s in areas	n normal development and func n, content, and use of language, ioning; or S) vision abilities, <u>or</u> a 1-5 above.	tioning. but not solely in speech articulat combination of deficits which mu	ion or phonology; 2) hearing		
School District Represental	live (Nam	e/Date)		Parent #	larno/ Deta)			
Regular Education Teacher				Interior	tion Specialist (Name/ Date)			

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.

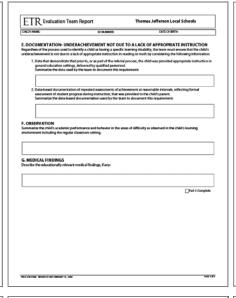
The Evaluation Team Report Form

	n Team Report 11	nomas Jefferson Local Schools
CHILD'S INFORMATION	on:	TYPE OF EVALUATION:
CHLDS NAME	ID NUMBER	☐ INITIAL EVALUATION ☐ REENALUATION
STREETS	CONCER	DATES
OTY:	STATE OH ZIP	DATE OF MEETING
DATE OF BRETHS		
		DATE OF LAST ETR
DISTRICT OF RESIDENCE		REFORML DATE:
DISTRICT OF SERVICE		GATE PARENTS CONSIDIT RECEMED.
PARENTS/GUARDIA	UNFORMATION	
NAME		
STREET:		ETR FORM STATUS
	STATE OH ZP:	PART 1: NOWOUAL EVALUATORS ASSESSMENT
HOME PHONE		Geparate Assessment from each Evaluator) PART 2: TEAM SUMMARY
GET SHORE	DANL	☐ PART 3: DOCUMENTATION FOR DETERMINING THE
NAME		EXISTENCE OF A SPECIFIC LEARNING DISABILITY
STREET:		PART 4 ELIGBLITY
		PART 5. SIGNATURES
CELL PHONE	WORKPHONE	
completed for initial evaluations:	ia, Pert 1,33 and 4. Perts 1,3 and 4 must be completed for all int P the output ted one of disability is Specific Learning Disability. P	art 3 must be completed for repreferiors if the
These services price to this term, complained for initial evoluntions, child is convening a Child insertion, child is convening a Child insertion, child is convening a Child insertion, promotion of the same context, green context, emotion used to confuse this insurance of the context, green context, emotion used to confuse this insurance of the confuse of the same confuse of the	If the comparation about of similar is a feed to Learning Calability and containing a seal in Learning Calability and the similar containing and causing a seal in Learning desired price of the similar containing and desired containing and causing the similar containing and the containing and calability and calability and calability and the containing and calability and calability and calability and the containing and calability and calability and calability and and calability	we'll have the complained for neuroleutions' file is changing the field his filedity resigney to trans the risk and the security is a chief, having the first the section method and emerging which of the security and the filedity of the section of the security of the section of the section of the security of the section of the section of the section of the section of the transcription of the section for the section of the transcription of the section for the section of the The security for the section for the section of the The section of the section is to desire the section of the section of the section of the The section of the section of the section of the transcription of the section of the section of the section of the section of the section of section o
These extra parts in this loss, or copy and it is not loss, or copy and it is not loss, or child in converge of the intelligible or child in converge of the description of the copy of point is some of point in the copy of point in the copy of the	The supported view and distribution is specific unaverage Cauditips. In the contrast, causing a specific in section and a material as good in the contrast of	Let I mark to morbidate for morbidate for the complete for the company to the child morbidate for the company to the child morbidate (a.e., which makes the child morbidate (a.e., which is the welface for child morbidate for the company and morbidate for the product of the first form of the child morbidate for the product of the first form of the child morbidate for the product of the first form of the child morbidate for the product of the first form of the child morbidate for the

CHED'S NAME:	DMINNE	DATE OF BRIDE
INDIVIDUAL EVALUATOR'S Section to be completed by each indi-	ASSESSMENT	Date of Book
EVALUATOR NAME: POSITION:		
AREAS OF ASSESSMENT:		
Indicate the area(s) that were assessed by the e	valuator in accordance with the evaluation	n plan.
EVALUATION METHODS AND STR Indicate the types of assessment strategies		e child's performance
OBSERNATIONS	SCIENTIFIC, RESEARCH MASED INTERVENTIONS	☐ NORM-REFERENCED ASSESSMENTS
☐ INTERMEMS	CURRICULUM BASED ASSESSMEN	CLASSROOM BASED ASSESSMENTS
DEVEW OF RECORDS AND RELEVANT TREND DATA SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY.)	ENALUATION METHODS AND STR	reces OTHER SOLON
Provide a summary of the information obtained	from the assessment results per the eva	uation plan including the child's strengths, areas
Provide a summary of the information obtained need and boseline data	f from the assessment results per the eval	uation plan including the child's strength Lareau
Provide a summary of the information obtained need and baseline data SUMMARY OF ASSESSMENT RESULTS:		uation plan including the child's strengths, areas
Fronds a summary of the information obtained model and benefits of the SUMMARY OF ASSESSMENT RESULTS DESCRIPTION OF EDUCATIONAL NEED- MALICATIONS FOR INSTRUCTION AND PR		
need and boseline data SUMMARY OF ASSESSMENT RESULTS: DESCRIPTION OF EDUCATIONAL NEED.		Latter plan including the child's strengths, were o
Provide a summary of the information obtained model and booled data SLAMMARY OF ASSESSMENT RESULTS DESCRIPTION OF EDUCATIONAL NEED MALICATIONS FOR INSTRUCTION AND PR		Date: Add Part 1
Fronds a summary of the information obtained model and benefits of the SUMMARY OF ASSESSMENT RESULTS DESCRIPTION OF EDUCATIONAL NEED- MALICATIONS FOR INSTRUCTION AND PR		Date: Add Part 1
Provide a summary of the information obtained model and booled data SLAMMARY OF ASSESSMENT RESULTS DESCRIPTION OF EDUCATIONAL NEED MALICATIONS FOR INSTRUCTION AND PR		Date: Add Part 1

ETR Evaluation	n Team Report	Thomas Jefferson Local Schools
DIEDS NAME:	ID MUMBER	DATE OF BRITIS
NTERVENTIONS SUMMAR	dendual trahators Assessment from all evalu	eators into team summany evaluation or done as part of the initial evaluation. For all
	ry of interventions routinely provided to this o	
REASON(S) FOR EVALUAT	IOM:	
	ION PROVIDED BY PARENTS OF THE CH	•••
DOMESTIC OF THE COMMAN	EM PROVIDED BY PAGENTS OF THE CH	
SUMMARY OF ORSERVAT	ONS: (Only required for SLD.)	
MEDICAL INFORMATION:		
SUMMARY OF ASSESSME	NT PESULTS:	
DESCRIPTION OF EDUCAT	TONAL MEEDS:	
IMPLICATIONS FOR INSTR	LICTION AND PROGRESS MONITORING	1
		☐ Part 2 Complete

EIKE	aluation 1	Team Report		Thomas Jeffers	on Loca	l Schools		
OHLDS NAME:	E DMARKER			DATE OF BRITIS				
O DOCUM	ENTATION	FOR DETERMININ	G THE EXISTEN	CE OF				
REQUIRED NO	TIFICATIO	N						
If the child has pa if the parents wer	rtidipated in a e notified abo	process that assesses out the following prior to	the child's respect the evaluations	nse to scientific, resea	rch base	d Intervention, indic		
would be	collected and	arding the amount and I the general services th	at would be provid	Sed. (See Procedures	□MES	□NO		
		Educational Agencies o g the child's rate of lean		th Disabilities)	□nes	□N0		
The parer	vts right to re-	quest an evaluation			□YES	□NO		
Section A must be Either Section B o		ust be completed						
□ Oral Express	ion	rade level standards. ill iteading libercy (ld Reading Comprehen		tten Expression ix Reading Skill		ematics Calculation ematics Problem soluto		
Assessment information to scientific, research	mation should inch based int	IFIC, RESEARCH-BA I be summarized in this enventions to determine	section if the evalu	uation team used a pro				
areas identified in	Section A				_			
Assessment inform to determine if the state-approved gr	mation should e child exhibit rade-level star	THS AND WEAKNE to summarized in this ted a pattern of strength ndards or intellectual de one or more of the areas	section, if the evalues and weaknesses welopment that the	in performance, achier e team determined to I	vement o	both, relative to age		
Assessment inform to determine if the state-approved gr	mation should e child exhibit rade-level star	l be summarbed in this ted a pattern of strength relards or intellectual de	section, if the evalues and weaknesses welopment that the	in performance, achier e team determined to I	vement o	both, relative to age		
Assessment inform to determine if the state-approved gr a specific learning D. EXCLUSION	mation should e child exhibit ade-level star disability in c	be summarized in this ted a partiem of strength indards or intellectual de one or more of the areas	section, if the evaluation and weaknesses welcoment that the identified in Section	in performance, achie e team determined to l on A.	vement o	both, relative to age		
Assessment inform to determine if the state-approved graspecific learning D. EXCLUSION The evaluation to	nation should e child exhibit ade-level star disability in o ARRY FACT om has deter	be summarized in this ted a pattern of strength ndards or intellectual de one or more of the areas ORS	section, if the evaluations and weaknesses welopment that the identified in Section ee NOT primarily to	in performance, achie e team determined to l on A.	vement o	both, relative to age		
Assessment informore if the state-approved grass aspecific learning D. EXCLUSION The evaluation to	nation should e child exhibit ade-level star disability in o ARRY FACT om has deter	I be summarized in this sed a pattern of strength start for in inflate that id one or more of the areas ORS mined that its findings a ng, or Motor Disability	section, if the evaluations and weaknesses welcopment that the identified in Section ee NOT primarily to Limited Er	in performance, achie e team determined to l on A.	vement o be releva	both, relative to age		



ETR Evaluation	ream report	Thomas Jefferson Lo	
OILDS NAME:	ID NUMBER	DATE OF BRIT	ik.
4 EUGIBILITY			
appropriate instructi the preschool age of		nglish proficiency. For	s □no
	state criteria for having a disability (or continu he data provided in this document.	aing to have a	s □NO
The child demonstra	tes an educational need that requires special	ly designed instructionYE	s □no
	uestion, then the child is NOT eligible for spe extions is YES, then the child El eligible for sp		
The child is eligible for specia	deducation and related services in the categ	ory of:	
Provide a justification for the criteria as defined in OAC 330	DETERMINATION: (or Continued Bigibil Bigibility determination decision, describing 1-51-01 (\$(18) (Definitions) and OAC 3301-5 location curriculum.	how the student meets or do	ses not meet the digibility the disability affects the
Provide a justification for the	eligibility determination decision, describing 1-51-01 (8)(10) (Definitions) and OAC 3301-5	how the student meets or do	v the deability affects the
Provide a justification for the criteria as defined in OAC 330	eligibility determination decision, describing 1-51-01 (8)(10) (Definitions) and OAC 3301-5	how the student meets or do	ose not meet the eligibility of the deability affects the
Provide a justification for the criteria as defined in OAC 330	eligibility determination decision, describing 1-51-01 (8)(10) (Definitions) and OAC 3301-5	how the student meets or do	v the deability affects the
Provide a justification for the criteria as defined in OAC 330	eligibility determination decision, describing 1-51-01 (8)(10) (Definitions) and OAC 3301-5	how the student meets or do	v the deability affects the



VALUATION PLANNI						
reschool Disablety Determ HLD'S NAME:	WATER				DATE OF F	
HUMBER						
MATERIA BARTHE						BREEN'S ENVIRANCES
EAM CHAIRFERSON						REEVALUATION
AUSPECTED DISABILITY:						
TAM MEMBERS						
ust use one of the four assets in the appropriate box, docu sessment and the date.	ument ex	ethods. ch asses	smeet wi		one of the five methods listed dicate the title of the person	
APEA/S) OF SUSPECTED DEFICIT	NFORMATION	ENSTING DATA RENEW	STRICTURED	STRUCTURED CRISERIATIONS ²	STANDARDEED NOR- REPERENCED TESTS	CRITERION- REFERENCED/ CURRICULUM-BASED
BACKGROUND (PS-64)						
ADAPTIVE BEHAVIOR						
COGNITIVE ABILITY						
*COMMUNICATION						
*HEARING ABILITY						
*VISION ABILITY						
PRE ACADEMIC SKILLS						
*GROSS/FINE MOTOR SKILLS						
"SOCIAL/EMOTIONAL BEHAVIORAL						
MEDICAL/HEALTH						
ors aran ^{as} of development, whi Arass of districtivities () comm littius, [] motor shiftics, () social laptive balankor combined with	unication Unication Unnotion One or m	alfrance alfrance on daffet tion poor	effect upon loding form loral functi to in areas	n command demologoramit and function, commant, and use of language, in family as of language, in the demological function abilities, grant to demological functions, command to the language of nactal/cultural base in p	but not solely in speach articular surdination of deficits which me fanning the assessments.	ion or phonology 21 hasning
School Detrict Degressment	Not Ober			Parent (N		

ETR Evaluation Team Report			
EVALUATION PLANNING FORM			
School Age Disability Determination			
OILDSNAME			DATE OF PLANS
O HUMBER:			☐ INTIAL EVALUATION
DATE OF BATTH:			
TEAM CHAIRPERSON:			RECVALUATION
SARRECTED ORSANILITY			
TEAM MEMBERS			
TOWN MEMBERS			
ASSESSMENT AREAS RELATED TO SUSPECTED	DATA	FURTHER TESTING	PERSON RESPONSELE FOR ASSESSMENT AND
DISABILITY(ES)	AVAILABLE!	NEEDED2	REPORT
reformation Provided by Parent			
Seneral Intelligence			
Academic Sidils	-	- 6	
Tassinom tased traillations and			
Progress in the General Curriculum	_		
Sala from Interventions			
Communicative Status			
Asion			
Name		-	
loctal Emotional Status			
Hysical Examy-General Health Cours Motor		-	
Sides Motor			
ocational Tonution	-	-	
tackground restory			
Observations			
Jefunky Assessment	-		
Adjusted Subjector	-	- 2	
Other stircles		-	
traffe needs as distermined by eye care specialist		1 _ 1	
tudological needs as determined by certified/ ternsed audiologist			
Assistive Technology needs			
Other:			
Sufficient data to determine eligibility	_		
Sufficient data to determine eligibility Additional data required to determine eligibility. Che			
The Team has taken into consideration limited English pe			
The Team has taken into consideration possible sources	of rescint or cultur	rel bias in planni	ngthis assessment
SIGNATURES			
School District Representative (Name/Date)			s Marral Datal
scroon creams respectable (Name Date)		Parent	p lateurs, manual
Segular Situration Teacher (Nama/Cesa)		Interve	ention Specialist Name/Omo