A PARENT'S QUICK GUIDE TO

Evaluation Team Report (ETR)

This page contains an adapted summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.

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An *Evaluation Team Report (ETR)* is a written summary of information that will help determine 1) whether your child is a child with a disability *and* 2) the educational needs of your child—including special education and related services—for accessing and making progress in the general education curriculum. The report summarizes evaluation information obtained by each evaluator that 1) documents eligibility determination and team members' agreement and 2) must be provided to the parent prior to the next IEP meeting but no later than 14 days from the date of eligibility determination.

Adapted from the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (2008).*

TERMS TO KNOW

EVALUATION PLANNING FORM - Completed by the evaluation team, including the parent, to determine 1) what areas related to the child's suspected disability will be assessed, 2) how the areas will be assessed, and 3) by whom they will be assessed

PARENT CONSENT - Parent understands and agrees in writing to the evaluation procedures outlined in the evaluation plan. Giving consent is voluntary and may be revoked at any time. Consent must be gotten from parent before a first evaluation or before a reevaluation begins if new testing will be done.

INTERVENTIONS - Provided by school district to address academic/behavioral concerns for any preschool or school-age child who is performing below grade-level standards

REEVALUATION - Once a child is receiving special education services, a reevaluation must take place 1) every three years, 2) when he/she is transitioning from preschool to school-age services, or 3) when a change in disability category is to be made.

REQUEST FOR EVALUATION - Form *PR-04: Referral for Evaluation* is the procedural form used to officially make a request for a student to be evaluated for special education eligibility.

REVIEW OF EXISTING EVALUATION DATA - Review of existing and current data (information) on the child, including progress in the curriculum, current and previous interventions, current and previous IEPs, etc.

PARENT PREPARATION

- Put the request for evaluation in writing or complete the Request for Evaluation Form (PR-04) provided by the school or found at www.education.ohio.gov. Click Topics -> Special Education -> Resources.
- Keep documentation of all correspondence, phone calls, and conversations regarding your child.
- Become familiar with *Whose IDEA Is This: A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).*
- Gather and provide existing information for the team: medical, hearing/vision screenings, family and educational history, private therapy progress, social-behavioral, successful home/community interventions, community services your child receives, your view of your child's strengths and needs.
- Review your child's school records/work samples to note academic/behavioral progress and needs.
- If results are not explained to you in a way that you understand, ask for re-explanation, clarification, or examples.
- Know your option to disagree with the team's decision and provide in writing the reason you disagree.
- If you disagree with the team's evaluation, you may request further evaluation by the school in specific areas, or you may request, in writing, an independent evaluation.
- It is possible to request a reevaluation sooner than the usual time period of three years if there is a change in your child's needs.

QUESTIONS TO CONSIDER WITH THE TEAM

- What interventions have been done and what are the results of those interventions?
- What assessment methods and activities will be used to gather information (observation, standardized test, criterion-referenced scale, work samples, etc.)
- Who will be working with my child and when?
- What classes will my child miss if further testing is needed?
- Will my child be responsible for assignments when being pulled for testing? How will that missed instruction be provided?
- What will be done to assess my child's functional needs?
- What are my child's current strengths and skills in reading, writing, math, social-behavioral, communication, independent skills, etc.?
- How is my child performing in (area) compared to typical peers?
- What are the needs of my child academically? Functionally?
- Has any regression occurred? In what area(s)?
- If my child is not eligible for special education, what services will he/she receive?
- What will that look like during the school day? How will progress be monitored?

RESOURCES

The Special Education Administrator from Your Local School District
State Support Team Region 6 - 800.686.2945 - www.sst6.org
Ohio Department of Education - education.ohio.gov
Ohio Coalition for the Education of Children with Disabilities - www.ocecd.org
National Dissemination Center for Children with Disabilities: *Developing Your Child's IEP* - www.nichcy.org