

Ohio ETR Review Protocol for School Psychologists

Purpose: To determine if an Evaluation Team Report (ETR) from another district or state is compliant with the **Ohio Operating Standards for the Education of Children with Disabilities** and can be adopted without additional evaluation.

Step 1 – Gather All Documentation

- Final signed ETR (not drafts)
- Consent forms, assessment reports, and meeting notes
- Student's current or most recent IEP (if available)
- Any reevaluation summaries or amendments

Step 2 – Check Timelines

- Initial evaluation completed **within 60 days of consent** (or allowable state timeline)
- Reevaluation completed **within 3 years** of previous ETR
- If older than 3 years → **Full reevaluation required** before eligibility is continued

Step 3 – Verify Procedural Compliance

- **Parent consent** documented before evaluation
- **Multidisciplinary team** involvement
- Use of **multiple sources of data** (observations, standardized tests, work samples, progress monitoring, interviews, records review)
- Signatures are on all documents
- Dates on documents match the dates of the signatures
 - An exception would be on a consent form. The parent may date the consent form a day or more after the planning form.

Step 4 – Verify Required Content in the ETR

- **Background information** (medical, educational, developmental history)
- **Assessment results** with standard scores and interpretation
- **Strengths and needs** clearly described
- **Adverse educational impact** documented
- **Eligibility determination** with:
 - Disability category selected
 - Justification with data
 - Exclusionary factors addressed
 - Parent input documented

Step 5 – Check for Ohio Requirements by Disability Category

Specific Learning Disability (SLD)

- Inadequate achievement in one or more academic areas
- Lack of sufficient progress despite intervention
- Rule out exclusionary factors (lack of instruction, cultural/economic, LEP)
- Multiple data sources used- Including observation in the area of suspected disability

Other Health Impairment (OHI)

- Medical documentation from qualified health professional
- Evidence of limited strength, vitality, or alertness
- Educational impact documented

Speech/Language Impairment (SLI)

- Standardized and informal assessments
- Functional impact on communication/learning
- Observation(s) in educational setting
- Rule out dialect or language acquisition issues

Autism

- Developmental history and parent input
- Observations in multiple settings
- Evidence of social, communication, and/or behavioral patterns consistent with ASD
- Educational impact

Intellectual Disability (ID)

- Cognitive assessment ~2 SD below mean
- Adaptive behavior deficits in ≥ 2 skill areas
- Educational impact and developmental history

Emotional Disturbance (ED)

- One or more qualifying characteristics present **over a long period and to a marked degree**
- Educational impact documented
- Rule out temporary or situational issues

Visual Impairment (including blindness)

- Eye report from medical professional
- Functional vision and learning media assessment
- Educational impact

Hearing Impairment / Deafness

- Audiological report from qualified audiologist
- Functional listening assessment
- Educational impact

Orthopedic Impairment

- Medical documentation of orthopedic condition
- Educational impact

Multiple Disabilities

- Meets criteria for at least two categories
- Combination causes greater educational need than one alone

Traumatic Brain Injury (TBI)

- Medical or credible history of brain injury from external force
- Functional/academic impact documented

- Observations included

Developmental Delay (ages 3–9)

- Delays in ≥1 developmental domain (physical, cognitive, communication, social/emotional, adaptive)
- Educational impact documented

Step 6 – Determine Transferability

- **From another Ohio district:** If compliant → adopt until next reevaluation
- **From another state:** → conduct targeted or full reevaluation

Step 7 – Document Your Review

- Written summary in student's file stating:
 - Compliance status
 - Missing elements (if any)
 - Need for further evaluation

Step 8 – Communicate with Team & Family

- **If compliant:** Share with IEP team and proceed with services
- **If not compliant:**
 - Explain what's missing
 - Obtain consent for additional testing
 - Continue **comparable services** until new eligibility is determined

Ohio ETR Compliance Review Checklist

Student Name: _____

DOB: _____

Date of Review: _____

Reviewed by: _____

Source ETR: ☐ Ohio district ☐ Out-of-state

Step 1 – Documentation Received

- ☐ Final signed ETR
- ☐ Parental consent form(s)
- ☐ All assessment reports
- ☐ Meeting notes
- ☐ Current/most recent IEP (if available)
- ☐ Reevaluation summaries/amendments

Step 2 – Timelines

- ☐ Initial evaluation completed within 60 days of consent (or allowable state timeline)
- ☐ ETR is less than 3 years old
- ☐ If >3 years old → full reevaluation required

Step 3 – Procedural Compliance

- ☐ Parent consent documented prior to evaluation
- ☐ Multidisciplinary team participation documented
- ☐ Multiple sources of data used (tests, observations, interviews, progress monitoring)
- ☐ Multidisciplinary team participation documented
- ☐ Multiple sources of data used (tests, observations, interviews, progress monitoring)

Step 4 – Required ETR Content

- ☐ Background information (medical, educational, developmental history)
- ☐ Assessment results with standard scores & interpretation
- ☐ Strengths and needs documented
- ☐ Adverse educational impact documented
- ☐ Eligibility determination includes:
 - ☐ Disability category identified
 - ☐ Justification with data
 - ☐ Exclusionary factors addressed
 - ☐ Parent input documented

Step 5 – Disability Category Requirements

(Check the student's category and confirm all apply)

- ☐ **Specific Learning Disability (SLD)**
 - ☐ Inadequate achievement documented
 - ☐ Lack of sufficient progress despite interventions
 - ☐ Exclusionary factors ruled out
 - ☐ Multiple data sources
- ☐ **Other Health Impairment (OHI)**
 - ☐ Medical documentation from qualified health professional
 - ☐ Limited strength, vitality, or alertness documented
 - ☐ Educational impact documented
- ☐ **Speech/Language Impairment (SLI)**
 - ☐ Standardized & informal assessments
 - ☐ Functional impact documented
 - ☐ Observations included
 - ☐ Dialect/language acquisition issues ruled out
- ☐ **Autism**
 - ☐ Developmental history & parent input
 - ☐ Observations in multiple settings
 - ☐ Communication/social/behavioral patterns documented
 - ☐ Educational impact documented
- ☐ **Intellectual Disability (ID)**
 - ☐ Cognitive scores ~2 SD below mean
 - ☐ Adaptive deficits in ≥2 areas
 - ☐ Educational impact documented
 - ☐ Developmental history included

☐ **Emotional Disturbance (ED)**

- ☐ Qualifying characteristics present over long period & to marked degree
- ☐ Educational impact documented
- ☐ Temporary/situational issues ruled out

☐ **Visual Impairment**

- ☐ Eye report from medical professional
- ☐ Functional vision & learning media assessment
- ☐ Educational impact documented

☐ **Hearing Impairment / Deafness**

- ☐ Audiological report
- ☐ Functional listening assessment
- ☐ Educational impact documented

☐ **Orthopedic Impairment**

- ☐ Medical documentation of orthopedic condition
- ☐ Educational impact documented

☐ **Multiple Disabilities**

- ☐ Meets criteria for ≥ 2 categories
- ☐ Combination causes greater needs than one alone

☐ **Traumatic Brain Injury (TBI)**

- ☐ Medical or credible injury history
- ☐ Functional/academic impact documented
- ☐ Observations included

☐ **Developmental Delay (ages 3–9)**

- ☐ Delay in ≥ 1 developmental domain
- ☐ Educational impact documented

Step 6 – Transferability Decision

- ☐ Meets Ohio compliance standards – adopt until next reevaluation
- ☐ Missing elements – conduct targeted reevaluation
- ☐ More than 3 years old – conduct full reevaluation

Reviewer Signature: _____

Date: _____

OH TRANSFER REVIEW & PLACEMENT PROCESS

