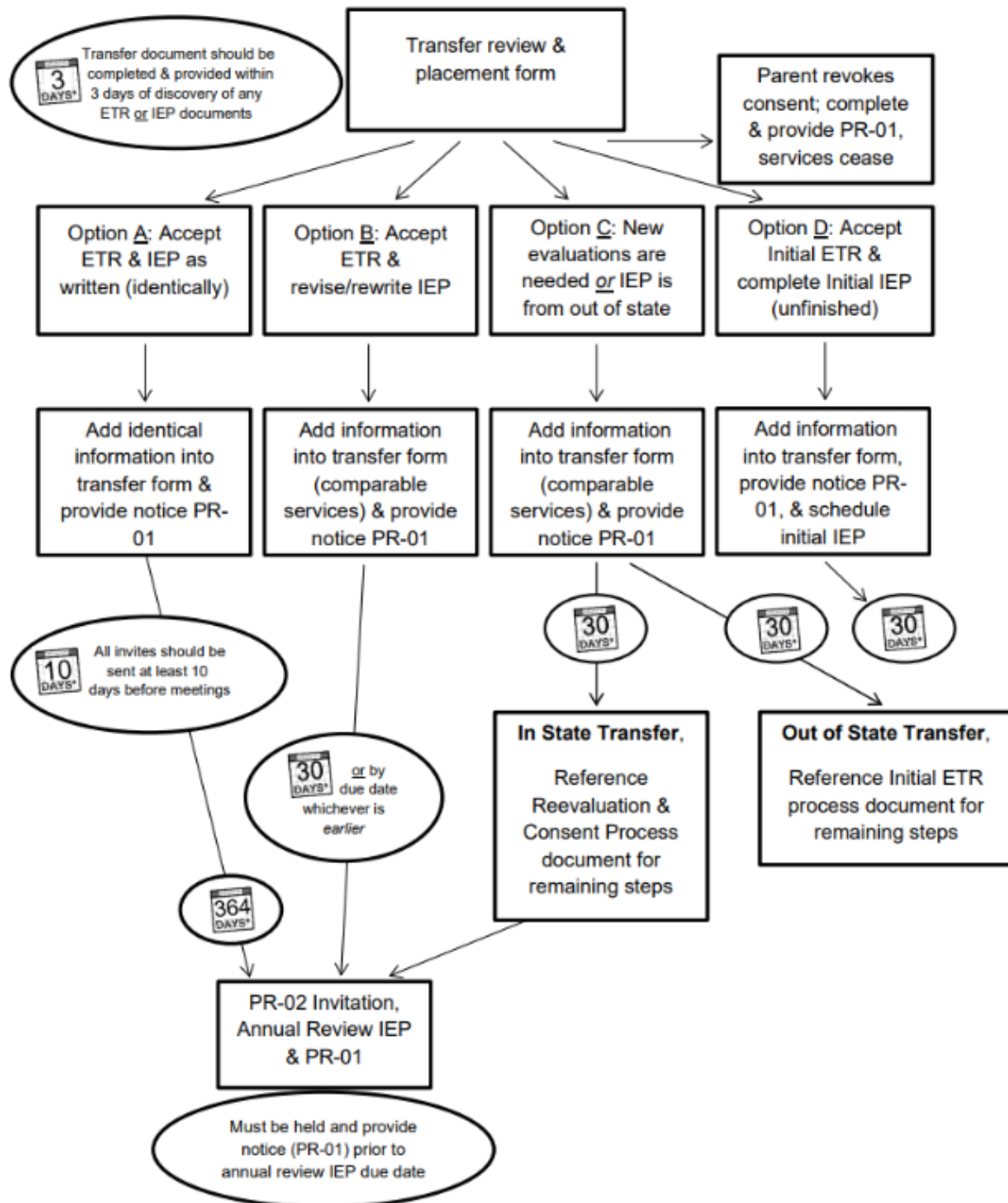
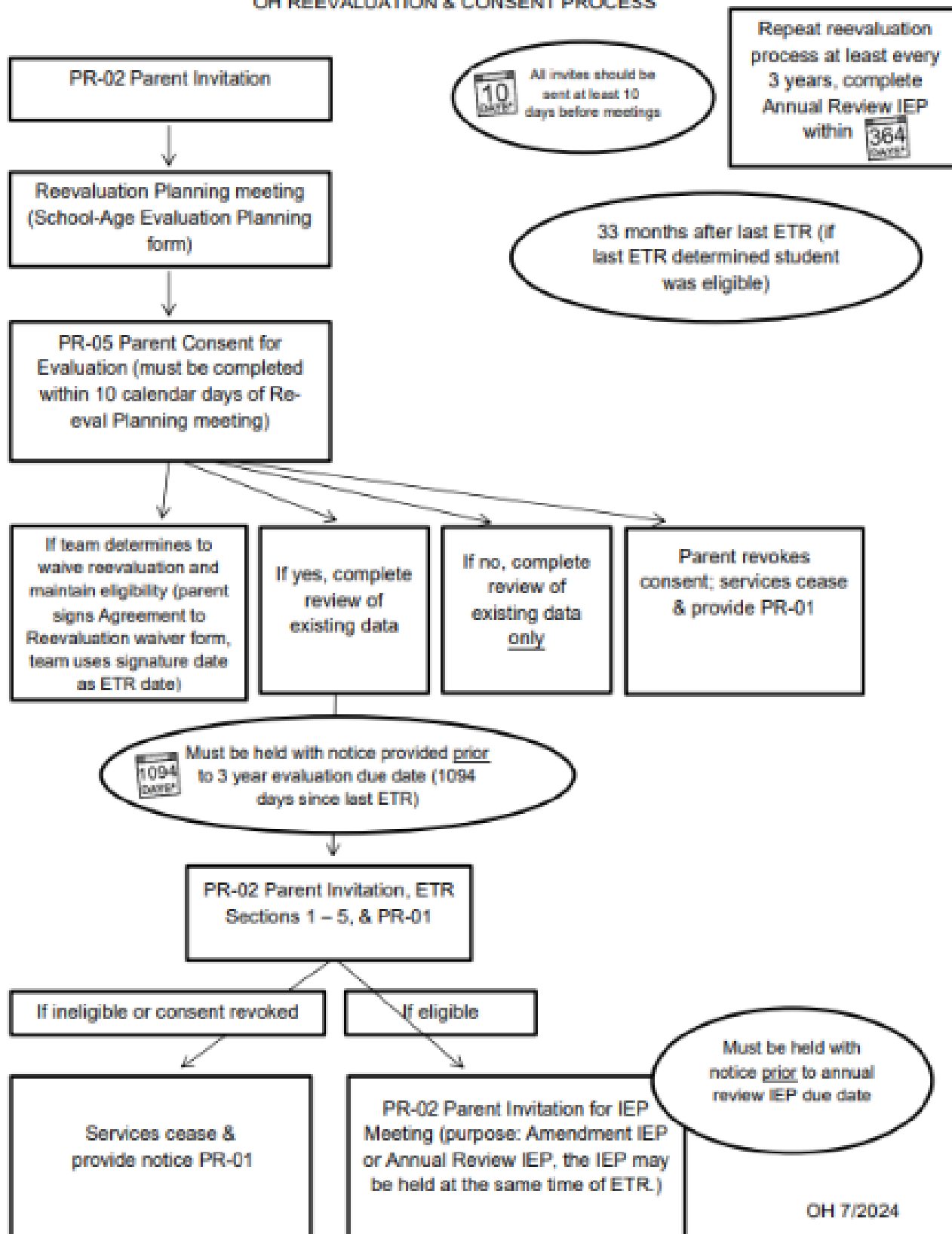


## OH TRANSFER REVIEW & PLACEMENT PROCESS



## OH REEVALUATION & CONSENT PROCESS



10  
DAYS

All invites should be sent at least 10 days before meetings

Repeat reevaluation process at least every 3 years, complete Annual Review IEP within 364 DAYS

33 months after last ETR (if last ETR determined student was eligible)

1094  
DAYS

Must be held with notice provided prior to 3 year evaluation due date (1094 days since last ETR)

## **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  $\geq 2$  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  $\geq 2$  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  $\geq 1$  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:** \_\_\_\_\_