WYOMING
CITY SCHOOLS

# Special Education Evaluation Practices & Procedures

*Aligned with the Ohio Department of Education & Workforce Special Education Model Policies and Procedures (v1.0, 2025).*

## I. How Initial Evaluations Will Be Conducted

Wyoming City Schools ensures that all initial evaluations are conducted in compliance with the Individuals with Disabilities Education Act (IDEA) and Ohio Administrative Code (OAC) 3301-51-06. Either a parent or the school district may initiate a request for an initial evaluation to determine whether a child is a child with a disability.

Evidence-based interventions may be implemented concurrently with the evaluation process, as appropriate. Interventions are not required to be completed prior to initiating or completing an evaluation and shall not be used to delay or deny a timely evaluation when a disability is suspected.

**Within thirty (30) days of receipt of a request for an evaluation, the District will:**

- Convene a meeting with the child's team, including the parent/guardian, a district representative, a teacher who works with the student, and the school psychologist, to review and respond to the request for an evaluation.
- During this meeting, the team will determine next steps. If the decision is to proceed with an evaluation, informed parental consent will be obtained.
- Regardless of the decision, the District will issue Prior Written Notice to the parent/guardian describing the nature of the request and the team's response.
- Once parental consent is obtained, the initial evaluation will be completed within sixty (60) days, unless an allowable exception applies.

The evaluation shall include documentation of the student's response to evidence-based interventions, when applicable. This documentation includes:

- The type, frequency, and duration of interventions provided;
- Progress-monitoring data collected at reasonable intervals;
- The student's rate of progress over time; and
- Analysis of whether the student made sufficient progress when provided with appropriate instruction delivered by qualified personnel.

Response to intervention data are used to inform eligibility determinations and educational planning, but shall not be used as the sole criterion for determining eligibility.

# II. Procedures for Conducting Initial Evaluations

Wyoming City Schools follows a consistent, structured process for conducting initial evaluations to ensure compliance with IDEA, Ohio Administrative Code, and state monitoring expectations. Initial evaluations are conducted using the Ohio Department of Education & Workforce required Evaluation Team Report (PR-06) and related required forms.

Initial evaluation procedures are designed to ensure that eligibility determinations are data-driven, timely, equitable, and defensible.

## A. Initial Evaluation Process Overview

The initial evaluation process includes the following required steps:

1. **Referral for Evaluation**
    - A referral may be initiated by a parent or by the school district.
        i. Parents will be provided a prior written notice documenting the request for an evaluation was received.
    - The referral is documented and reviewed by the multidisciplinary team.
2. **Review of Existing Data**
    - The evaluation team reviews existing data, including academic data, intervention data, progress monitoring, observations, parent input, and relevant records.
3. **Evaluation Planning**
    - The evaluation planning form is completed to determine what additional data are needed.
    - Planning is individualized based on the suspected disability areas (see disability-specific requirements).
4. **Parental Consent**
    - Informed written parental consent (PR-05) is obtained prior to administering assessments.
5. **Assessment Administration**
    - Assessments are administered by qualified personnel in accordance with test publisher guidance.
    - Assessments used will be consistent with what is listed in the planning form.
6. **Eligibility Determination**
    - The evaluation team meets to review all data and determine eligibility.
7. **Documentation and Notice**
    - The Evaluation Team Report (PR-06) is completed and provided to parents within required timelines.

## B. Initial Evaluation Compliance Checklist

The following checklist must be used to ensure all required procedural components of an initial evaluation are completed:

- ☐ Referral for evaluation documented (parent or district initiated)
- ☐ Review of existing data completed
- ☐ Evaluation planning form completed
- ☐ Informed written parental consent (PR-05) obtained

- ☐ Prior written notice provided when required
- ☐ Evaluation completed within sixty (60) days of consent
- ☐ Parent participation documented
- ☐ Evaluation Team Report (PR-06) completed and signed
- ☐ Copy of PR-06 provided to parent within fourteen (14) days of eligibility determination

## C. Data and Assessment Checklist

The evaluation must include sufficient data to address all suspected areas of disability. Documentation must verify:

- ☐ Use of multiple sources of data (no single measure used as sole criterion)
- ☐ Academic achievement data reviewed
- ☐ Progress monitoring and intervention data included
- ☐ Classroom observation(s) conducted by qualified personnel
- ☐ Parent input documented
- ☐ Functional, developmental, and academic needs addressed
- ☐ Educational impact clearly documented

## D. Response to Intervention Documentation Checklist

When response to intervention data are used as part of the evaluation, documentation must include:

- ☐ Description of interventions implemented (type and focus)
- ☐ Frequency and duration of interventions
- ☐ Evidence-based instructional strategies used
- ☐ Progress-monitoring tools identified
- ☐ Progress-monitoring data collected at reasonable intervals
- ☐ Analysis of the student's rate of progress
- ☐ Documentation that parents were informed of student progress

## E. Eligibility Decision Checklist

Prior to determining eligibility, the evaluation team ensures:

- ☐ All suspected disability areas were evaluated
- ☐ Required observations were completed
- ☐ Exclusionary factors were considered and documented
- ☐ Adverse educational impact is supported by data
- ☐ Qualified team members are present to participate in an eligibility determination discussion
- ☐ Any dissenting opinions documented in writing

These procedures and checklists are used by Wyoming City Schools to promote consistent practice, support equitable identification, and ensure readiness for state monitoring, including Indicators 9 and 10 record reviews.

### F. Children Who Transfer Educational Agencies

When a child with an existing evaluation transfers into Wyoming City Schools from another Ohio school district, the District shall, within thirty (30) days of enrollment, either:

- Accept the existing evaluation if it meets Ohio requirements; or
- Obtain parental consent to conduct a reevaluation.

If a reevaluation is required, it shall be completed within sixty (60) days of obtaining parental consent.

When a child transfers from an out-of-state educational agency, Wyoming City Schools shall ensure that, if necessary, an evaluation is conducted to determine eligibility under Ohio criteria and shall provide comparable services during the interim period, consistent with IDEA and the Ohio Administrative Code.

## III. Procedures for Conducting Reevaluations

Wyoming City Schools conducts reevaluations in accordance with IDEA and Ohio Administrative Code 3301-51-06 to ensure that students with disabilities continue to be appropriately identified and that their educational needs are accurately understood and addressed.

Reevaluations are conducted to determine:

- Whether the child continues to be a child with a disability;
- Whether the child continues to need special education and related services; and
- Whether any changes are needed to the child's educational program, services, or disability category.

### A. When Reevaluations Are Required

A reevaluation must be conducted:

- At least once every three (3) years, unless the parent and the District agree that a reevaluation is unnecessary;
- If the District determines that the child's educational or related service needs warrant a reevaluation;
- If the child's parent or teacher requests a reevaluation, or
- Prior to making a change in the child's disability category, except when eligibility terminates due to graduation with a regular diploma or aging out of FAPE eligibility.
- A reevaluation must also be conducted prior to determining that a child is no longer a child with a disability and prior to terminating eligibility for special education and related services, except when eligibility terminates due to graduation with a regular high school diploma or exceeding the age of eligibility for a free appropriate public education (FAPE).

A reevaluation may not occur more than once per year unless the parent and the District agree otherwise.

### B. Parental Consent and Notice

The District ensures that:

- Informed written parental consent is obtained prior to conducting any reevaluation, unless consent is not required due to documented reasonable efforts and lack of parent response.
- Prior written notice is provided when proposing or refusing to conduct a reevaluation.
- Parents are informed of their right to participate in the reevaluation process and eligibility determination.

If a parent refuses consent for a reevaluation, the District may, but is not required to, pursue consent override procedures through mediation or due process. The District does not violate its child find or reevaluation obligations if it declines to pursue these procedures.

## C. Review of Existing Data

As part of every reevaluation, the reevaluation team (which includes the IEP team and other qualified professionals, as appropriate) conducts a review of existing evaluation data, including:

- ☐ Prior evaluation team reports and IEPs
- ☐ Current classroom-based assessments and observations
- ☐ Progress monitoring and intervention data
- ☐ Data related to academic achievement and functional performance
- ☐ Parent input and concerns
- ☐ Information from related service providers

Based on this review, the team determines whether additional data are needed to:

- Determine continued eligibility;
- Identify current educational needs; or
- Support a change in disability category.

## D. Determination That No Additional Data Are Needed

If the reevaluation team determines that no additional data are needed:

- The District notifies the parent of the determination and the reasons for it;
- The parent is informed of the right to request additional assessments;
- The decision is documented in prior written notice or through the optional Agreement to Waive Reevaluation (OP-4), or a District-approved equivalent.

## E. Procedures for Conducting Reevaluations When Additional Data Are Needed

When additional data are required, the District:

- Obtains informed written parental consent;
- Conducts assessments using the same standards required for initial evaluations;
- Ensures assessments are selected and administered by qualified personnel;
- Completes the reevaluation within sixty (60) days of obtaining parental consent, unless an allowable exception applies;
- Documents all findings in the Evaluation Team Report (PR-06).

### F. Change in Disability Category

In accordance with the Ohio Department of Education & Workforce model policy, a reevaluation must be conducted prior to changing a child's disability category.

When a change in disability category is being considered, the evaluation team ensures that:

- ☐ The reevaluation addresses all suspected areas related to the proposed new disability category
- ☐ Eligibility criteria for both the current and proposed disability categories are reviewed and documented
- ☐ Required observations are conducted in appropriate learning environments
- ☐ Exclusionary factors are considered and documented, as applicable
- ☐ The evaluation clearly documents how the student meets the criteria for the new disability category
- ☐ The adverse educational impact related to the new category is supported by data

A change in disability category may not be made solely for administrative convenience, service availability, or changes in placement. The decision must be based on comprehensive evaluation data and team consensus, including parent participation.

### G. Reevaluation Documentation and Timelines Checklist

- ☐ Reevaluation trigger identified and documented
- ☐ Review of existing data completed
- ☐ Parental consent obtained or reasonable efforts documented
- ☐ Prior written notice provided, as required
- ☐ Assessments completed within required timelines
- ☐ Evaluation Team Report (PR-06) completed and signed
- ☐ Eligibility determination documented
- ☐ Parent provided a copy of the PR-06 at no cost

These procedures ensure that reevaluations and any resulting changes in eligibility or disability category are legally compliant, educationally appropriate, and equitable.

## IV. Evaluation Procedures

In conducting evaluations, the District:

- Uses a variety of assessment tools and strategies to gather functional, developmental, and academic information;
- Does not use a single measure or assessment as the sole criterion for determining eligibility;
- Uses technically sound instruments administered by trained and knowledgeable personnel;
- Ensures assessments are non-discriminatory and administered in the child's native language or mode of communication, unless clearly not feasible.

Evaluations are sufficiently comprehensive to identify all of the child's special education and related service needs.

# V. Appropriate Assessments

Assessments and evaluation materials:

- Are selected and administered for valid and reliable purposes;
- Are tailored to assess specific areas of educational need;
- Accurately reflect the child's aptitude or achievement and not the child's sensory, manual, or speaking impairments (unless those are the skills being measured);
- Assess the child in all areas related to the suspected disability, including health, vision, hearing, social-emotional status, intelligence, academic performance, communication, and motor abilities, as appropriate and outlined on the evaluation planning form.

# VI. Procedural Safeguards

Wyoming City Schools provides parents with procedural safeguards in accordance with OAC 3301-51-05. These safeguards include:

- Prior written notice;
- Parental participation in meetings;
- Access to educational records;
- Independent Educational Evaluations (IEEs);
- Mediation, state complaints, and due process hearings.

Parents receive a copy of *A Guide to Parent Rights in Special Education* at least annually and at required procedural points.

# VII. Determination of Eligibility

Upon completion of the evaluation:

- A group of qualified professionals and the parent determine whether the child is a child with a disability and identify if the child's educational needs require specially designed instruction (SDI).
- The District provides a copy of the Evaluation Team Report (ETR) at no cost to the parent, no later than fourteen (14) days from the date of the eligibility determination.

A child shall not be determined eligible if the determining factor is a lack of appropriate instruction in reading or math or limited English proficiency.

# VIII. Qualified Team Members

Evaluation and eligibility determinations are made by a team that includes:

- The parent of the child;
- At least one regular education teacher or qualified individual for preschool-aged children;
- At least one individual qualified to conduct diagnostic examinations;

- A representative of the District who is qualified to provide or supervise specially designed instruction and interpret evaluation results.

Team membership is determined based on the suspected disability and areas being evaluated.

# IX. Specific Learning Disability (SLD): Required Evaluation Procedures

When a Specific Learning Disability (SLD) is suspected, Wyoming City Schools requires strict adherence to the additional documentation requirements established by the Ohio Department of Education & Workforce and Ohio Administrative Code. These requirements are intended to ensure that SLD determinations are accurate, equitable, and not the result of inappropriate identification.

**Methods for Determining the Existence of a Specific Learning Disability**

Wyoming City Schools may determine the existence of a Specific Learning Disability using:

- A process based on the student's response to evidence-based intervention; and/or
- Other alternative research-based procedures, including an analysis of a pattern of strengths and weaknesses (PSW) in performance and achievement relative to age, state-approved grade-level standards, or intellectual development.

The method(s) used to determine eligibility shall be documented in PR-06, Part 3, along with the data reviewed and the rationale for the team's determination.

**Required Team Members for SLD Determinations**

In addition to the general requirements for qualified team members, eligibility determinations for a Specific Learning Disability must be made by a group that includes:

- The parent(s) of the child;
- At least one regular education teacher of the child (or a regular classroom teacher qualified to teach a child of the same age);
- At least one person qualified to conduct individual diagnostic examinations of children (e.g., school psychologist); and
- Other qualified professionals, as appropriate, based on the student's suspected areas of need.

Each team member shall certify in writing whether the Evaluation Team Report reflects their conclusion. Any dissenting opinions shall be submitted in writing and attached to the PR-06.

Completion of PR-06, Part 3: Documentation for Determining the Existence of a Specific Learning Disability is required for all initial evaluations and reevaluations in which SLD is considered.

## A. Required Additional Documentation for SLD

In addition to the general evaluation requirements outlined in Parts I–VIII of this manual, SLD evaluations must include additional documentation demonstrating that the eligibility criteria have been fully met.

The Evaluation Team Report (PR-06), Part 3, must document the following:

**1. Evidence of Appropriate Instruction**

- ☐ Documentation that the student received appropriate instruction in reading and/or mathematics, as applicable, delivered by qualified personnel in the general education setting
- ☐ Evidence that instruction was aligned to state-approved grade-level standards
- ☐ Assurance that lack of appropriate instruction is not the determining factor for underachievement

**2. Progress Monitoring and Response to Intervention Data**

- ☐ Data-based documentation of repeated assessments of achievement at reasonable intervals
- ☐ Description of evidence-based interventions implemented, including intensity, frequency, and duration
- ☐ Analysis of the student's rate of progress over time
- ☐ Documentation that progress monitoring data were shared with parents

**3. Academic Areas of Concern**

- ☐ Clear identification of one or more areas in which the student does not achieve adequately for age or grade-level standards, including:
  - Oral expression
  - Listening comprehension
  - Written expression
  - Basic reading skills
  - Reading fluency skills
  - Reading comprehension
  - Mathematics calculation
  - Mathematics problem solving

**4. Observation Requirements**

- ☐ At least one observation conducted in the student's regular learning environment to document academic performance and behavior in the area(s) of difficulty
- ☐ Observation conducted by a qualified individual other than the provider of instruction, when applicable

**5. Exclusionary Factors**

- ☐ Documentation that the student's learning difficulties are not primarily the result of:
  - A visual, hearing, or motor disability
  - Intellectual disability
  - Emotional disturbance
  - Cultural factors
  - Environmental or economic disadvantage
  - Limited English proficiency

**6. Adverse Educational Impact**

- ☐ Clear narrative, supported by data, describing how the student's learning difficulties adversely affect educational performance
- ☐ Recognition that educational performance is not limited to academic achievement alone

### B. Team Determination and Certification

The evaluation team must:

- ☐ Synthesize all data sources to determine whether the student meets the criteria for a Specific Learning Disability
- ☐ Clearly document the rationale for the eligibility determination in PR-06, Part 3
- ☐ Ensure parent participation in the eligibility determination
- ☐ Obtain written certification from each team member indicating agreement or disagreement with the determination

Any team member who disagrees with the determination must submit a written dissenting statement, which shall be attached to the Evaluation Team Report.

### C. Compliance and Monitoring Considerations

SLD documentation is subject to heightened review during state monitoring, including Indicators 9 and 10 investigations. Wyoming City Schools uses these additional documentation requirements to:

- Prevent inappropriate identification;
- Ensure equitable evaluation practices across buildings;
- Support defensible eligibility determinations;
- Demonstrate compliance during record reviews and audits.

## X. Required Procedures for Identifying Children with Multiple Disabilities

A child may be identified as having multiple disabilities if the evaluation team, including the parent, determines that the child exhibits:

- A combination of two or more disability areas (excluding specific learning disability), and
- Severe or profound deficits in communication or adaptive behavior documented through validated, individually administered standardized instruments.

Eligibility determinations for multiple disabilities are made based on comprehensive evaluation data and documented team consensus. Wyoming City Schools applies additional, specific evaluation procedures when a child is suspected of having Multiple Disabilities (MD) to ensure accurate identification, compliance with Ohio Administrative Code, and defensible eligibility determinations.

A determination of Multiple Disabilities reflects the presence of concomitant impairments that result in such severe educational needs that the student cannot be appropriately served under a single disability category.

Multiple Disabilities does not include a combination that includes a Specific Learning Disability, nor does it include Deaf-Blindness.

## A. Required Criteria for Identification of Multiple Disabilities

In accordance with OAC 3301-51-01(B)(10)(d)(vii) and 3301-51-06(I), a child may be identified as having Multiple Disabilities only when both of the following conditions are met and documented through evaluation:

1. **Concomitant Disabilities**
    - The student exhibits a combination of two or more disability areas as defined in Ohio Administrative Code; and
    - The combination does **not** include Specific Learning Disability; and
    - The combination does **not** include Deaf-Blindness.
2. **Severity of Need**
    - The combination of disabilities results in severe educational needs that cannot be accommodated through special education services designed for only one of the impairments.

## B. Additional Evaluation Requirements for Multiple Disabilities

When Multiple Disabilities are suspected, the evaluation team must document the following additional procedures and evidence in the Evaluation Team Report (PR-06):

- ☐ Comprehensive assessment across all suspected disability areas
- ☐ Individually administered, standardized instruments validated for the specific purpose of measuring communication and/or adaptive behavior
- ☐ Documentation of a severe or profound deficit in communication or adaptive behavior
- ☐ Classroom and/or functional observations conducted in the student's natural learning environment (not during assessment)
- ☐ Clear narrative explaining how the combination of disabilities creates educational needs that cannot be addressed through a single disability category
- ☐ Documentation of the adverse effect on educational performance, recognizing that educational performance is not limited to academics

## C. Team Composition and Decision-Making

Eligibility determination for Multiple Disabilities must be made by:

- The parent(s) of the child; and
- A group of qualified professionals with expertise in each suspected disability area, which may include but is not limited to:
    - School psychologist
    - Speech-language pathologist
    - Intervention specialist
    - Occupational therapist and/or physical therapist
    - Other specialists, as appropriate

The team must collaboratively determine that the criteria for Multiple Disabilities are met based on comprehensive evaluation data.

### D. Documentation Standards and Prohibitions

The Evaluation Team Report must clearly document:

- ☐ The specific disability areas considered
- ☐ Why a single disability category is insufficient to describe the student's needs
- ☐ The data supporting severity of need
- ☐ Parent participation and input
- ☐ Team consensus or dissent, with written statements attached as required

A student may **not** be identified as having Multiple Disabilities:

- For administrative convenience;
- Based solely on service delivery needs or placement considerations;
- In lieu of conducting comprehensive evaluations for each suspected disability area.

### E. Monitoring and Compliance Considerations

Multiple Disabilities determinations are subject to heightened scrutiny during state monitoring and record reviews. Wyoming City Schools uses these additional procedures to:

- Prevent inappropriate identification;
- Ensure equitable application of eligibility criteria;
- Support defensible determinations during Indicators 9 and 10 investigations;
- Maintain alignment with IDEA and Ohio Operating Standards

## XI. Record Review and Compliance Assurance Procedures (Indicators 9 and 10)

Wyoming City Schools incorporates the Ohio Department of Education & Workforce *Indicators 9 and 10 Record Review Tools* as required procedural safeguards to ensure that special education identification practices are free from inappropriate identification and disproportionate representation.

These procedures apply to all initial evaluations and reevaluations and are used both for internal quality assurance and for state monitoring, including investigation of records, individual correction, and systemic improvement activities.

### A. Purpose

The purpose of these procedures is to:

- Ensure disability determinations are made using appropriate, lawful, and defensible evaluation practices;

- Prevent inappropriate identification related to race or ethnicity;
- Ensure evaluation team reports (ETRs) meet all Ohio Administrative Code requirements;
- Support compliance with IDEA Indicators 9 and 10.

## B. General Record Review Requirements (All Disability Categories)

For every initial evaluation, the District ensures documentation verifies that:

- Intervention data were implemented prior to referral or during the evaluation process;
- Written parental consent (PR-05) was obtained;
- Parents were involved in the evaluation planning process;
- Eligibility was determined by a team of qualified professionals;
- Observations were conducted in the child's natural learning environment (not during testing), when required;
- The evaluation clearly states, with supporting data, how the suspected disability adversely affects educational performance, recognizing that educational performance is not limited to academics.

## C. Disability-Specific Evaluation Requirements

The following criteria must be explicitly documented in the Evaluation Team Report (PR-06) when determining eligibility under each disability category:

### 1. Autism (AU)

3301-51-01(B)(10)(d)(i) "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with "autism" are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

- *(a)* Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule.
- *(b)* A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.

| AU | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | For a student to be identified under the category of Autism, 5a-h must be addressed in their evaluation team report and not the result of Emotional Disturbance: | | | | |
| 5a | Student's non-verbal communication is significantly affected | ☐ | ☐ | | |
| 5b | Student's verbal communication is significantly affected | ☐ | ☐ | | |
| 5c | Student's social interaction is significantly affected | ☐ | ☐ | | |

| | | | | |
|---|---|---|---|---|
| 5d | An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | |
| 5e | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | ☐ | ☐ | |
| 5f | Other characteristics noted: (repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences) | ☐ | ☐ | |
| 5g | **School Age Only:** An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | |
| 5h | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | ☐ | ☐ | |

## 2. Emotional Disturbance (ED)

3301-51-01(B)(10)(d)(v) "Emotional disturbance" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.

| ED | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | For a student to be identified under the category of Emotional Disturbance, they must exhibit **one or more** of the characteristics in 5a-f, and 5g-h must also be documented in their evaluation team report: | | | | |
| 5a | An inability to learn that cannot be explained by intellectual, sensory, or health factors is documented as happening over a long period of time and to a marked degree. | ☐ | ☐ | ☐ | |
| 5b | An inability to build or maintain satisfactory interpersonal relationships with peers and teachers is documented as happening over a long period of time and to a marked degree. | ☐ | ☐ | ☐ | |

| | | | | | |
|---|---|---|---|---|---|
| 5c | Inappropriate types of behavior or feelings under normal circumstances is documented as happening over a long period of time and to a marked degree. | ☐ | ☐ | ☐ | |
| 5d | A general pervasive mood of unhappiness or depression is documented as happening over a long period of time and to a marked degree. | ☐ | ☐ | ☐ | |
| 5e | A tendency to develop physical symptoms or fears associated with personal or school problems is documented as happening over a long period of time and to a marked degree. | ☐ | ☐ | ☐ | |
| 5f | Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule. | ☐ | ☐ | ☐ | |
| 5g | **School Age Only:** An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | | |
| 5h | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | ☐ | ☐ | | |

### 3. Intellectual Disability (ID)

3301-51-01(B)(10)(d)(ii) "Intellectual disability" (mental retardation) means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. This definition replaces the definition of mental retardation in 34 C.F.R. 300.8(c)(6) (October 13, 2006) and shall be used instead whenever the federal regulations at 34 C.F.R. Part 300 (October 13, 2006), state statutes at Chapter 3323. of the Revised Code, or the state rules in Chapter 3301-51 of the Administrative Code refer to mental retardation or cognitive disability.

- (a) "Significantly subaverage general intellectual functioning" refers to an intelligence quotient of seventy or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significant subaverage general intellectual functioning with an intelligence quotient not to exceed seventy-five.
- (b) "Deficits in adaptive behavior" means deficits in two or more applicable skill areas occurring within the context of the child's environments and typical of the child's chronological age peers.
- (c) A child who was identified by an Ohio school district as having a developmental handicap prior to July 1, 2002 shall be considered a child with a disability if the child continues to meet the definition of "developmentally handicapped" in paragraph "N." of former rule 3301-51- 01 of the Administrative Code and the eligibility requirements of paragraph "F.1" of former rule 3301-51- 04 of the Administrative Code that are both contained in the "Rules for the Education of Handicapped Children," which were effective July 1, 1982 and were rescinded July 1, 2002. A child who meets these provisions shall be eligible to receive special education and related services in accordance with the "Operating Standards for Ohio's Schools Serving Children with Disabilities" effective July 1, 2008.

| ID | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | For a student to be identified under the category of Intellectual Disability, 5a-g must be documented in the evaluation and exist concurrently: | | | | |
| 5a | Student's general intellectual functioning is significantly subaverage (IQ of ≤70 & not to exceed 75) | ☐ | ☐ | | |
| 5b | Student has deficit in Adaptive Behavior (two or more applicable skill areas) | ☐ | ☐ | | |
| 5c | Student deficits manifested during the developmental period | ☐ | ☐ | | |
| 5d | **School Age Only:** An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | | |
| 5e | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | ☐ | ☐ | | |

### 4. Other Health Impairment (OHI)

3301-51-01(B)(10)(d)(ix) "Other health impairment" means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- (a) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (b) Adversely affects a child's educational performance.

| OHI | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | A student identified under the category of Other Health Impairment has limited strength, vitality or alertness that involves both of the following, and 5a-d must be documented in their evaluation team report: | | | | |
| 5a | Chronic or acute health problems (asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome) | ☐ | ☐ | | |
| 5b | A heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment | ☐ | ☐ | | |

| | | | | |
|---|---|---|---|---|
| 5c | **School Age Only:** An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | |
| 5d | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | ☐ | ☐ | |

### 5. Specific Learning Disability (SLD)

3301-51-01(B)(10)(d)(x) Specific learning disability.

- (a) General. "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (b) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

| SLD | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | The Specific learning disability category does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. 5a-d must be documented in their evaluation team report: | | | | |
| 5a | The student is not achieving adequately for their age or meeting state-approved grade-level standards in **one or more** of the following areas:<br>(a) Oral expression;<br>(b) Listening comprehension;<br>(c) Written expression;<br>(d) Basic reading skill;<br>(e) Reading fluency skills;<br>(f) Reading comprehension;<br>(g) Mathematics calculation; or<br>(h) Mathematics problem-solving. | ☐ | ☐ | | |
| 5b | The group determines that its findings are not primarily the result of:<br>(a) A visual, hearing, or motor disability;<br>(b) Mental retardation;<br>(c) Emotional disturbance;<br>(d) Cultural factors;<br>(e) Environmental or economic disadvantage; or<br>(f) Limited English proficiency. | ☐ | ☐ | | |

| | | | | |
|---|---|---|---|---|
| 5c | At least one member of the team has conducted an observation of the student in the student's regular classroom setting and area(s) of difficulty. | ☐ | ☐ | |
| 5d | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | | | |

### 6. Speech or Language Impairment (SLI)

3301-51-01(B)(10)(d)(xi) "Speech or language impairment" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

| SLI | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | A student identified under the category of Speech or Language Impairment has a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, and 5a-b must be documented in their evaluation team report: | | | | |
| 5a | An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | | |
| 5b | Evaluation states (with supporting data) how the student's suspected disability of Speech or Language Impairment **adversely affects educational performance** (note: educational performance is not restricted to academics). | ☐ | ☐ | | |

### 7. Developmental Delay

3301-51-10(D)(1) "Developmental delay"

A school district may choose to use the term under the following conditions, as defined in rules 3301-51-01 and 3301-51-03 of the Administrative Code, for children who are experiencing developmental delays and who, by reason thereof, need special education and related services:

- (a) The applicability of the term shall be based upon the individual needs of the child as determined by the evaluation team or the IEP team and other qualified professionals;
- (b) In addition to the assessments required in paragraph (G)(1) of this rule, results of appropriate diagnostic instruments and procedures may also be used to help make the determination that a child has a "developmental delay." A developmental delay may be substantiated by a delay of two standard deviations below the mean in one or more of the areas of development or 1.5 standard deviations below the mean in two or more of the areas of development listed in paragraph (D)(1)(c) of this rule. The results shall not be used as the sole factor in making the determination that a child has a developmental delay.
- (c) "Developmental delay" means a child who is experiencing a delay as determined by an evaluation team, IEP team, and other qualified professionals in one or more of the following areas of development:

- (i) Physical development;
- (ii) Cognitive development;
- (iii) Communication development;
- (iv) Social or emotional development; or
- (v) Adaptive development.

| DD | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | Student is experiencing developmental delays and need special education and related services that is substantiated by: | | | | |
| 5a | An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | | |
| 5b | The results shall not be used as the sole factor in making the determination that a child has a developmental delay. | ☐ | ☐ | | |
| 5c | Student is experiencing a delay as determined by an evaluation team, IEP team, and other qualified professionals in one or more of the following areas of development:<br>(i) Physical development;<br>(ii) Cognitive development;<br>(iii) Communication development;<br>(iv) Social or emotional development; or<br>(v) Adaptive development. | ☐ | ☐ | | |
| 5d | An observation was conducted within the child's learning environment (not during assessment) per 2018 memo | ☐ | ☐ | | |
| 5e | Evaluation states (with supporting data) how the student's suspected disability of Developmental Delay **adversely affects educational performance** (note: educational performance is not restricted to academics). | ☐ | ☐ | | |

### 8. Multiple Disabilities (MD)

3301-51-01(B)(10)(d)(vii) "Multiple disabilities" means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness.

3301-51-06(I) Additional procedures for identifying children with multiple disabilities A group of qualified professionals and the parents of the child may determine the child has multiple disabilities if the child exhibits:

- (1) A combination of two or more areas of disability as defined in rule 3301- 51-01 of the Administrative Code, except for a combination that includes a specific learning disability; and
- (2) A severe or profound deficit in communication or adaptive behavior documented through the use of individually administered standardized instruments which have been validated for the specific purpose of measuring communication or adaptive behavior.

| MD | ETR Requirements | Yes | No | NA | Notes |
|---|---|---|---|---|---|
| 1 | **Initial Evaluation Only**: Record shows intervention data implemented prior to referral **or** during the evaluation process | ☐ | ☐ | ☐ | |
| 2 | Written parental consent was given | ☐ | ☐ | | |
| 3 | Parent was involved in planning team | ☐ | ☐ | | |
| 4 | Eligibility determined by qualified team | ☐ | ☐ | | |
| 5 | A student identified under the category of Multiple Disabilities has concomitant impairments causing severe educational needs, and 5a-g must also be documented in their evaluation team report: | | | | |
| 5a | Student has a severe **deficit in communication or adaptive behavior.** | ☐ | ☐ | | |
| 5b | Deficit is documented through individually administered standardized instruments which have been validated for the specific purpose of measuring communication or adaptive behavior. | ☐ | ☐ | | |
| 5c | Student has concomitant impairments that do not include SLD | ☐ | ☐ | | |
| 5d | Student has concomitant impairments that do not include Deaf-Blindness | ☐ | ☐ | | |
| 5e | Student has severe educational needs that cannot be accommodated in special education programs solely for one of the impairments. | ☐ | ☐ | | |
| 5f | **School Age Only:** An observation was conducted within the child's learning environment (not during assessment) per 2018 memo<br>**Preschool Only:** | ☐ | ☐ | | |
| 5g | Evaluation states (with supporting data) how the student's suspected disability adversely affects educational performance (note: educational performance is not restricted to academics) | ☐ | ☐ | | |

## D. Internal Review and Monitoring

Wyoming City Schools uses these record review criteria to:

- Conduct internal audits of evaluation practices;
- Prepare for state monitoring and investigations of records;
- Correct noncompliance through reevaluation when required;
- Demonstrate systemic improvement when identified through Indicators 9 or 10.

These procedures are implemented in alignment with the District's Multi-Tiered Systems of Support (MTSS), equity commitments, and audit response initiatives.