

OK EdPlan™

Eligibility Guide

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PUBLIC
CONSULTING GROUP



OK EdPlan™ - Eligibility Manual

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ELIGIBILITY PROCESS

Select the 'Eligibility Process' tab to begin the development of the student's Review of Existing Data (RED) and evaluation information. Each tile within the "Eligibility Process" is integral to the entire process. Green tiles designate when pages have been completed and are error free, while red tiles designate an error or missing information on a page.

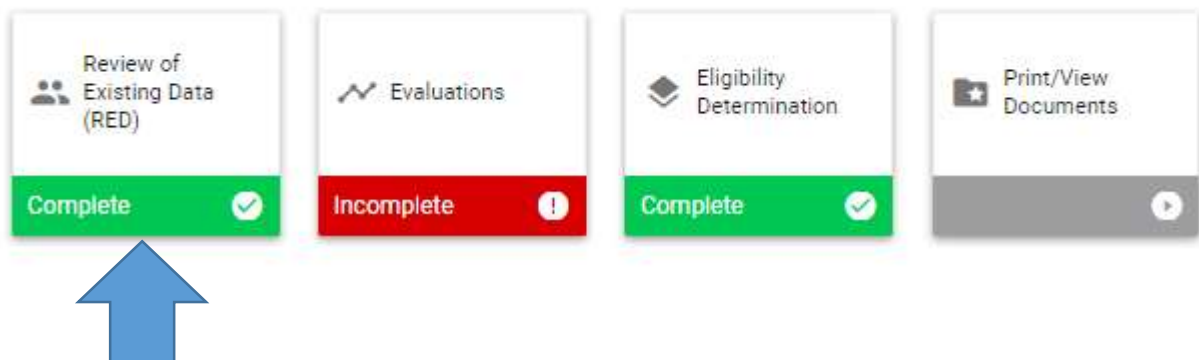
Eligibility Process



Review of Existing Data (RED)

1. From the Eligibility Process tab, click on the 'Review of Existing Data (RED)' page. The Review of Existing Data should be used in ANY of the following situations:
 - a. Student is being initially considered for special education,
 - b. Student is due for their three-year re-evaluation,
 - c. Student is being considered for other or additional disability categories,
 - d. Student has moved to Oklahoma from another state with a special education eligibility determination,
 - e. Student is considered for a Functional Behavior Assessment, or
 - f. Parent request.

Eligibility Process





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- Enter or use the calendar function to select the 'Date of Review of Existing Data meeting'. This is the date that the district discusses and reviews the student's existing data. Check the reason for the review.

NOTE: User selection will dynamically change the remainder of the page and the required fields for completion

▼ Data Review

Date of Review of Existing Data Meeting

mm/dd/yyyy



(Required)

This data review is for

Initial

Reevaluation

Out of State Transfer

Functional Behavior

(Required)

- Complete the 'Specify Presenting Concerns' section pertaining to the students, current concerns, and progress compared to that of other students of the same age and expected behaviors and skills. Select all that apply to this review.

NOTE: When users select 'Child is due for the reevaluation' this will automatically drive the remaining page and will pre-fill some of the selections.

- Selecting 'Other' will require the user to type in the comment box to highlight any other presenting concerns.

▼ Specify Presenting Concerns



Check all that apply to the current concerns for this student.

Child is working below grade level in one or more basic skills

Child's behavior is inconsistent with that expected of student's age

Child has a rate of progress which has

Child's speech/language skills are inconsistent with those expected for children of student's age

Child has entered our school system with an out of data and/or incomplete evaluation

Parent preschool referral

Child is due for the reevaluation

Child has enrolled in our district with Eligibility from outside Oklahoma

Other presenting concerns

(Required)



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- If Rate of Progress is selected, the indicator (increased or decreased) must be selected.

Child has a rate of progress which has

increased

decreased

(Required)

- The 'Background Information' pertains to the child's language and evaluation history, providing a baseline of what grades have been repeated and if any previous evaluations have taken place.

NOTE: This section of information is required for 'Initial', 'Reevaluation', and 'Functional Behavior' data review types. If the user selects the 'Out of State Transfer' data review, this section will be hidden and will not be required.

Background Information



Please enter all known information about this student

Native Language/Mode of Communication: French Primary Language of Home: _____ Number of Schools Previously Attended: 1

List Grade(s) Repeated

None Pre-K K 1 2 3

4 5 6 7 8 9

10 11 12

Remedial/Other School Services

Previous Individualized Evaluation(s)/Date(s):

[ADD MORE ASSESSMENTS](#)

Evaluation(s)	Date mm/dd/yyyy		DELETE
Evaluation(s)	Date mm/dd/yyyy		DELETE
Evaluation(s)	Date mm/dd/yyyy		DELETE

[SAVE](#)


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- The **‘Native Language/Mode of Communication’** and the **‘Primary Language of Home’** will prepopulate from the **‘Personal Page’** of the student and cannot be edited from this page. This information comes from SIF integration with the district’s student information system and the WAVE.
 - **‘Number of Schools Previously Attended’** is a drop down that will allow users to indicate (if known) how many schools, if any, that have been attended prior to this data review.
 - **‘List Grade(s) Repeated’** is a multi-select option, allowing the user to check as many grades as appropriate for the student.
 - **‘Remedial/Other School Services’** is a text field that will allow users to enter any information about other services that are or have been provided to the student.
 - Information related to **‘Previous Individualized Evaluation(s)/Date(s)’** can be entered with text boxes and corresponding dates. If there are more than 3, click on the [ADD MORE ASSESSMENTS](#) button to add additional evaluation and date fields.
5. The **‘Evaluation Data’** section will allow users to select information that has been added on the **‘Evaluations’** tab to include on the Review of Existing Data (RED) document when it prints in Draft and Final Form.


NOTE: When the review is for the Re-evaluation process, all evaluation information that has been entered in the E Plan™ system will be available for inclusion. If this is an initial referral, users can elect whether to enter the evaluations (if available) on the **‘Evaluations’** tab or above in the **‘Previous Individualized Evaluation(s)/Date(s)’**.

When the reason for review is **‘Reevaluation’**, and **‘no additional assessments’** is checked, at least one assessment must be included on the RED document.

Evaluation Data

 Indicate which assessments you wish to include in the RED document.

[Academics-Basic Reading Skills](#) [Transition Services](#)

Include in RED	Method of Assessment	Assessment Date	Assessment Category	Component Area	Score Types	Details
<input type="checkbox"/>	Brigance Assessment of Basic Skills-Revised (ABS-R) Spanish Edition	06/23/2021	Academic/Achievement	General	Standard Score: 65	

Showing 1 to 1 of 1 entries

- By checking the box in the column **‘Inc on RED’** the user is indicating they want the data to print to the RED document in both Draft and Final form.



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6. The **'Vision and Hearing Evaluation Information'** section collects information about the student's evaluations for vision and hearing. Please note the vision and hearing information prints to the RED and Eligibility Determination (MEEGS) document. The **'Vision and Hearing Evaluation Information'** section is also included on the **'Evaluations'** screen, vision and hearing information can be entered in either place.

▼ Vision and Hearing Evaluation Information

Vision Information

Any Concerns Regarding the Student's Vision? Date of Last Vision Test

Yes No mm/dd/yyyy

Hearing Information

Any Concerns Regarding the Student's Hearing? Date of Last Hearing Test

Yes No mm/dd/yyyy

Results or Findings for Vision and Hearing Evaluation

7. The **'Developmental History'** section collects information about the student's achievement of developmental milestones or any other relevant information. Developmental history will print to the RED if 'Include in Doc' is checked.

▼ Developmental History

Include in RED

Source

Results Summary Data

Date Collected
mm/dd/yyyy

8. The **'Service History'** section collects information about the student's current and former special education and other services.

NOTE: If "Reevaluation" is selected as the data review type, then the 'Currently Receives Special Education Services' section will pre-populate with the current special education Eligibility information from the student history page.



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Service History

Currently Receives Special Education Services

Yes No

Eligible Under

- | | | |
|--|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Developmentally Delayed |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Hearing Impairment (including Deafness) | <input type="checkbox"/> Intellectually Disabled |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Other Health Impairments |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Visual Impairment (including Blindness) | | |

Previously Received Special Education Services

Yes No
(Required)

Currently Receives 504 Services

Yes No
(Required)

Previously Received 504 Services

Yes No
(Required)

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9. On the **'Service History'** section of the RED page note, as shown in the following image, as you select responses to the questions, other fields will open and require information to be entered accordingly. Users should make sure that all information is completed

Previously Received Special Education Services

Yes No

Eligible Under

- | | | |
|--|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Developmentally Delayed |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Hearing Impairment (including Deafness) | <input type="checkbox"/> Intellectually Disabled |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Other Health Impairments |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Visual Impairment (including Blindness) | | |

Currently Receives 504 Services

Yes No

Explain

- **'Previously Received Special Education Services'** should be addressed if the student has received services before this data review. If this question is answered with 'Yes,' the section for definition of Eligibility information will open to indicate the appropriate areas for Eligibility.
 - The next sections are to capture information about whether the student **'Currently Receives 504 Services'** or **'Previously Receives 504 Services'** and, if yes, areas to explain what those services are or have been.
 - **'Student Received Sooner Start'** and **'Student Received Other Intervention Services'** should be addressed if the student had received early intervention services.
 - **'Service(s) Provided by Outside Professional / Agency'** allows a user to indicate any services that are or have been provided to the student by an outside provider.
10. The **'Documentation of Interventions'** section of the page is *REQUIRED* if the suspected disability is Specific Learning Disability **OR** if the suspected disability is Developmental Delays with a suspected disability of Specific Learning Disability. The system will fire error messages upon 'Save and Continue' if that is the selection made by the team; however, this section is open on Initial and Re-evaluation reviews for data entry for any suspected disability category.



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Documentation of Interventions



Only complete if suspected disability is SLD

Targeted Behavior/Skill

Goals

[ADD ADDITIONAL GOAL DATA](#) [RESET GOAL DATA](#)

Goal

Was goal accomplished?

Yes

No

Recommended Action

- The **'Targeted Behavioral/Skill'** section should be completed to include any information that has been collected about the targeted behavior or skill that has been addressed through the Response to Intervention work prior to the review.
- Multiple **'Goal(s)'**, **'Was goal accomplished?'** and **'Recommended Actions'** can be entered with text boxes and radio buttons as appropriate.
- If there are more than three **'Goal(s)'**, click the [ADD ADDITIONAL GOAL DATA](#) button to enter as many additional goals as necessary.
- Clicking the [RESET GOAL DATA](#) button will clear data from the **'Goal(s)'**, **'Was goal accomplished?'** and **'Recommended Action'** fields, but will not clear data from the **'Targeted Behavior/Skill'** section.



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Interventions Attempted

Intervention Attempted

Intervention Attempted

Frequency and Duration

Frequency and Duration

Treatment Integrity Data

Treatment Integrity Data

(Required)

Type of Measure Used to Define Outcome

Measure

Define Outcome

- Any Interventions that have been implemented for the student prior to the data review can be entered in the **'Interventions Attempted'** section. All data entered on the page will print to the Draft or Final RED document when created.
- Enter the **'Frequency and Duration'** and **'Treatment Integrity Data'** related to all services in the appropriate text fields.
- Include information about the type of measure and expected outcome in the **'Type of Measure Used to Define Outcome'** option. Use the following textbox to then further define the outcome.

NOTE: If "Reevaluation" is selected as the data review type, then the 'Interventions Attempted' section will pre-populate with data from the student's current IEP.

Services Provided

Services Provided

Basic Reading Skills, Speech, Listening Comprehension, Oral Expression, Speech, Occupational Therapy Services



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The final section on the Review of Existing Data tab, **'Team/Group Recommended Action Based on the Review of Existing Data:'** should be completed AFTER the team meeting or meeting with the parent.

Team/Group Recommended Action Based on the Review of Existing Data

Date of Consent for Evaluation

mm/dd/yyyy



(Required)

Additional Assessments are Necessary for Reevaluation

No Additional Assessments Needed

Additional Comments

test

Justification/Recommendations

Suspected Primary Disability Category(ies)

Autism

Deaf-Blindness

Developmentally Delayed

Emotional Disturbance

Hearing Impairment (including Deafness)

Intellectually Disabled

Multiple Disabilities

Orthopedic Impairment

Other Health Impairments

Specific Learning Disability

Speech or Language Impairment

Traumatic Brain Injury

Visual Impairment (including Blindness)

- Once the team has determined that Additional Assessments are Necessary (for all review types including Initial, Re-evaluation, Out of State Transfer, and Functional Behavior) the date of parent consent will be entered in the **'Date of Consent for Evaluation'** section. The Draft RED page can be created without this information; however, the final RED document will not be able to be created. This date will trigger the 45 day clock from permission to Eligibility Determination.
- If additional Assessments are necessary, click the check box **'Additional Assessments are Necessary.'** Any **'Additional Comments'** related to the meeting or parent consent can be entered in the available text field.
- If the team determines that the data that was reviewed is sufficient for determination of initial or continuation of eligibility the **'No Additional Assessments Needed'** radio button should be selected. The user will have to document the **'Justification/Recommendations:'** if this is selected. If **'No Additional Assessments Needed'** is selected, at least one assessment must be checked to **'Include on RED.'**
- Users must select any **'Suspected Primary Disability Category'** that is determined as part of the meeting. This is a multi-select box that can allow one or more selection. Depending on the selection, other fields may open for further indication and selection. Note in the image below the user has selected **'Multiple Disabilities'**

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and 'Developmental Delay' which requires the indication of the 'Suspected Disability' and/or the 'Concomitant Disability(ies)'.

▼ Suspected Primary Disability Category(ies)

- | | | |
|--|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input checked="" type="checkbox"/> Developmentally Delayed |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Hearing Impairment (including Deafness) | <input type="checkbox"/> Intellectually Disabled |
| <input checked="" type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Other Health Impairments |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Visual Impairment (including Blindness) | | |

If Multiple Disabilities is selected define the suspected concomitant disabilities:

- | | | |
|--|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Developmentally Delayed |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Hearing Impairment (including Deafness) | <input type="checkbox"/> Intellectually Disabled |
| <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Other Health Impairments | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Visual Impairment (including Blindness) |

If Developmental Delay is selected define the suspected disabilities:

- | | | |
|--|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Emotional Disturbance |
| <input type="checkbox"/> Hearing Impairment (including Deafness) | <input type="checkbox"/> Intellectually Disabled | <input type="checkbox"/> Multiple Disabilities |
| <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Other Health Impairments | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Visual Impairment (including Blindness) |

Create Written Notice and Parent Consent from RED page.

1. While you are working within the student's RED page you can scroll to the bottom and click to create a draft and/or final written notice or parent consent document by clicking the 'Create Draft Written Notice,' 'Create Final Written Notice,' 'Create Draft Parent Consent,' or 'Create Final Parent Consent' buttons.

▼ Student Documents

[CREATE WRITTEN NOTICE](#)

[CREATE PARENT CONSENT](#)

[ATTACH DOCUMENTATION](#)

[UPLOAD ATTACHMENT](#)

2. Once one of these documents has been created, you will see the document available for your review at the bottom of the RED page within the document generation table.

Note: This document will also be available at the bottom of the 'Eligibility Determination' and the 'Documents' tab.

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Discontinue Consent Timeline when Parent Revokes consent

1. There is a revocation of consent button within the REDs page to discontinue the parent consent timeline, to be used when the parent revokes consent for evaluation. This button will not be displayed until a RED has been finalized from the Review of Existing Data page in the Eligibility Process.
2. Scroll to the bottom of the page and click on the 'Parent is Revoking Consent for Evaluation' button.




3. Complete the information within the 'Revocation of Consent' page and click to 'Save and Continue.'

Revocation of Consent ×

 Please confirm the following new event for Ryan K Test by checking the appropriate checkbox and providing information related to the revocation of consent.

Initial Consent for Eligibility Evaluation Received Date
.....

Parents have chosen to revoke consent for evaluation effective: Effective Date
mm/dd/yyyy 
(Required) (Required)

Provide any relevant documentation related to the parent's revocation request. If parents submitted any written documentation, please note that and add that to the student's permanent record. Attach document to the electronic record if possible:

(Required)

CLOSE **SAVE**

4. Within the student's 'Student History' tab you will see an event to show 'Parent Consent Denial.'

 339 07/08/2021  Parent Consent Denial



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Evaluations

The Evaluations page is designed to collect any evaluation information related to evaluations and assessments that have been or will be conducted on the student. Information from outside sources, internal district testing results, or any evaluation or observation data can be entered.

1. From the Eligibility Process tab, click on the 'Evaluations' page.

Eligibility Process



2. 'Vision and Hearing Information' is included on the 'Evaluations' page. Vision and Hearing data may be entered either on the 'RED' page or the 'Evaluation' page.

▼ Vision and Hearing Evaluation Information

Vision Information

Any Concerns Regarding the Student's Vision?

Yes No

Date of Last Vision Test
mm/dd/yyyy

Hearing Information

Any Concerns Regarding the Student's Hearing?

Yes No

Date of Last Hearing Test
mm/dd/yyyy

Results or Finding for Vision and Hearing Evaluation

Results or Finding for Vision and Hearing Evaluation



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3. **‘Observation Information’** and **‘Sociocultural Information’** will now be addressed on the Evaluation page. Please note, you can click the Add More <Observation/Sociocultural> data buttons to add another observation or sociocultural result.

Observation Information

Include in Document

Observation Type

Person Completing Observation

Date of Observation
mm/dd/yyyy



Results Summary Data

Sociocultural Information

Include in Document

Source

Results Summary Data

Date Collected
mm/dd/yyyy



4. A **‘Health/Medical Information’** section has been added to the ‘Evaluations’ page. This may be used to document any pertinent health and/or medical information for the student. Note that you can click the Add More Health/Medical Information button to add information from another source.

Health/Medical Information

Include in Document

Source

Results Summary Data

Date Collected
mm/dd/yyyy



5. Click on **‘Add Assessment.’** Select the assessment category and then the assessment area to be addressed. The list of assessments will show only assessments that are related to the assessment category and the assessment area.

Evaluation Data

[EDIT ALL ASSESSMENTS](#)

[ADD ASSESSMENT](#)



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6. First select the Assessment Category, then Assessment Areas.

Add Assessment ✕

Assessment Category
Communication/Language ▼

Assessment Areas

Communication Speech\Language Developmental
 Psychological Social/Emotional Motor

Assessment

Assessment ▼ Assessment Date mm/dd/yyyy 📅

(Required)

Custom Assessment Name Assessment Narrative

ADD ANOTHER ASSESSMENT
SAVE AND ADD SCORES
CLOSE
SAVE

NOTE: Users can also enter ‘**Custom Assessments**’ that will be or have been administered by clicking the ‘Custom Assessment Name’ button and entering in the custom assessment information.

Add Assessment

Assessment Category
Communication/Language ▼

Assessment Areas

Communication Speech\Language Developmental
 Psychological Social/Emotional Motor

Assessment

Enter Assessment Name Assessment Date mm/dd/yyyy 📅

(Required)

Custom Assessment Name Assessment Narrative



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- Once the user has completed the information they will select **'Save'** to save the assessment and add scores. Note that the 'Save' button is inaccessible until the minimum required information is entered.

7. Enter the Assessment Date, Assessment Narrative, and Component Areas.

Assessment: Clinical Assessment of Articulation and Phonol Assessment Date: 07/01/2021

Custom Assessment Name Assessment Narrative: Narrative for CAAP

Scores per Component Area and Type

Consonant Inventory ADD MORE SCORES

Score Date: 07/01/2021 Standard Score

School-Age Sentences ADD MORE SCORES

Score Date: 07/01/2021 Standard Score

ADD ANOTHER ASSESSMENT SAVE AND ADD SCORES CLOSE SAVE

- Select the score type(s) and click 'Save and Add Scores'. You may then add scores for each component area, or Save and add scores at a later time.
- To add additional assessments, repeat the process outlined in #5 of this section.
- Assessments are displayed grouped by assessment area. Should you need to edit an assessment, click the 'Edit' icon (pencil).

Academics-Basic Reading Skills <u>Speech\Language</u> Transition Services					Edit	Delete
Method of Assessment	Assessment Date	Assessment Category	Component Area	Score Types		
Clinical Assessment of Articulation and Phonology (CAAP)	07/01/2021	Communication/Language	School-Age Sentences	Standard Score: 77		
Clinical Assessment of Articulation and Phonology (CAAP)	07/01/2021	Communication/Language	Consonant Inventory	Standard Score: 65		

- 'Edit All' can be used if you need to edit multiple assessments.
- Click the green 'Save and Continue' button to advance to the next page in the Eligibility Process.



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Eligibility Determination – MEEGS

Note: A finalized Review of Existing Data (RED) is required before a MEEGS for the following actions can be finalized:

- Initial Eligibility Determination
- Re-evaluation or change in disability (with or without additional testing)
- Transfer from out of state (short term while further testing needs to be completed)
- Transfer from out of state (with no further testing)
- Transfer from inside OK for students who do not have eligibility dates in their history.
- De-Certification from Eligibility
- Parent Refusal of Services
- Non-Eligibility Determination after testing.

1. From the Eligibility Process click on the ‘**Eligibility Determination**’ button

Eligibility Process



2. Data that has been entered and finalized through the ‘**Review of Existing Data (RED)**’ page is prepopulated onto the Eligibility Determination screen. The type of data review and the Eligibility Determination Meeting Date cannot be edited on the Eligibility Determination screen, and may only be edited in the ‘Review of Existing Data (RED)’ page.

▼ Type of Evaluation Being Conducted

This data review is for
Reevaluation

With/Without Additional Assessments
With Additional Assessments



The determination of initial eligibility and educational needs must be completed within the required timeline of receiving parental consent for the evaluation

Eligibility Determination Meeting Date
07/08/2021



Suspected Primary Disability Category(ies)
Visual Impairment (including Blindness)

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- Users must enter the **'Eligibility Determination Meeting Date'** prior to creating the FINAL version of the document. This date will drive the calculation of the three year re-evaluation by the system. Because the Eligibility is a team decision and should not be made in advance of the meeting with the parents and the team, users will not be able to finalize this document with a future date.

▼ Type of Evaluation Being Conducted

This data review is for
Reevaluation

With/Without Additional Assessments
With Additional Assessments



The determination of initial eligibility and educational needs must be completed within the required timeline of receiving parental consent for the evaluation

Eligibility Determination Meeting Date
mm/dd/yyyy
(Required)



Suspected Primary Disability Category(ies)
Visual Impairment (including Blindness)

- The next section that should be reviewed and completed during the team meeting will be the **'Eligibility Determination'** section where users will respond to a series of six questions that will determine the student Eligibility for Special Education. Note in the example provided here the first question has been defaulted to N/A because it has not been indicated that this Eligibility determination is for Specific Learning Disability. If that is the team decision and it is included later in the process, this field will open and allow the selection. All fields are required to complete a final version of the document.

▼ Eligibility Determination

Considerations

The team considered the following effect: environmental; cultural; or economic factors, as well as visual, hearing, intellectual, motor or emotional disability; or limited English proficiency, and has determined they are not the primary reason for the suspected disability. (Must be considered and ruled out only for SLD.)

Yes No N/A

Evaluation conducted in primary language or the student's other mode of communication.

Yes No
(Required)

The student meets the criteria for one or more disabilities under the IDEA.

Yes No
(Required)

The disability adversely impacts the student's education.

Yes No
(Required)

Because of the disability and its adverse impact on the student's education, the student requires special education services.

Yes No
(Required)


The student's educational performance is not based primarily on a lack of appropriate instruction in (A) reading (including the essential components: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies), (B) math, or (C) limited English proficiency

Yes No
(Required)


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On the ‘**Evaluation Data**’ section, users may indicate which assessment data should be included in the Eligibility Determination documentation by checking the box in the column marked ‘**Inc. on Doc.**’ Because this table will grow as the student continues receiving Special Education Services, this is where the team will indicate what current and previous data was included in the determination decision. Remember that assessments are grouped and displayed by assessment areas, you may need to click other assessment areas to include those assessments in the document.

Evaluation Data

 Indicate which assessments you wish to include in the document.

Academics-Basic Reading Skills Speech\Language Transition Services

Include	Method of Assessment ¹	Assessment Date ²	Assessment Category ¹	Component Area ¹	Score Types ¹	Details
<input checked="" type="checkbox"/>	AIR Self-Determination Assessment	07/02/2021	Transition/Vocational	Capacity	Standard Score: 88	

Showing 1 to 1 of 1 entries

- The ‘**Observation Data**’ section will only appear on the ‘**Eligibility Determination**’ page if you have completed the fields for **Observation Information** on the ‘**Evaluations**’ page of the Eligibility Process. Like with the ‘**Evaluation Data**,’ you may indicate with the ‘**Inc. on Doc.**’ check box in the far left column to include certain observation data on the Eligibility Determination documentation.


Observation Data

 Indicate which observations you wish to include in the document.

Include	Observation Type	Person Completing Observation	Date of Observation	Results Summary Data
<input checked="" type="checkbox"/>	classroom	Teacher Test	07/01/2021	Mrs. Test observed Ryan in his English classroom. He was well behaved and engaged in the class.

- The ‘**Health/Medical Information**’ section will only appear on the ‘**Eligibility Determination**’ page if you have completed the fields for **Health/Medical Information** on the ‘**Evaluations**’ page of the Eligibility Process. Like with the ‘**Evaluation Data**,’ you may indicate with the ‘**Inc. on Doc.**’ check box in the far left column to include certain health/medical data on the Eligibility Determination documentation.

Health/Medical Information

 Indicate which health/medical information you wish to include in the document.


Include	Source	Date Collected	Results Summary Data
<input checked="" type="checkbox"/>	Dr. Test	07/02/2021	Ryan is in good health.

7.

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8. The **'Sociocultural Information'** section will only appear on the **'Eligibility Determination'** page if you have completed the fields for **Sociocultural Information** on the **'Evaluations'** page of the Eligibility Process. Like with the **'Evaluation Data,'** you may indicate with the **'Inc. on Doc.'** check box in the far left column to include certain sociocultural data on the Eligibility Determination documentation.

▼ Sociocultural Information

 Indicate which sociocultural information you wish to include in the document.

Include	Source	Date Collected	Results Summary Data
<input checked="" type="checkbox"/>	Mrs. Test	07/05/2021	normal development

9. Upon entering all the information on the page up to this point it is now time for the team to document the determination. This section is dynamic depending on the choices that are made. The image below depicts the table prior to a selection being made on the page. The Summary of Eligibility Determination Section is always required no matter what the determination of the team and will always be present for completion.

▼ Team Determination

Based on information from a variety of sources that have been documented and carefully considered, the team has determined

- This student is Eligible for Special Education because s/he meets the State of Oklahoma eligibility standards for the disability/disabilities indicated below
- The student is considered eligible so that services can be provided while further evaluation is conducted to determine eligibility under Oklahoma Eligibility Standards.
- This student is Eligible for Special Education because s/he meets the State of Oklahoma's eligibility standards for the following disabilities; however, the student's parent/guardian is declining services.
- This student is Not Eligible for Special Education services.

(Required)



For children whose primary disability is Developmentally Delayed, the disability category will automatically change to the student's suspected disability on the student's 10th birthday. Parents will be notified of the change by Written Notice. Although this eligibility event is activated upon the student's 10th birthday, the team may meet to consider the student's new eligibility category with a parent request for a meeting.

10. Primary Disability ▼ Secondary Disability ▼

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11. The following shows if the student is determined to have the primary disability of (a) **Specific Learning Disability** which requires the definition of *Deficit Areas*; (b) **Developmental Delay** which requires the definition of a *Suspected Disability*; or (c) **Multiple Disabilities** which requires the determination of the *Concomitant Disability(ies)*.

Primary Disability
Specific Learning Disability ▼ Secondary Disability ▼

Deficit Areas

- | | | |
|---|--|--|
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Math Calculation |
| <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Reading Fluency | <input type="checkbox"/> Written Expression | |
- (Required)

Primary Disability
Developmentally Delayed ▼ Suspected Disability (Required) ▼ Secondary Disability ▼

Primary Disability
Multiple Disabilities ▼ Secondary Disability ▼

Concomitant Disability(ies)

- | | | |
|--|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Hearing Impairment (including Deafness) |
| <input type="checkbox"/> Intellectually Disabled | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Other Health Impairments |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Visual Impairment (including Blindness) | | |
- (Required)

12. If the user selects the 'student is considered eligible so that services can be provided while further evaluation is conducted to determine eligibility under Oklahoma Eligibility Standards,' they will be required to identify the Disability category. The same applies here related to **Specific Learning Disability, Developmental Delay, or Multiple Disability(ies)** as if typical eligibility had been selected.

NOTE: This Eligibility Event will only be valid for 30 days while testing and Eligibility is determined and an IEP is written if necessary.

Primary Disability (Required) ▼ Secondary Disability ▼



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13. If the user selects the *student is Eligible for Special education; however, the student's parent is declining services*, they will be required to enter the disability information and the same rules and actions will apply to **Specific Learning Disability, Developmental Delay, or Multiple Disability(ies)**. Note: Parent revocation of consent for services is documented here, on the MEEGS.

This student is Eligible for Special Education because s/he meets the State of Oklahoma's eligibility standards for the following disabilities; however, the student's parent/guardian is declining services.

This student is Not Eligible for Special Education services.



For children whose primary disability is Developmentally Delayed, the disability category will automatically change to the student's suspected disability on the student's 10th birthday. Parents will be notified of the change by Written Notice. Although this eligibility event is activated upon the student's 10th birthday, the team may meet to consider the student's new eligibility category with a parent request for a meeting.

Primary Disability



Secondary Disability



(Required)

14. If the student is determined to be Eligible for Special Education, the users are required to complete the two sections of 'Educational Strengths' and 'Educational Needs' in addition to the 'Summary of Eligibility Determination'.

▼ Educational Strengths



Must be completed if child is eligible for special education and related services.

Describe

(Required)

▼ Educational Needs



Must be completed if child is eligible for special education and related services.

Describe

(Required)



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15. Finally, if the user selects the *Student is not Eligible for Special Education* then no further information is required and that student remains in the system as a general education student.

This student is Not Eligible for Special Education services.

16. If the student is determined not eligible, the user must complete the section that documents **‘Educational Needs’** along with Recommendation(s) to fulfill the needs and the **‘Summary of Eligibility Determination’** sections that appear.

▼ Educational Needs



Must be completed if child is not eligible for special education and related services.

Educational Needs

(Required)

Recommendation(s) to fulfill the needs

(Required)

17. After the user has saved all the information on the page by either selecting the ‘Save’ or **‘Save and Continue’** button the user can click the ‘Create Draft’ button to create a draft Eligibility Determination for review. The checkbox for **‘Print the Comment Form’** can also be selected to print the *‘Comment Form’* with the Draft *‘Eligibility Determination Document’* to take the meeting with the team.

CREATE DRAFT ELIGIBILITY DETERMINATION

CREATE FINAL ELIGIBILITY DETERMINATION

SAVE

18. Following the meeting, the user can return to the system, adjust any of the data that was discussed and altered during the meeting, Click the **‘Save’** or **‘Save and Continue’** button to save all changes and check for errors and then select the ‘Create Final’ to create the event in the system and start the clock for the three year re-evaluation.

NOTE: The **‘Create Final Eligibility Determination’** button will not appear for possible selection until all errors have been corrected on the page.



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Create Written Notice from Eligibility Determination page.

1. While you are working within the student’s Eligibility Determination page you can scroll to the bottom and click to create a draft and/or final written notice document by clicking the ‘Create Draft Written Notice’ or ‘Create Final Written Notice’ buttons.

CREATE WRITTEN NOTICE

ATTACH DOCUMENTATION

UPLOAD ATTACHMENT

19. Once the document has been created, you will see the document available for your review at the bottom of the Eligibility Determination page within the document generation table.

Note: This document will also be available at the bottom of the ‘Eligibility Determination’ and the ‘Documents’ tab.

Capture reasons for Exceeding Timeline when Initial Eligibility is over 45 days

If, based on the ‘Parent Consent Date’ and the ‘Eligibility Determination’ date, the user has exceeded the required 45 school days to determine eligibility the section related to reason for delay will appear and require completion. Complete the information needed for the ‘Acceptable Exemptions from Timeline Requirement’ or ‘Reasons for Delay (not acceptable exemptions from timeline requirement).’ You will not be able to finalize your Eligibility Determination document until this information is complete.

1.

Eligibility Timeline



This section has appeared because you are attempting to finalize an Eligibility Determination after the required timeline has passed. Please select the one most appropriate reason for the delay below, and if appropriate, indicate the date in which the district will complete the evaluation.

Parent Consent for Evaluation
02/01/2021

Anticipated Date of required timeline for Eligibility
04/19/2021

Acceptable Exemptions from Timeline Requirement

- The parent repeatedly failed or refused to produce the child for the evaluation.
- The child transferred from the district that obtained consent prior to an eligibility determination. The receiving district has made progress towards completing the evaluation. The Parent and LEA agree to complete the evaluation on or before

(Required)

Reasons for Delay (not acceptable exemptions from timeline requirement)

- Student/Parent serious medical issues
- LEAs failure to follow appropriate procedures
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Lack of appropriate LEA resources
- Breaks in School/District calendars and/or staff not on contract
- Late Referral from SoonerStart
- Parent did not show for scheduled eligibility meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics

(Required)

Name of Person completing this information
(Required)

Date of Completion
mm/dd/yyyy
(Required)





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Solutions that Matter