

OK EDPlan™

IEP Guide

Revised July 2021



PUBLIC
CONSULTING GROUP

OK EDPlan™ - IEP Guide

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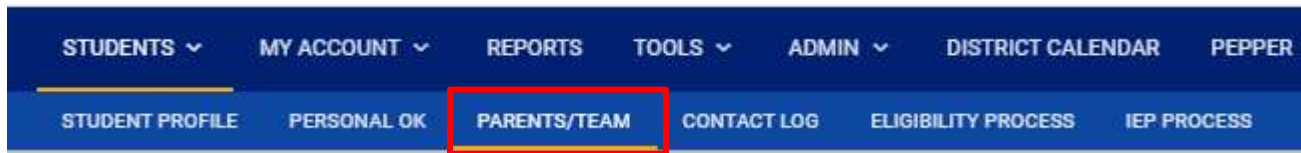
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Parents and IEP Team Members

From the Student menu, select the Parents and IEP Team Members page to add parents, guardians and IEP team members.



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Editing a Parent/Guardian

1. Select 'Details.'

Name	Relationship	Guardian Responsibility	Home Phone	Work Phone	Cell Phone	Details	Delete
Momma Test	Mother, natural/adoptive	Yes					

2. This will open the Parent panel so parent information can be edited.

Edit Parent/Guardian

Demographic Information

Full Name
Momma Test Student Lives Here

Relationship
Mother, natural/adoptive Guardian Responsibility

E-Mail
mom@gmail.com

Language

3. The 'Student Lives Here' and 'Guardian Responsibility' options must be checked for at least one parent/guardian. This is required to finalize the IEP. Select the 'Include on IEP Team' if the parent/guardian is part of the IEP Team. **NOTE:** If this is not selected for one or more parents/guardians, then there will not be a drop list for you to choose from within some of the document creation pages.
4. Select the 'Save' button when all parent/guardian information is added and return to the previous page.

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Team Members

1. The 'Teacher of Record' is assigned by using the drop list.
2. Parents are shown as IEP Team Members, if the box 'Include on IEP Team' is checked on the Parents tab.
3. To add an IEP Team Member, click 'Select IEP Team'.

SELECT IEP TEAM

4. Select any additional team members from the list displayed.

Other Users at Elementary School B who can access IEP Information

Search: _____

Select ↑↓	User Name ↑↓	Title ↑↓	View Only ↑↓
<input type="checkbox"/>	Lauren Byars		<input type="checkbox"/>
<input type="checkbox"/>	Albert Diaz		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Test For Kavita	pass: Letmein123!	<input type="checkbox"/>
<input type="checkbox"/>	Margaret Martinez		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Certifying Specialist Test	Certifying Specialist	<input type="checkbox"/>
<input type="checkbox"/>	ZendeskTeacher Test	Special Education Teacher	<input type="checkbox"/>

Showing 1 to 6 of 6 entries

Previous 1 Next

4. To allow 'View Only' permissions, which will not allow the user to make edits to the student's record, check the 'View Only' box to the right of the team member's name.
5. Select the 'Save' button when all IEP Team members are added.

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IEP Process

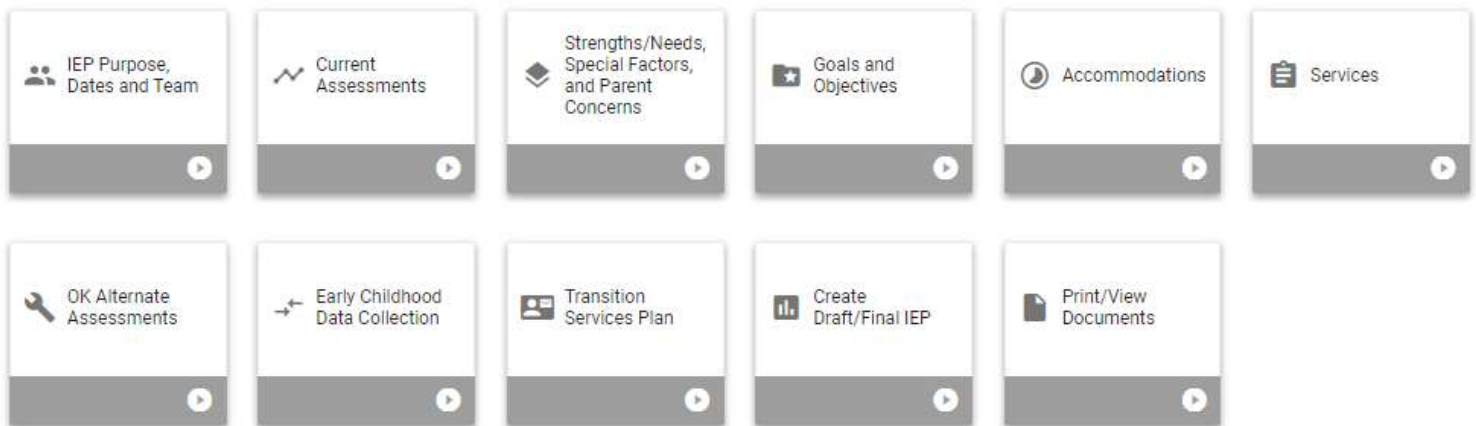


The 'IEP Process' tab will guide you through creating the IEP.

IEP Process Landing Page

1. From the Student Menu, click on the "IEP Process" tab.























IEP Process



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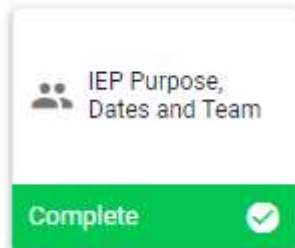
2. As you complete each 'tile' the section will turn green if completed correctly or will turn red if information is missing or conflicting data has been entered.

IEP Process

 IEP Purpose, Dates and Team Incomplete 	 Current Assessments Incomplete 	 Strengths/Needs, Special Factors, and Parent Concerns Complete 	 Goals and Objectives Complete 	 Accommodations Incomplete 	 Services Incomplete 
 OK Alternate Assessments Incomplete 	 Early Childhood Data Collection Complete 	 Transition Services Plan Complete 	 Create Draft/Final IEP Complete 	 Print/View Documents Complete 	

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IEP Purpose, Dates and Team



IEP Information

Meeting Purpose
IEP Addendum

IEP Meeting Date
05/20/2021

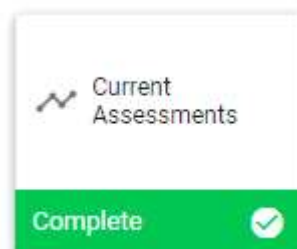
Date this IEP Begins
05/20/2021

Date this IEP Ends
05/20/2022

1. Select the meeting purpose. Note the meeting purpose option, 'In State Transfer.' This will be used to accept the IEP of a student moving in from another district within the state.
2. Enter the IEP Meeting Date. If the meeting purpose is Initial, the IEP Meeting date will prepopulate with today's date.
3. Enter the IEP Begin Date. If the IEP is an initial, the IEP Begin Date will prepopulate with today's date.
4. Enter the IEP End Date. For an initial IEP, the end date will prepopulate with one year from today. For meeting purposes of IEP Addendum and In State Transfer, the IEP End Date will not be editable.
5. Click 'Save.'

Current Assessments

From the IEP Process tab, select the 'Current Assessments' link to add data to that section of the IEP.



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1. Select 'Yes' or 'No' to indicate if this student will participate in an 'Alternate Assessment'.

∨ Alternate Assessment Participation

According to the review of the current assessment data and the team's decision, this student will participate in an Alternate Assessment. Please complete the OK Alternate Assessment section of the IEP process

Yes No

2. Select 'Yes' or 'No' to indicate if the IEP team has decided to include a transition services plan for this student.

∨ Inclusion of Transition Services Plan (prior to age 16 or 9th grade entrance)

The IEP team has decided to include a transition plan for this student.

Yes No

Adding an Assessment

1. Select the 'Add Assessments' button.

∨ Present Levels of Academic Achievement and Functional Educational Performance

ADD ASSESSMENT

EDIT ALL ASSESSMENTS

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- Select the assessment category to be addressed, and the assessment areas within the category.

Add Assessment

Assessment Category
Academic/Achievement

Assessment Areas

Academics-Basic Reading Skills Academics-Listening Comprehension Academics-Math Calculation
 Academics-Oral Expression Academics-Reading Comprehension Academics-Math Problem Solving
 Communication Fine Motor Academics-Reading Fluency
 Speech\Language Social/Emotional Behavior Adaptive Behavior
 Academics-Written Expression Academics-Math Gross Motor
 Motor Intellectual/Cognitive Sensory Processing
 Academics-Reading

Assessment

Assessment
Gray Oral Reading Test, 5th edition (GORT-5)

Assessment Date
06/01/2021

- Select the assessment from the drop list. The list of assessments is linked to the assessment area you selected previously.

Assessment Category
Communication/Language

Assessment Areas

Communication Speech\Language
 Psychological Social/Emotional Motor

Assessment


Assessment
(Required)

Custom Assessment Name

Assessment Name

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4. Enter the assessment date and add the assessment narrative.

Assessment Date
mm/dd/yyyy 

A

Assessment Narrative

Rate
 Accuracy
 Fluency
 Comprehension
 Oral Reading Index

Score Types

Advanced
 Age Equivalent
 Composite Score
 Confidence Intervals
 Full Scale
 Grade Equivalent
 Limited Knowledge
 Number Correct
 Number Incorrect
 Passed Y or N
 Percentile Rank
 Performance
 Proficient
 Raw Scores
 Scaled Score
 Standard Score
 Stanine
 T-Score
 Unsatisfactory
 Verbal
 Within Functional Limits (WFL)
 Within Normal Limits (WNL)


5. Select the appropriate component areas and score types.
6. Click 'Save and Add Scores.'

SAVE AND ADD SCORES

7. The date will prefill with the assessment date. Enter scores for the assessment.

Scores per Component Area and Type

Language

Score Date
06/01/2021 

Standard Score

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- If the assessment has been administered more than once, select 'Add More Scores' to add an additional administration date and associated scores.

NOTE: If you would like to edit the details of all of the student's assessments at once, select the 'Edit All Assessment Details' button. This will bring up the detail fields of all assessments, which you can then edit and save all at once by clicking 'Save and Continue' once you have completed all fields.

∨ Present Levels of Academic Achievement and Functional Educational Performance

ADD ASSESSMENT

EDIT ALL ASSESSMENTS

Add Assessment

- Unsatisfactory
 Verbal
 Within Functional Limits (WFL)
 Within Normal Limits (WNL)

Scores per Component Area and Type

Accuracy

ADD MORE SCORES

Score Date: 06/01/2021  Standard Score: _____

Fluency

ADD MORE SCORES

Score Date: 06/01/2021  Standard Score: _____

Comprehension

ADD MORE SCORES

Score Date: 06/01/2021  Standard Score: _____

Add Custom Assessments

- To add a custom Assessment, return to the 'Current Assessment' page, then select the 'Add Assessments' button.
- Select the assessment category and assessment area within the category, then complete the 'Add Custom Assessments' section

Assessment

Enter Assessment Name

(Required)

Custom Assessment Name

Assessment Date

mm/dd/yyyy





Assessment Narrative

- Select the 'Save' button.

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4. 4, Select 'Edit' to open the Assessment panel and edit any assessment information.

Include	Method of Assessment	Assessment Date	Assessment Category	Component Area	Score Types	Edit	Delete
<input checked="" type="checkbox"/>	Clinical Evaluation of Language Fundamentals-5 (CELF-5) Ages 9-21	05/21/2021	Communication/Language	Core Language Score (CLS)	Scaled Score: 77		

5. Note that assessments are displayed in groups, according to Assessment Area. Click on the Assessment Area to view assessments in that category.

[Academics-Basic Reading Skills](#)
[Communication](#)
[Speech\Language](#)

Include	Method of Assessment	Assessment Date	Assessment Category
<input checked="" type="checkbox"/>	Clinical Evaluation of Language Fundamentals-5 (CELF-5) Ages 9-21	05/21/2021	Communication/Language

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Deleting Assessments

1. On the Current Assessments page, click the Assessment Area to view the student's assessments for that area.

Present Levels of Academic Achievement and Functional Educational Performance ADD ASSESSMENT EDIT ALL ASSESSMENTS



For any areas where special education is needed for the student to progress in the general curriculum, indicate specific present levels of performance to use in the development of the goals, accommodations, modifications, related and supplementary services.

Academics-Oral Expression Intellectual/Cognitive

Include	Method of Assessment	Assessment Date	Assessment Category	Component Area	Score Types	Edit	Delete
<input type="checkbox"/>	Kaufman Test of Educational Achievement, 3rd Edition (KTEA-III)		Academic/Achievement	Math Computation (MC)	Confidence Intervals: 11 Number Correct: 43		

2. Click the trash can icon to delete the assessment.

Present Levels of Academic Achievement and Functional Educational Performance ADD ASSESSMENT EDIT ALL ASSESSMENTS



For any areas where special education is needed for the student to progress in the general curriculum, indicate specific present levels of performance to use in the development of the goals, accommodations, modifications, related and supplementary services.

Academics-Oral Expression Intellectual/Cognitive

Include	Method of Assessment	Assessment Date	Assessment Category	Component Area	Score Types	Edit	Delete
<input type="checkbox"/>	Kaufman Test of Educational Achievement, 3rd Edition (KTEA-III)		Academic/Achievement	Math Computation (MC)	Confidence Intervals: 11 Number Correct: 43		

3. Click 'Remove' on the confirmation modal to delete the assessment.

Delete ×

Are you sure you want to remove the following Assessment?

Method of Assessment
Kaufman Test of Educational Achievement, 3rd Edition (KTEA-III)

Assessment Date
06/01/2021

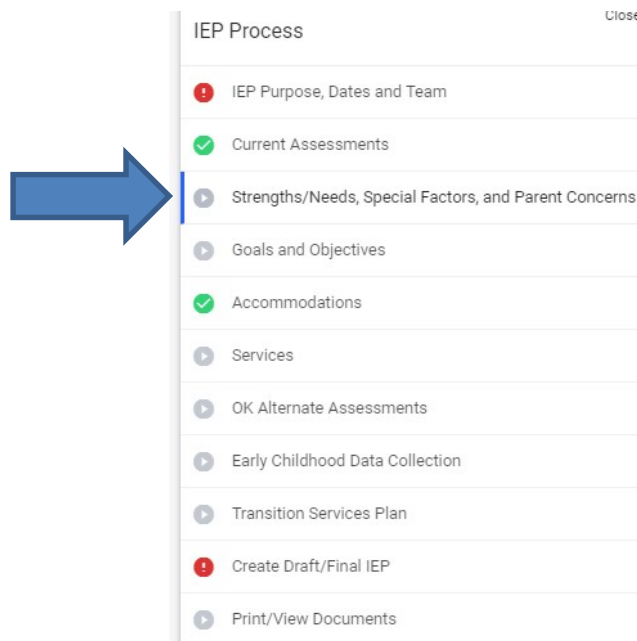
CLOSE

REMOVE

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Strengths/Needs, Special Factors, and Parent Concerns

- From the IEP Process tab, select the 'Strengths/Needs, Special Factors, and Parent Concerns' link to enter a description of student's current strengths, parent concerns and how the student's disability affects involvement in the general curriculum. Considerations of special factors for IEP development must also be addressed. This page may also be accessed by clicking the green 'Save and Continue' button on the Current Assessments page, or by selecting the page from the slider bar on the right.



All text fields on the Narratives page must have an entry. There is a 'Save' button after each section. Select any of the 'Save' buttons to save the entire page.

- Select 'Yes' or 'No' from the radio buttons for 'Consideration of Special Factors for IEP Development.'. If a user picks 'Yes' in the first question, they must answer the sub-question(s).

Limited English Proficiency

1. Does the student have limited English proficiency?

Yes
 No

1a. If yes, what is his/her primary mode of language?

(Required)

- When completed, select the 'Save and Continue' button to check for errors and move to the Goals and Objectives page.

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Goals and Objectives

Adding Goals

1. From the IEP Process landing page, select the 'Goals and Objectives' tile. Goals and Objective page can also be accessed by clicking the green Save and Continue button from the Strengths/Needs page, or by using the slider bar on the right side of the screen.

2. Select 'Add Goals and Objectives.'

∨ Add Goals and Objectives

[ADD CUSTOM OBJECTIVE\(S\) TO ALL GOALS](#)

[ADD GOALS AND OBJECTIVE\(S\)](#)

3. You may write a custom goal, add a goal from your bank, or add a goal from a list. To add a custom goal, enter the Area of Need, and the information in the 'Condition,' 'Targeted Skill or Behavior,' 'Criteria,' and date fields. As you enter this information, the data will be concatenated to build the goal. Baseline information may be documented in the Baseline text field, but is not required.

∨ Goal

[ADD GOAL FROM MY BANK](#)

[ADD GOAL FROM LIST](#)

Area of Need

Baseline

Annual Goal:

Given Ryan will by -

Given

Condition

(Required)

will

Targeted Skill or Behavior

(Required)

Criteria

(Required)

Date

by
mm/dd/yyyy

(Required)

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Note the Annual Goal that has been built using the individual data elements entered here

Area of Need
Academics-Reading Comprehension

Baseline

Annual Goal:

Given text on his instructional level, Ryan will use context clues to determine the meaning of unfamiliar words in reading materials with 80% accuracy, as measured by written work samples, by 12/17/2021.

Given Condition
text on his instructional level,

will Targeted Skill or Behavior
use context clues to determine the meaning of unfamiliar words in reading materials

Criteria
with 80% accuracy, as measured by written work samples,

Date by 12/17/2021

- Enter the person responsible, how parents will be informed of progress, and the frequency with which progress will be reported, and an overall goal comment if needed. If this is an ESY goal, check the ESY check box. Click 'Save.'

Person/Position Responsible ESY
(Required)

How will the parent be informed of student's progress towards the annual goals?
(Required)

Frequency of progress towards goals?
(Required)

Overall Goal Comments

- Saving the goal will prompt the Evaluation Procedure section to open. Click 'Add Evaluation Procedure' to enter the method to be used to measure progress toward the goal.

Evaluation Procedure

[ADD EVALUATION PROCEDURE](#)

- Select the Evaluation Procedure, Subtest (if applicable), and grade. You may also add a custom evaluation procedure.

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Add Evaluation Procedure ✕

Evaluation Procedure	Subtest	Score Type(s)	Target Score(s)	Target Date(s)	Copy
Checklist	No Subtest	___ of 5 trials	4		

Custom Evaluation Procedure

Evaluation Procedure
Data Collection ▼

Subtest ▼

Grade ▼

7. Next select the score type and enter the Target Score. Enter a Target Date if it is less than the end date of the IEP. Click Save.

<input type="checkbox"/> ___ of 3 trials	<input type="checkbox"/> ___ of 5 trials	<input type="checkbox"/> ___ of 10 trials	<input type="checkbox"/> ___ of 5 days per week	<input checked="" type="checkbox"/> ___ % of the time	<input type="checkbox"/> Age Equivalent
<input type="checkbox"/> Number Correct	<input type="checkbox"/> Number Incorrect	<input type="checkbox"/> Percentage	<input type="checkbox"/> Raw Score	<input type="checkbox"/> Grade Equivalent	<input type="checkbox"/> Composite Score
<input type="checkbox"/> T Score	<input type="checkbox"/> With ___ % accuracy	<input type="checkbox"/> With fewer than ___ prompts	<input type="checkbox"/> With no more than ___ errors	<input type="checkbox"/> Scaled Score	<input type="checkbox"/> Standard Score
<input type="checkbox"/> Words per Minute (WPM)	<input type="checkbox"/> Digits per Minute (DPM)	<input type="checkbox"/> ___ of 50 trials	<input type="checkbox"/> ___ % of the time	<input type="checkbox"/> With no more than ___ verbal prompts	<input type="checkbox"/> With no more than ___ visual prompts
				<input type="checkbox"/> Domain Quotient	<input type="checkbox"/> Percentile

Target Scores and Target Date(s)

___ % of the time

Target Score
(Required)

Target Date
mm/dd/yyyy



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- Frequently used Evaluation Procedures will be listed at the top of the modal window. Click 'Copy' to apply an evaluation procedure to the goal.

Add Evaluation Procedure ✕

Evaluation Procedure	Subtest	Score Type(s)	Target Score(s)	Target Date(s)	Copy
AIMSweb - Math	No Subtest	With fewer than ____ prompts	fifteen		
AIMSweb - Writing	No Subtest	Composite Score	45	05/14/2021	
Boardwork	No Subtest	____ of 3 trials	4		

Adding Goals from a List

- Select 'Add Goals and Objectives.'

▼ Add Goals and Objectives

[ADD CUSTOM OBJECTIVE\(S\) TO ALL GOALS](#)

[ADD GOALS AND OBJECTIVE\(S\)](#)

- Select 'Add Goal from List.'

▼ Goal

[ADD GOAL FROM MY BANK](#)

[ADD GOAL FROM LIST](#)

- Select the appropriate goal list.

Add Goal from List

Select Goal List

EdPlan Goals

Oklahoma Academic Standards - Extended Academic Indicators (OAS-EAI)

- Select the goal area.

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Add Goal from List ✕

Select Goal List

EdPlan Goals Oklahoma Academic Standards - Extended Academic Indicators (OAS-EAI)

OAS EAI

- English Language Arts
- Mathematics
- Science
- Social Studies
- U.S. History
- Personal Financial Literacy for Students with Disabilities

CLOSE **SAVE**

Annual Goal:
Given Guadalupe will by 06/01/2022.

5. Select the grade, Annual Goal Category, and Annual Goal, and Save.

Add Goal from List ✕

Select Goal List

EdPlan Goals Oklahoma Academic Standards - Extended Academic Indicators (OAS-EAI)

OAS EAI

Mathematics ▼

Grade

5 ▼

Annual Goal Category

OAS - EAI - Math - 5 - Measurement and Data ▼

The student will understand Measurement and Data [with ___% accuracy/___ of ___ trials].

CLOSE **SAVE**

6. The selected goal will populate in the 'Targeted Skill or Behavior' text field. You will need to separate the condition and criteria and put them in the appropriate fields. See example below.

Annual Goal:

Given Guadalupe will The student will understand Operations and Algebraic Thinking [with ___% accuracy/___ of ___ trials]. by .

Given

(Required)

will

Criteria

(Required)

Date

(Required)

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Annual Goal:

Given an algebra assignment Ruby will understand operations and algebraic thinking with 75% accuracy by 08/04/2022.

Given

will

Criteria

Date by 

- Complete the remaining goal fields as outlined previously.

Adding Goals from a Bank

- Select 'Add Goal from My Bank.'

Goal [ADD GOAL FROM MY BANK](#) [ADD GOAL FROM LIST](#)

Select the Goal Category. Check 'Add' to select the goal. Click Save.

Add Goals from Bank [MANAGE BANK](#) ✕

Category:

Show entries Search:

Add	Custom	Goal Text
<input checked="" type="checkbox"/>	Yes	Given 3rd oral expression goal Guadalupe will targeted skill criteria by 06/01/2022.
<input type="checkbox"/>	Yes	Given condition Guadalupe will targeted skill criteria by 06/01/2022.
<input type="checkbox"/>	Yes	Given oral expression condition Guadalupe will targeted skill criteria by 04/04/2022.

Showing 1 to 3 of 3 entries Previous Next

[CLOSE](#) [SAVE](#)

- Complete the remainder of the required fields, and Save.
- Add Evaluation Procedure(s) as outlined previously.

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Adding Objectives

Short term objectives or benchmarks are only required in the IEPs of children who take Alternate Assessments aligned to Alternate Achievement standards. Should an IEP team wish to add short-term objectives for students outside of the Alternate Assessment population, this option is available in the system.

1. Select the 'Add Objective' button.

Objectives

[ADD OBJECTIVE](#)

2. Enter objectives in the same way goals were entered. Evaluation Procedures, Score Types, and Target Scores will be added after the objective is saved.

Annual Goal

Given 25 sight words Ryan will read words correctly 4 of 5 trials by 12/17/2021.

Objective

[ADD OBJECTIVE FROM MY BANK](#)

[ADD OBJECTIVE FROM LIST](#)

Baseline

Objective:

Given Ryan will by .

Given

Condition

(Required)

will

Targeted Skill or Behavior

(Required)

Criteria

(Required)

Date

by
mm/dd/yyyy

(Required)

Evaluation Procedure

[ADD EVALUATION PROCEDURE](#)

3. Select the 'Save and Continue' button to return to the Goals page.

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Banking Goals and Objectives

This feature allows for creation of a Goals Bank for use when adding goals to the Goals and Objectives page. The banking option allows users to import the goals used on a regular basis to a Goal Bank. Users can develop their banks from the goal lists, by adding custom goals/objectives or by importing existing goals from students on their caseload. The goal bank management screen can be accessed on the 'My Info' tab or directly on the Goals page.

ADDING ANNUAL GOALS TO BANK

1. Select 'Add Goals and Objectives.'

∨ Add Goals and Objectives

ADD CUSTOM OBJECTIVE(S) TO ALL GOALS

ADD GOALS AND OBJECTIVE(S)

2. Select 'Add Goal from My Bank.'

∨ Goal

ADD GOAL FROM MY BANK

ADD GOAL FROM LIST

3. Select 'Manage Bank.'

Add Goals from Bank

MANAGE BANK

×

4. You may add custom goals to the goal bank, import goals from your caseload, or add goals to your bank from a list.

Manage Goal Bank

MANAGE CATEGORIES

IMPORT FROM CASELOAD

ADD CUSTOM

ADD FROM LIST

EDIT ALL

5. To import goals from your caseload, select one or more of the following by checking the box next to it:

- Only import goals from ABC Student
- Only include students for whom I am Teacher of Record
- Create Categories from the Goal Area of the Goal

Import Goals to Goal Bank

×

Only Import Goals from Ryan K Test

Only include Students for whom I am the Teacher of Record

Create Categories from the Goal Area of the enclosing Goal

CLOSE

SAVE

6. Click 'Save' to save the goals to your goal bank.

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Managing Goal Bank Categories

1. Select 'Manage Categories.'

Manage Goal Bank MANAGE CATEGORIES [IMPORT FROM CASELOAD](#) [ADD CUSTOM](#) [ADD FROM LIST](#) [EDIT ALL](#)

7. Enter a new category by typing in the name of the category, then click the +.

Manage Categories for Goal Bank ×

 To add categories enter them below and select the "+" icon. Deleting a category will place any Goals currently in that category into the "none-" category.

Show 10 entries

Search: _____

Position [↑]	Category [↑]	Number of Goals [↑]	Add/Delete [↑]
New	New Goal Category _____		+
1	Academics - Oral Expression	3	
2	Academics-Listening Comprehension	2	
3	Fine Motor	1	

Showing 1 to 4 of 4 entries

Previous **1** Next

8. To delete a category, click the trash can icon.

Manage Categories for Goal Bank ×

 To add categories enter them below and select the "+" icon. Deleting a category will place any Goals currently in that category into the "none-" category.

Show 10 entries

Search: _____

Position [↑]	Category [↑]	Number of Goals [↑]	Add/Delete [↑]
New	New Goal Category _____		+
1	Academics - Oral Expression	3	
2	Academics-Listening Comprehension	2	
3	Fine Motor	1	

Showing 1 to 4 of 4 entries

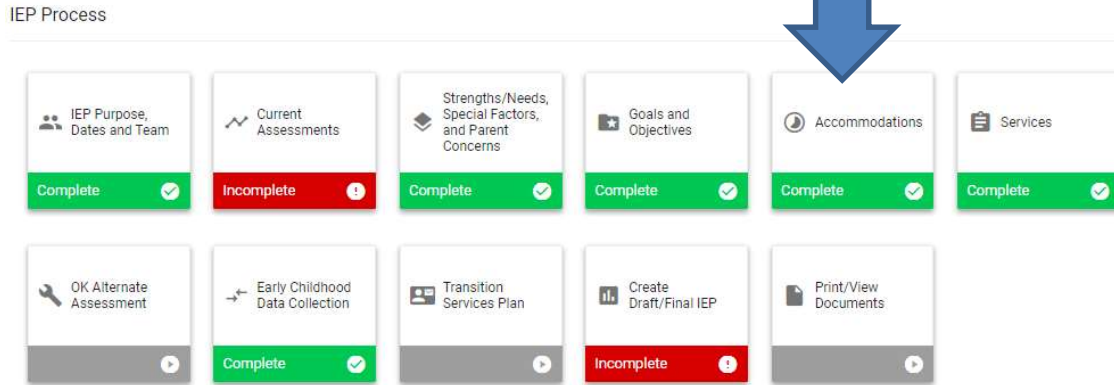
Previous **1** Next

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Accommodations

- From the IEP Process tab, select the Accommodations link.

IEP Process



- Select the Participation Area(s) and Participation level(s) for State/District assessments.

∨ Participation in State/District

Include	Participation Area	Participation Level	
<input checked="" type="checkbox"/>	OSTP - Grade 3-8 ELA	<input type="checkbox"/> Not-Applicable	<input checked="" type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	OSTP - Grade 3-8 Math	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	OSTP - Grade 5 or 8 Science	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations

- Select the Participation Area(s) and Participation level(s) for classes/activities.

∨ Participation in Class/Activity

Include	Participation Area	Participation Level	
<input type="checkbox"/>	Reading	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations
<input checked="" type="checkbox"/>	English/Language Arts	<input type="checkbox"/> Not-Applicable	<input checked="" type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	Spelling	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	Writing	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations <input type="checkbox"/> Without Accommodations

- Accommodations may be added in two ways. Selecting the 'Add Accommodations' that is associated with State/District Assessments allows you to select and add multiple state/district accommodations to multiple assessment areas.

∨ State/District Accommodations

ADD ACCOMMODATIONS

CLEAR ALL

∨ OSTP - Grade 3-8 ELA

[EDIT/ADD ACCOMMODATIONS](#)

∨ OSTP - Grade 3-8 Math

[EDIT/ADD ACCOMMODATIONS](#)

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5. As you select the accommodation, it is added to all state/district and class/activity areas. You may unselect a state/district and/or class activity area if the specific accommodation is not appropriate for that area.

T3. Allow frequent breaks during one test session (maximum 10-15 min. duration).

T3. Allow frequent breaks during one test session (maximum 10-15 min. duration).

Select State/District Accommodations

[CHECK ALL](#) [CHECK NONE](#)

OSTP - Grade 3-8 ELA

OSTP - Grade 3-8 Math

6. Accommodations may also be added for each assessment area individually. To add accommodations to only one assessment area, select 'Edit/Add Accommodations.'

▼ State/District Accommodations

[ADD ACCOMMODATIONS](#)

[CLEAR ALL](#)

▼ OSTP - Grade 3-8 ELA

[EDIT/ADD ACCOMMODATIONS](#)

Accommodation(s)

T3. Allow frequent breaks during one test session (maximum 10-15 min. duration).

The selected accommodations will only be applied to the specific assessment area.



State/District OSTP - Grade 3-8 ELA

Select State/District Accommodation(s)

NS1. ELA/Reading Read-Aloud Accommodation (may select at time of IEP for use on district assessments, but must obtain OSDE approval for use on state assessment).

NS2. Unique Accommodations (require prior OSDE approval).

P10. Provide cues (arrows, stop signs) on answer form.

P11. Use masking or templates to reduce the amount of visible print.

P12. Secure paper to work area with tape or magnets.

P13. Student may read the test aloud or sign the test to himself or herself.

P14. Placeholders, template, or markers to maintain place.

P15. Audio calculator.

P16. Paper & Pencil test.

P1a. Large print version.

P1b. Contracted braille version.

P1c. Large print through online testing client.

7. The process to add Class/Activity accommodations is much the same, select 'Add Accommodations' to select and apply class/activity accommodations to Class/Activity areas, or select 'Edit/Add Accommodations' to add accommodations to one specific Class/Activity area.

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Class/Activity Accommodations

ADD ACCOMMODATIONS

CLEAR ALL

English/Language Arts

EDIT/ADD ACCOMMODATIONS

Math

EDIT/ADD ACCOMMODATIONS

8. Check the 'Include' checkbox to include the accommodation on the printed IEP document.

Participation in State/District

Include	Participation Area	Participation Level		
<input checked="" type="checkbox"/>	OSTP - Grade 3-8 ELA	<input type="checkbox"/> Not-Applicable	<input checked="" type="checkbox"/> With Accommodations	<input type="checkbox"/> Without Accommodations
<input checked="" type="checkbox"/>	OSTP - Grade 3-8 Math	<input type="checkbox"/> Not-Applicable	<input checked="" type="checkbox"/> With Accommodations	<input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	OSTP - Grade 5 or 8 Science	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations	<input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	Grade 11 Science	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations	<input type="checkbox"/> Without Accommodations
<input type="checkbox"/>	U.S. History	<input type="checkbox"/> Not-Applicable	<input type="checkbox"/> With Accommodations	<input type="checkbox"/> Without Accommodations

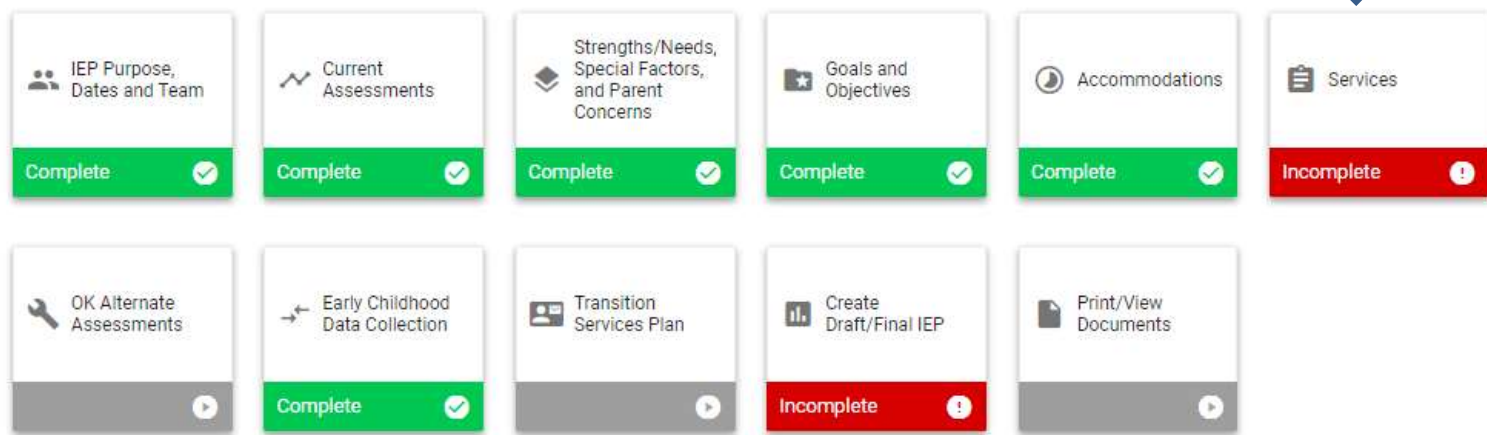
OK EDPlan™ - IEP Guide

Services

All Special Education Services, Related Services and Supplemental Aids are added on the page titled 'Services.'

1. From the IEP Process tab select the 'Services' link.

IEP Process



IEP Purpose, Dates and Team	Current Assessments	Strengths/Needs, Special Factors, and Parent Concerns	Goals and Objectives	Accommodations	Services
Complete ✓	Complete ✓	Complete ✓	Complete ✓	Complete ✓	Incomplete !
OK Alternate Assessments	Early Childhood Data Collection	Transition Services Plan	Create Draft/Final IEP	Print/View Documents	
	Complete ✓		Incomplete !		

Special Education Services

3. Select 'Add Special Ed Service.'

Special Ed Services

ASSOCIATE WITH GOAL

ADD SPECIAL ED SERVICES



There are currently no Special Ed Services determined for this student

2. In the modal window, select the service (or click 'Custom Special Ed Service' to add a custom service, service type, number of sessions, session length, start and end dates (start/end dates will prefill with IEP start/end dates, but can be edited), location, and provider.
3. If the services are provided at a school different from the attending school, select a Serving School. Only select a Serving School if the services are provided at a different school.
4. Save, or click 'Add Another Service' to continue adding special education services.
5. Select ESY or Contingency if appropriate.



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Add Special Ed Service



Custom Special Ed Service

Service
(Required)

Service Type
(Required)

Number Sessions
(Required)

per week
▼

Session Length
(Required)

Unit of Time
Minutes

Start Date
(Required)

End Date
(Required)

Location
(Required)

ESY

Provider
(Required)

Contingency

Serving School
▼

ADD ANOTHER SERVICE

CLOSE

SAVE

OK EDPlan™ - IEP Guide

Related Services

1. Select the 'Add Related Services' button.

Related Services

ASSOCIATE WITH GOAL

ADD RELATED SERVICES



There are currently no Related Services determined for this student

2. Select the appropriate 'Related Service' and 'Service Type' from the dropdown menu, or add a custom service. Choose the 'Number of Sessions' per Year, Week, Month or Day and 'Session Length' in minutes.
3. Enter a start date and end date for the related service.
4. Check ESY, as needed.
5. Select the Provider and Service Location. Provider and Location are required to create a Final IEP.
6. If the service is provided at a school different from the attending school, select a Serving School.
7. Select the 'Save' button to return to the previous page.

Add Related Service



Custom Related Service

Service
(Required)

Service Type
(Required)

Number Sessions
(Required)

per week

Session Length
(Required)

Unit of Time
Minutes

Start Date
mm/dd/yyyy
(Required)

End Date
mm/dd/yyyy
(Required)

Location
(Required)

Provider
(Required)

ESY

Serving School

Contingency

ADD ANOTHER SERVICE

CLOSE

SAVE

OK EDPlan™ - IEP Guide

Supplemental Aids

1. On the Services page, select the 'Add Supplemental Aids' button.

Supplemental Aids

ASSOCIATE WITH GOAL

ADD SUPPLEMENTAL AIDS

 There are currently no Supplemental Aids determined for this student

2. Select the appropriate aids and services from the dropdown menu or enter custom information.
3. Choose the number of sessions per year, week, month or day. Choose the session length in minutes.
4. Enter the start date and end date.
5. Select the 'Save' button to return to the previous page.

Add Supplemental Aid



Custom Supplemental Aid

Service ▼
(Required)

Number Sessions per week ▼

Session Length Unit of Time
Minutes

Start Date 📅
mm/dd/yyyy
(Required)

End Date 📅
mm/dd/yyyy
(Required)

Training ↙
(Required)

Implementation ↙
(Required)

ADD ANOTHER SERVICE

CLOSE

SAVE

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LRE Details

Click the arrow to expand the LRE and General Education section and enter information concerning 'Least Restrictive Environment' (LRE).

Enter the appropriate response to each question in the corresponding fields. If 'No' is selected, answer the corresponding question(s).

▼ LRE and General Education



The Continuum of Placements for the least restrictive environment (LRE) includes regular classes full-time, special classes part-time or full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facility, or parentally placed in private schools.

Amount of time in general education setting
100% of instructional day

Provide an explanation below of the extent, if any, to which the child will not participate with nondisabled students in the general education curriculum or age appropriate activities

explain

Describe continuum of placements considered and reasons determined not appropriate

continuum

Early Childhood Educational Environment

The process of determining the most accurate educational environment must be completed at each IEP meeting for children ages 3 and 4 and in grade PK. The steps for providing an accurate educational environment within OK EDPlan™ are shown below.

1. Answer the questions to determine the child's early childhood educational environment.

▼ Enter Early Childhood Educational Environment Data

A regular early childhood program includes at least 50% typically developing children (children without IEPs).

Includes:



- Public or private preschool classes
- Public or private Kindergarten
- Licensed child care centers
- Licensed family and group child care homes
- Head Start
- Before and after school programs

Does not include:

- Babysitters
- Neighbors
- Relative
- Home
- Mother's Day Out - unless provided as a licensed day care center

Is the student attending a regular early childhood program?

Yes

No

(Required)

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2. Once you have completed the page you will need to 'Save and Confirm EC Placement' to confirm the placement that you just entered.

NOTE: To view previous placement you must select the button 'View Previous Placement.'

ESY Details

1. Scroll down to Extended School Year section on the Services page and complete the information for 'Extended School Year' (ESY).

Extended School Year

Date ESY program was/will be determined

mm/dd/yyyy

(Required)



Indicate the IEP Team's determination of student eligibility for Extended School Year

(Required)

2. Select the 'Save and Continue' button to move to the next page in the IEP process.

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



OK Alternate Assessments

The OAAP Portfolio assessment is intended for a very small population of students with the most significant cognitive disabilities. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment. Students who do not meet the eligibility criteria displayed below SHOULD NOT take the alternate assessment.

If the answer to **ANY** of the questions below is "NO", the student must participate in the regular assessment with or without accommodations. If **ALL** of the answers to the questions above are "YES", the student is eligible to participate in an alternate assessment.

1. From the IEP Process tab select the 'OK Alternate Assessments' link.

IEP Process

 IEP Purpose, Dates and Team Complete ✓	 Current Assessments Complete ✓	 Strengths/Needs, Special Factors, and Parent Concerns Complete ✓	 Goals and Objectives Complete ✓	 Accommodations Complete ✓	 Services Incomplete !
 OK Alternate Assessments (Grey bar with play button icon)	 Early Childhood Data Collection Complete ✓	 Transition Services Plan (Grey bar with play button icon)	 Create Draft/Final IEP Incomplete !	 Print/View Documents (Grey bar with play button icon)	



OK EDPlan™ - IEP Guide

2. Select 'Yes' or 'No' in the Participation Criteria Checklist.



The OAAP Portfolio assessment is intended for a very small population of students with the most significant cognitive disabilities. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment. Students who do not meet the eligibility criteria displayed below SHOULD NOT take the alternate assessment.

If the answer to ANY of the questions below is "NO", the student must participate in the regular assessment with or without accommodations. If ALL of the answers to the questions above are "YES", the student is eligible to participate in an alternate assessment.

✓ Participation Criteria Checklist

[CLEAR ALL](#)

Does the student have significant intellectual disabilities AND significant adaptive behavior deficits?

Yes No

Does the student's IEP require alternate achievement standards in ALL content areas?

Yes No

Does the IEP team feel extensive family/community supports will be a lifelong requirement regardless of modifications, accommodations or adaptations implemented in the student's program?

Yes No

Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?

Yes No

The decision to place the student on an alternate assessment is based on the student's disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.

Yes No

3. Select the 'Save and Continue' button to check for errors and return to the IEP process page.

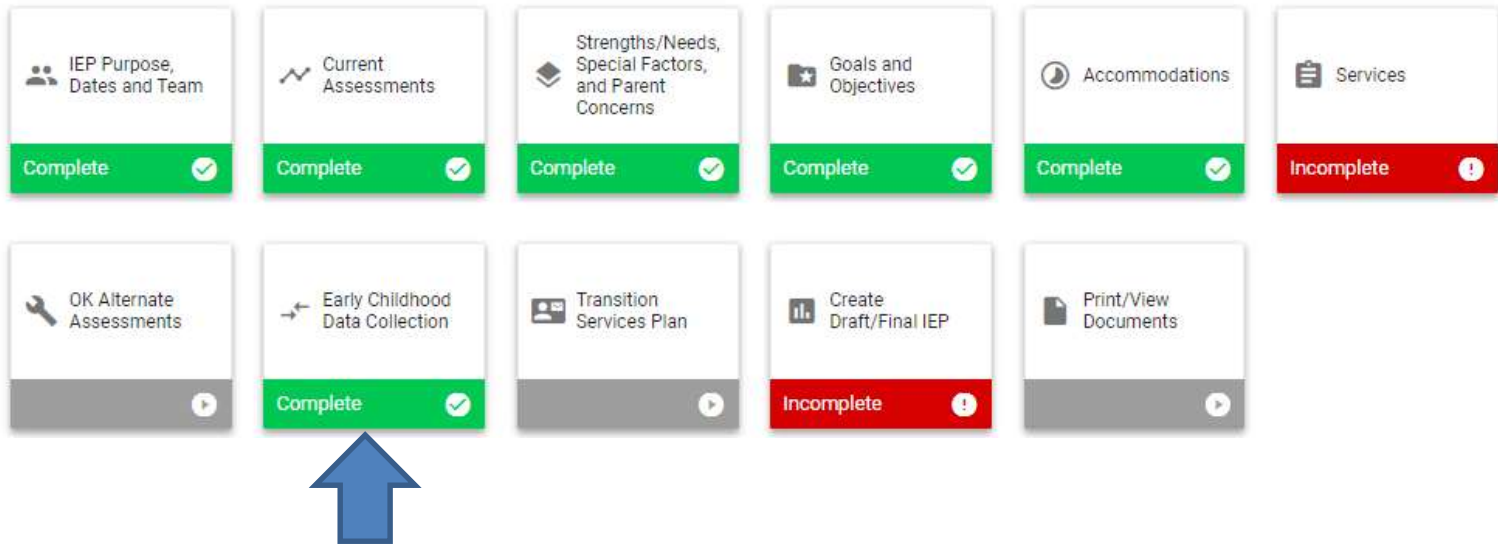
NOTE: If you selected 'No' the child will not participate in the alternative assessments on the 'Current Assessments' page, this page will be read only.

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Early Childhood Data Collection

1. From the IEP Process tab select the 'Early Childhood Data Collection' link.

IEP Process



Early Childhood Outcomes Summary

The left side of the page is entrance data and the right side of the page is exit data.

2. Enter the date for either entry or exit from the Early Childhood Program and associated ratings. Remember there is only one Entrance into the Early Childhood Program and one exit date. This is not a direct correlation with exiting the school district or entering the school district.
3. Enter data in the sections below Source of Information, Summary of Relevant Results, and Date.

Early Childhood Outcomes Summary

Date of ECO Entrance Rating
mm/dd/yyyy



Date of ECO Exit Rating
mm/dd/yyyy



Days Between
days

Early Childhood Outcomes Rating Scale

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

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Section 1: Positive Social Emotional Skills (Including Social Relationships)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):



- Relating with Adults
- Relating with Other children
- Following rules related to groups or interacting with others.

Entrance 1 - Positive Social Emotional Skills

To what extent does this child show age-appropriate functioning across a variety of setting and situations, on this outcome?

Exit 1 - Positive Social Emotional Skills

To what extent does this child show age-appropriate functioning across a variety of setting and situations, on this outcome?

Supporting Evidence for rating response

Source of Information	Summary of Relevant Results	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Supporting Evidence for rating response

Source of Information	Summary of Relevant Results	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

- Select the 'Save and Continue' button to check for errors and return to the IEP process page.























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Transition Services Plan

The IEP must include secondary transition services that are in effect no later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined by the IEP team, and updated annually.

1. From the IEP process tab select the 'Transition Service Plan' link

IEP Process

 IEP Purpose, Dates and Team Incomplete 	 Current Assessments 	 Strengths/Needs, Special Factors, and Parent Concerns Incomplete 	 Goals and Objectives Incomplete 	 Accommodations Complete 	 Services Incomplete 
 OK Alternate Assessments 	 Early Childhood Data Collection 	 Transition Services Plan 	 Create Draft/Final IEP 	 Print/View Documents 	



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1. Click 'Add Assessment' to enter any transition or vocational assessments.

∨ Present Levels of Academic Achievement and Functional Performance

[ADD ASSESSMENT](#)



There are currently no assessments added for Assessment Areas "Transition Services" or "Vocational".



Click the 'Add Assessment' button in the top right corner of the panel to add assessment(s).

2. Enter the Strengths, Preferences, Interests and Needs.
3. Enter a description of each Post-Secondary and Annual goal in the text boxes.

∨ Desired Post-Secondary/Outcome Completion Goals



Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education living skills and community participation. Independent Living is optional for all students except those participating in the Oklaho

Education/Training

Upon graduation from high school, I will

Employment

Upon graduation from high school, I will

4. Click 'Add Transition Goals.' The goal process on the Transition page is the same as the Goals page. Enter appropriate transition goals.

∨ Annual Transition Goals

[ADD TRANSITION GOALS](#)

Transition: Education/Training



There are currently no goals added for Goal Area:Transition: Education/Training

Transition: Employment



There are currently no goals added for Goal Area:Transition: Employment

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5. Answer the OK Promise question.
6. Select the appropriate curriculum participation.
7. Enter Course of Study information.
8. 'Transition Services and Coordinated Activities'
 - Enter the services/activities in the text field.
 - Enter Person(s) and Agency(s) responsible for the activities.
 - Enter Anticipated Completion Date.
9. List and describe any necessary accommodation(s) in the text field.

∨ Accommodations Necessary for Transition Services and Coordinated Activities

List and describe any accommodations necessary for Transition Services and Coordinated Activities:

10. Enter the date of 'Projected Graduation or Completion.' Indicate yes or no on 'Vocational Education/Rehabilitation,' 'Invitation to Meetings,' and 'Transfer of Rights.'

∨ Projected Date of Graduation/Program Completion and Type

Date
05/20/2022

Type

Standard Diploma

General Educational Development (GED)

∨ Vocational Education/Rehabilitation

 If yes, document date when information was provided to young adult and parent(s).

In planning the course of study, has information been provided regarding opportunities for vocational education (e.g. high school vocational education courses, school-based training, work study programs, technology education, area career technology center programs?)

Yes

No

Person Responsible for Referral

EDPlan Admin Test

Date

07/30/2021

If no, explain why this can be a future date:
test

By age 16, the young adult has been referred to the vocational rehabilitation counselor with the prior consent of the parent or student (if 18) and the parent(s) and young adult were provided a copy.

Yes

No

11. Select 'Save and Continue' to check for errors and return to the IEP process page.

The 'Consent for Release of Information' and "Student Summary of Performance" are available on the Transition Page.

∨ Student Documents

[CREATE CONSENT FOR RELEASE OF INFORMATION](#)

[CREATE SUMMARY OF PERFORMANCE](#)

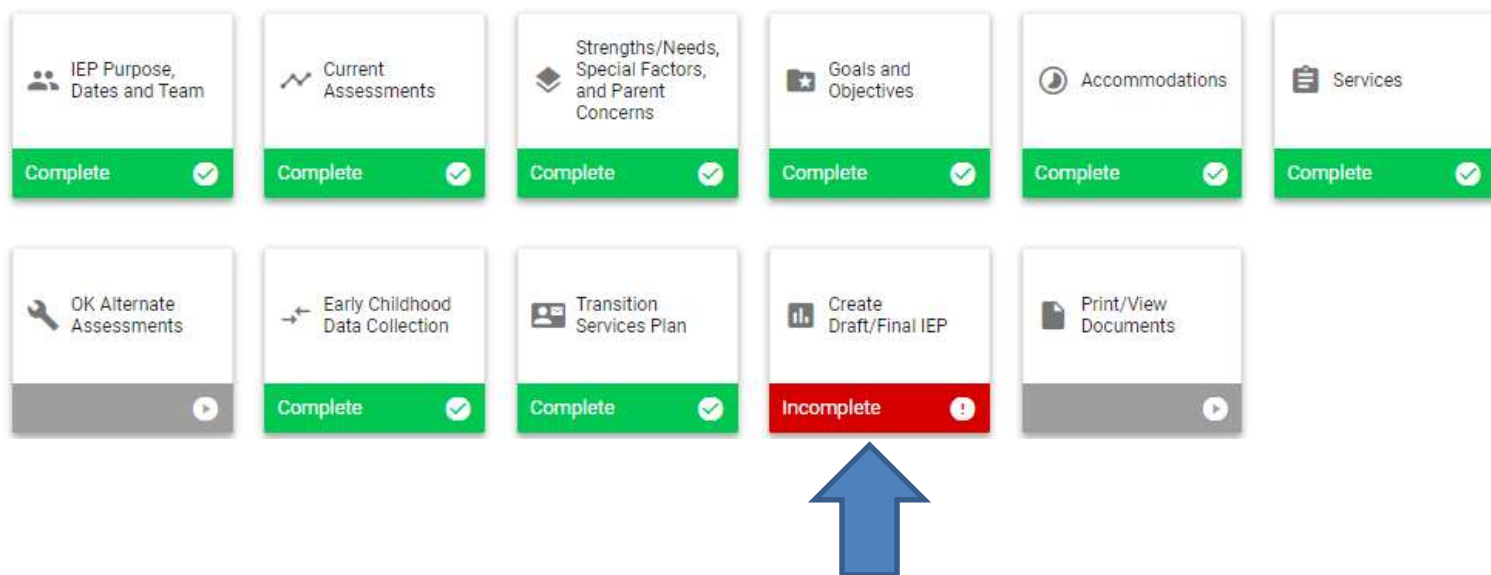
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



Create Draft

IEP DRAFT DOCUMENT

1. Select the 'Create Draft' link on the IEP Process page.

IEP Process




 IEP Purpose, Dates and Team Complete ✓	 Current Assessments Complete ✓	 Strengths/Needs, Special Factors, and Parent Concerns Complete ✓	 Goals and Objectives Complete ✓	 Accommodations Complete ✓	 Services Complete ✓
 OK Alternate Assessments ▶	 Early Childhood Data Collection Complete ✓	 Transition Services Plan Complete ✓	 Create Draft/Final IEP Incomplete ?	 Print/View Documents ▶	

2. Select the 'Parent/Guardian Responsibility' and the 'Special Education Teacher' using the dropdown list and enter the appropriate names for the 'Regular Education Teacher', 'Interpreter of Evaluation Results,' and

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'Administrative Representative.'

Team Members

 Select the team member who assumes the role of each required position. The Parent-Guardian Responsibility positions will be selected from a drop down menu of a person or persons that you created in the Parents tab that have parent-guardian responsibility. The special education teacher will also be selected from a drop down menu. The names of the remaining members will be typed into the text fields beside their position.

Parent-Guardian Responsibility

Parent-Guardian Responsibility

Interpreter of Evaluation Results

Administrative Representative

Special Education Teacher

Agency Representative

General Education Teacher

Student
Ryan K Test

3. Type in the names and positions of any additional team members.
4. If parent(s), guardian(s), and/or child as appropriate did not attend the IEP meeting, explain in the text box.
5. Check 'Yes' or 'No' if Translation/Interpretation is provided. If 'Yes', specify in the text field.
6. Select 'Yes', 'No', or 'N/A' if Parent Consent was received. If 'Yes' is selected enter the date.
7. Check 'Yes' or 'No' on the Informed Parent Consent.



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Additional Team Members

Position	Team Member
Position	Team Member
Position	Team Member
Position	Team Member

Informed Parental Consent

Parent Consent for initial placement (consent is voluntary and may be revoked at any time)

Yes No N/A

Date
mm/dd/yyyy
(Required)

Parent(s) received *Notice of Procedural Safeguards*

Yes No

Parent(s) received *Parent Survey* brochure

Yes No

Parent(s) have received information regarding the *Lindsey Nicole Henry Scholarship*

Yes No

12. Select the 'Display IEP Errors' buttons to scan the IEP for missing data.
13. Review any errors and make necessary corrections on the student's IEP workspace. Draft documents can be created even if errors exist within the workspace, but IEPs cannot be finalized until all errors are corrected.
14. Select the 'Create Draft IEP' button to create the IEP draft. Draft documents may be printed for the IEP meeting, and they will include a "Draft" watermark on the document



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The IEP Addendum follows the IEP created in your district. The IEP Addendum dates must fall within the date range of the IEP created in your district. Do not use the same begin date of the IEP created in the previous district. To create an IEP Addendum, update the dates on the Special Ed Services page and Goals & Objectives page. The start and end dates of services must fall within the date range of the IEP Addendum.

Follow the same process of creating the IEP document.

Written Notice

The Written Notice can be completed within the Create Draft page of the 'IEP Process' or it can be completed in the 'Documents' section.

▼ Create IEP

CREATE WRITTEN NOTICE

Create Written Notice



Creating a final of this document will generate a notification to the parent/guardian through EDPlan Connect, if there is an email address in EDPlan for the parent/guardian. If you would like to proceed with creating a final, click 'Create Final'. If you would not like to create a final, click 'Save' to save the data on this page.

The School District

Proposed
(Required)

Refused

To Initiate and/or
(Required)

Change the areas checked below

Areas were proposed in the following

- Identification of your child as having a disability which requires special education services
- Evaluation/Reevaluation to determine disability and nature, extent of special education and related services needed
- Educational placement/services
- Provision of a Free and Appropriate Public Education (FAPE)
- Parent Revocation of Consent
- Other
(Required)












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Create Final Page

IEP FINAL DOCUMENTS

From the IEP Process tab, select the 'Create Final' link.

IEP Process

 IEP Purpose, Dates and Team Complete ✓	 Current Assessments Complete ✓	 Strengths/Needs, Special Factors, and Parent Concerns Complete ✓	 Goals and Objectives Complete ✓	 Accommodations Complete ✓	 Services Complete ✓
 OK Alternate Assessments ▶	 Early Childhood Data Collection Complete ✓	 Transition Services Plan Complete ✓	 Create Draft/Final IEP Complete ✓	 Print/View Documents ▶	





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1. Review the IEP dates on the IEP Process landing page.
2. Scroll to the bottom and click 'Display IEP Errors' to review for any errors.
3. If no errors are found, select the 'Create Final IEP' button. Once the IEP or IEP Addendum is created without errors, it is recognized as the currently valid IEP document. **NOTE:** The Create Final IEP button will not appear until after the user clicks to Display IEP Errors.



Electronic Signature

If you are using the electronic signature feature, the signature boxes will display in the Create Final modal popup after 'Display IEP Errors' has been clicked, and all errors have been corrected.

Signature boxes will display for team members entered on the Create Draft/Final page. The date will prepopulate based on the meeting date entered on the IEP Process landing page, but this date field is editable. Team members can also check to indicate agreement/disagreement with the IEP.

Create Final IEP

Electronic Signatures can be collected by expanding the section below. Signatures should only be collected (and will only print to the document) when the final document is being generated.

Electronic Signatures

Parent/Guardian Responsibility: Mom Test 08/04/2021 Agreement with IEP: Yes No

CLEAR SIGNATURE

Parent/Guardian Initials: Mom Test

CLEAR SIGNATURE

The team member can sign using a mouse, stylus, or finger on a touch screen. Finalizing the IEP will capture the signature on the IEP document.

Remember that signatures are only stored on the finalized document, not in EDPlan. If signatures are collected prior to clicking 'Display IEP Errors,' the signatures will not be stored and will have to be collected again.



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Print/View Documents Page

Print and View IEP or IEP Addendum documents by selecting the Print/View Documents link on the IEP Process tab.

IEP Process

The screenshot shows the 'IEP Process' tab with a grid of 11 steps. Each step has an icon, a title, and a 'Complete' status with a checkmark. A blue arrow points to the 'Print/View Documents' step in the bottom row.

IEP Purpose, Dates and Team	Current Assessments	Strengths/Needs, Special Factors, and Parent Concerns	Goals and Objectives	Accommodations	Services
Complete ✓	Complete ✓	Complete ✓	Complete ✓	Complete ✓	Complete ✓
OK Alternate Assessments	Early Childhood Data Collection	Transition Services Plan	Create Draft/Final IEP	Print/View Documents	
	Complete ✓	Complete ✓	Complete ✓		

Documents created from the IEP Process tab may also be viewed on the Documents tab.

The screenshot shows the 'Documents' tab with a sidebar on the left containing 'General', 'Behavior', and 'FFS'. The main area displays a list of document types, each with a radio button. At the bottom, there are three green buttons: 'CREATE DRAFT (WILL BE SAVED FOR 45 DAYS)', 'CREATE FINAL DOCUMENT (WILL BE SAVED)', and 'UPLOAD EXTERNAL DOCUMENT(S)'. A 'Letters:' section shows '(No Letters Available)'.

- Special Education Parent Consent
- Progress Report
- Descriptions of Evaluation Procedures
- ESY-at-a-glance
- IEP At-a-Glance
- Progress Monitoring Graph Document
- Child Outcomes Summary Form
- Progress Track - Blank Grid
- Student Summary of Performance
- Progress Monitoring Student Summary Document
- OK - Meeting Invitation
- Student Intervention Plan
- Written Notice to Parents
- MTSS Download Spreadsheet
- Comment Form
- Pre Referral
- ESY Determination
- Screenings
- Consent for Release of Information
- MTSS Student History
- Vocational Rehab Referral Letter
- Seclusion Document
- Contact Log
- Restraint Document

Letters: (No Letters Available)

CREATE DRAFT (WILL BE SAVED FOR 45 DAYS)

CREATE FINAL DOCUMENT (WILL BE SAVED)

UPLOAD EXTERNAL DOCUMENT(S)



OKLAHOMA
Education

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Solutions that Matter