### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELIGIBILITY PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>Review of Existing Data (RED)</td>
<td>3</td>
</tr>
<tr>
<td>Evaluations</td>
<td>157</td>
</tr>
<tr>
<td>Eligibility Determination – MEEGS</td>
<td>19</td>
</tr>
</tbody>
</table>
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.

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.
2. 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.

3. 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.
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)**

4. 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

  - Remedial/Other School Services:

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

    | Evaluation(s) | Date mm/dd/yyyy |
    |---------------|-----------------|
    |               |                 |
    |               |                 |
    |               |                 |
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.

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.
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.

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.

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.
## Service History

**Currently Receives Special Education Services**
- [X] Yes
- [ ] No

**Eligible Under**
- [ ] Autism
- [ ] Emotional Disturbance
- [ ] Multiple Disabilities
- [ ] Specific Learning Disability
- [ ] Visual Impairment (including Blindness)
- [ ] Deaf-Blindness
- [ ] Hearing Impairment (including Deafness)
- [ ] Orthopedic Impairment
- [ ] Speech or Language Impairment
- [ ] Developmentally Delayed
- [ ] Intellectually Disabled
- [ ] Other Health Impairments
- [ ] Traumatic Brain Injury

**Previously Received Special Education Services**
- [ ] Yes
- [ ] No

**Currently Receives 504 Services**
- [ ] Yes
- [ ] No

**Previously Received 504 Services**
- [ ] Yes
- [ ] No
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**
  - Autism
  - Emotional Disturbance
  - Multiple Disabilities
  - Specific Learning Disability
  - Visual Impairment (including Blindness)
  - Deaf-Blindness
  - Hearing Impairment (including Deafness)
  - Orthopedic Impairment
  - Speech or Language Impairment
  - Developmentally Delayed
  - Intellectually Disabled
  - Other Health Impairments
  - Traumatic Brain Injury

- **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.
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 button to enter as many additional goals as necessary.

Clicking the 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.
### Interventions Attempted

- Intervention Attempted
- Intervention Attempted

### Frequency and Duration

- Frequency and Duration

### Treatment Integrity Data

- Treatment Integrity Data

### 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.
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.

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

**Suspected Primary Disability Category(ies)**

- Autism
- Emotional Disturbance
- Multiple Disabilities
- Specific Learning Disability
- Visual Impairment (including Blindness)
- Deaf-Blindness
- Hearing Impairment (including Deafness)
- Orthopedic Impairment
- Speech or Language Impairment
- Developmentally Delayed
- Intellectually Disabled
- Other Health Impairments
- Traumatic Brain Injury
- Developmentally Delayed
- Intellectually Disabled
- Specific Learning Disability
- Visual Impairment (including Blindness)
- Deaf-Blindness
- Hearing Impairment (including Deafness)
- Orthopedic Impairment
- Speech or Language Impairment
- Traumatic Brain Injury

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.

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.
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

- 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.

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
**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.

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.
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.

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.

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

**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.
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.

8. 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.

9. To add additional assessments, repeat the process outlined in #5 of this section.

10. Assessments are displayed grouped by assessment area. Should you need to edit an assessment, click the ‘Edit’ icon (pencil).

11. ‘Edit All’ can be used if you need to edit multiple assessments.

12. Click the green ‘Save and Continue’ button to advance to the next page in the Eligibility Process.
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 Diagram]

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
     - 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: Visual Impairment (Including Blindness)
3. 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.

4. 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.
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.

5. 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.

6. 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.
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.

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.
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)**.

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.
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.

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’.
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.

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.

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.
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.

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.