



2017-18 Updates in OK EdPlan

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Oklahoma State Department of Education
Special Education Services

Alignment to Learning Forward Standards

The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

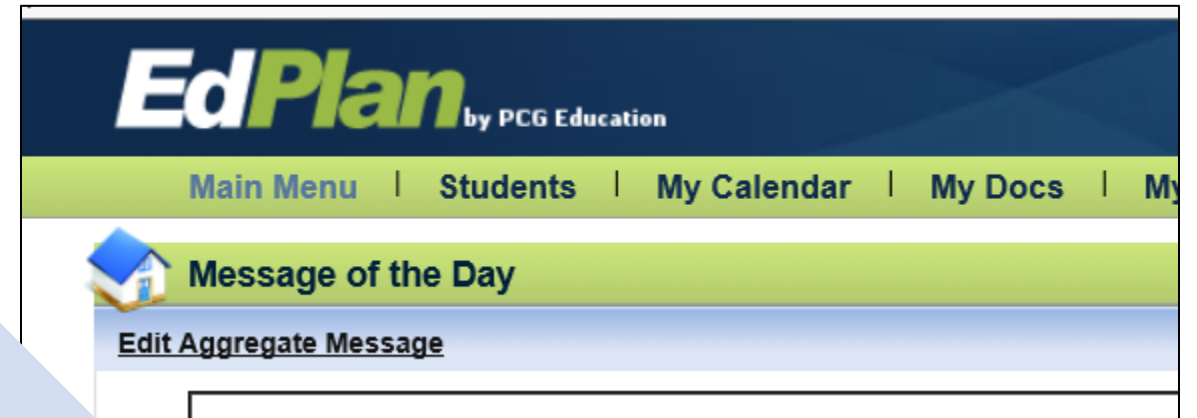
Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

This session aligns to the following standard(s) *(please select the standard(s) appropriate for your session; be sure to give a brief description of the standard)*:

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes



Overview



Eligibility

IEP

Administrative

SoonerStart

Medicaid
Billing

- Eligibility
- IEP
- Administrative
- SoonerStart
- Medicaid Billing

Changes in OK EdPlan for Summer 2017



When will changes go into effect?

Live on July 28, 2017

Eligibility Process Updates

Eligibility Process



Review of Existing Data (RED)



Evaluations



Eligibility Determination




Print View

Eligibility

“Developmental History” in RED

Entry of text will not be a required field.
If data is entered, it will print to the RED.

| Developmental History | | |
|--------------------------|-------------|---|
| Include in Doc | Source | Date Collected |
| <input type="checkbox"/> | <div></div> | <div></div>  |
| Results Summary | | |

Eligibility

Required section on RED



Review of Existing Data (RED)



Suspected Primary Disability Category(ies):

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

If Developmental Delay is selected define the suspected disabilities:

| | | |
|--|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Hearing Impairment (including Deafness) | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Intellectually Disabled | <input type="checkbox"/> Other Health Impairments | <input checked="" type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Multiple Disabilities | | |

IF any of 3 are selected:
Then this section will be
required to finalize a RED

IF: SLD is selected as the
suspected Primary Disability
or DD with suspected SLD,
THEN the Documentation of
Interventions will be required.

Eligibility

DOCUMENTATION OF INTERVENTIONS: (only if suspected disability is SLD)

| | | |
|---|---|---------------------|
| Targeted Behavior/Skill: | Reading Fluency, Reading comprehension | |
| Goal(s): | Was goal accomplished? | Recommended Action: |
| Landon will identify words rapidly so that attention is directed at the meaning of the text at a rate of 84 words correct per minute. | <input checked="" type="radio"/> Yes <input type="radio"/> No | |

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ON THE ROAD

DD with Suspected SLD- Require Documentation of Interventions



Review of Existing Data (RED)



Suspected Primary: DD-SLD or SLD

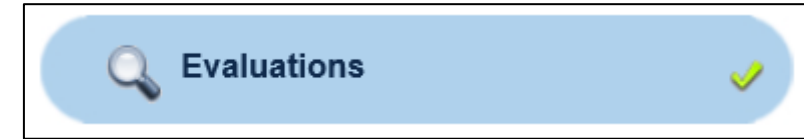
- Section will be **required** in order to finalize a RED.
- Section will **print** for all students on draft and final.

All other Suspected Primary Disabilities:

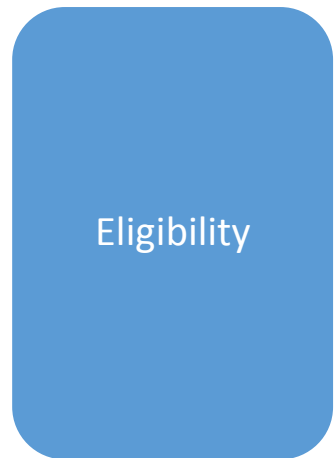
- If data on draft and final was entered, section will print to review with parent
- If no data was entered and the suspected primary is not SLD or suspected Primary DD: SLD, section will not print

Eligibility



List Assessment in Date Order (most recent first, not ABC).



| | | | | | |
|-------------------------------------|------------------------------|-----------------------------------|--|--------------------|--|
| <input checked="" type="checkbox"/> | 1000 <input type="text"/> | <div>12/08/2015</div> <div></div> | Brehm-3 Preschool | Academic Readiness | <input type="checkbox"/> General |
| | | | ▼ Clinical Assessment of Articulation and Phonology (CAAP) | | |
| <input checked="" type="checkbox"/> | 1000 <input type="text"/> | <div>12/09/2016</div> <div></div> | Clinical Assessment of Articulation and Phonology (CAAP) | Communication | <input checked="" type="checkbox"/> Consonant Inventory <input checked="" type="checkbox"/> School-Age Sentences <input type="checkbox"/> Checklist 1 Phonological Processes <input type="checkbox"/> 1) Final Consonant Deletion <input type="checkbox"/> 2) Cluster Reduction <input type="checkbox"/> 3) Syllable Reduction <input type="checkbox"/> 4) Gliding <input type="checkbox"/> 5) Vocalization <input type="checkbox"/> 6) Fronting |



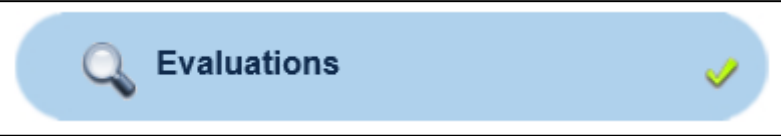
Assessments are collapsed.
Users open up the arrows to expand.

 Evaluations 

| Evaluations | | | | | | | |
|-------------|-----|-----------------|---|---------------------|----------------|-------------|--|
| Del | Pos | Assessment Date | <u>Method of Assessment</u> | Assessment Category | Component Area | Score Types | |
| | | | ▶ Boehm-3 Preschool | | | | |
| | | | ▶ Choice Maker Self-Determination Assessment | | | | |
| | | | ▶ Clinical Assessment of Articulation and Phonology (CAAP) | | | | |
| | | | ▶ Developmental Reading Assessment, 2nd Edition Grades K-3 (DRA2) | | | | |
| | | | ▶ Oklahoma Core Curriculum Test (OCCT) | | | | |

Eligibility

Edit All Assessment Details



One action allows entry of all assessment details

Edit All Assessment Details

Angela Test

| | | | |
|--|--|---------------------------------|--|
| Assessment: | | DIBELS Next | |
| Assessment Area: | | Academics-Reading Comprehension | |
| Assessment Narrative: Overall Description or Summary of Assessment | | <div></div> | |

| Del | Date | Component | Performance |
|-----|-------------|------------------------------------|-------------|
| | <div></div> | Phoneme Segmentation Fluency (PSF) | <div></div> |

Assessment:

DIBELS Next

Assessment Area:

Academics-Reading

Assessment Narrative: Overall Description or Summary of Assessment

| Del | Date | Component | Composite Score |
|-----|-------------|------------------------------------|-----------------|
| | <div></div> | Phoneme Segmentation Fluency (PSF) | <div></div> |

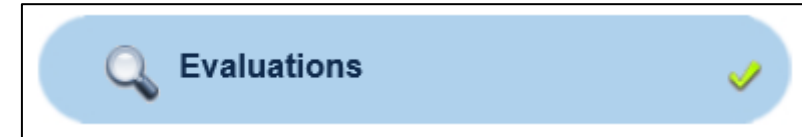
Back

Save

Save and Continue



Added text box “Health/Medical Information” in Evaluations

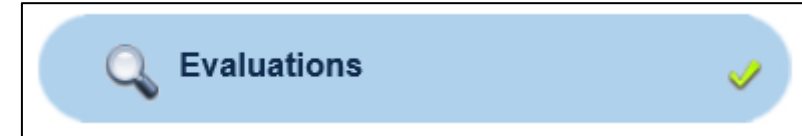


Fields are not required, but available for relevant health/medical information for part of the RED or MEEGs.

| Health/Medical Information | | |
|----------------------------|--------------------------------------|-----------------------------------|
| Include in Doc | Source | Date Collected |
| <input type="checkbox"/> | <div><div></div><div>abc</div></div> | <div><div></div><div></div></div> |
| Results Summary Data | <div><div></div><div>abc</div></div> | |

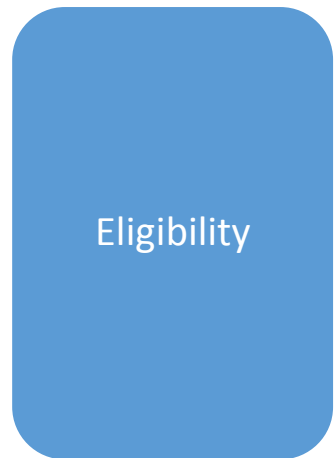


Vision and Hearing addition

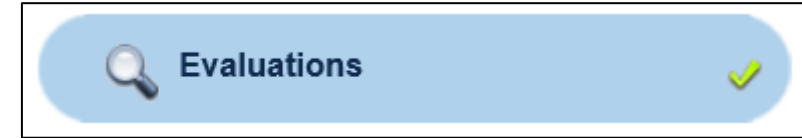


| Vision and Hearing Evaluation Information | | | |
|--|--|---|--|
| Vision Information | | Hearing Information | |
| Any Concerns Regarding the Student's Vision? | <input checked="" type="radio"/> Yes <input type="radio"/> No | Any Concerns Regarding the Student's Hearing? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Explain: | <input type="text" value="m,."/> <small>abc ✓</small> | Explain: | <input type="text"/> <small>abc ✓</small> |
| Date of Last Vision Test: | <input type="text" value="01/02/2013"/> <small>calendar icon</small> | Date of Last Hearing Test: | <input type="text" value="03/25/2010"/> <small>calendar icon</small> |
| Results or Findings: | <input type="text" value="m.,ghfg"/> <small>abc ✓</small> | | |

- Vision and hearing section will remain on RED, but it will be added to the evaluations tab for addition within the Eligibility Determination.
- Vision and hearing will auto-fill to the evaluation if entered on the RED page.
- Vision and hearing will be required to finalize an eligibility process.



Added area for Parent Initials



Box provided next to the Developmentally Delayed statement on the MEEGs printed document for parents to initial.

(Item AJ)

Parent Initial:

***Note:** 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.

Eligibility

Field will not autofill. It will require manual entry of letters.

Short Term Eligibility



Evaluations



This student is being made eligible while further evaluation is being conducted to establish eligibility under Oklahoma Eligibility Standards.

- Change wording: “The student is considered eligible so that services can be provided while further evaluation is conducted to determine eligibility under Oklahoma Eligibility Standards.”
- This eligibility is only good for 45 school days. Red stop will appear after 45 days if a new MEEGS is not finalized.
- **Purpose: For students moving in from out of state, who need additional assessment data to determine eligibility.**
- An IEP would be developed to address interim services.

Eligibility

Error for interim eligibility without RED Out of State finalized



If a selection on the Eligibility Determination is made of:

This student is being made eligible while further evaluation is being conducted to establish eligibility under Oklahoma Eligibility Standards.

Then, an Error alert will appear if a user did not select Out of State Transfer on the finalized RED:



This data review is for:

☐ Initial

☐ Reevaluation

☒ Out of State Transfer

☐ Functional Behavior



Requirement of a finalized RED.



Eligibility Determination



- RED is documented evidence that the all data was reviewed prior to the decision of eligibility.
- RED must be finalized in order to finalize an Eligibility Determination. If not, an error message will appear.
- RED will be required for all new Eligibility Determination events in OK EdPlan.
- It will not require a finalized RED for existing Eligibility events

Eligibility

Purpose of Eligibility



Eligibility Determination



This data review is for:

- ☐ Initial
- ☒ Reevaluation
- ☐ Out of State Transfer
- ☐ Functional Behavior

- Appears on the Eligibility Determination section of the computer.
- Prints to the MEEGs document.

Eligibility

IEP Process

IEP Process



Parents and IEP Team Members



Current Assessments



Strengths/Needs, Special Factors, and Parent Concerns



Goals and Objectives



Accommodations



Services



OK Alternate Assessments



Early Childhood Data Collection



Transition Services Plan



Create Draft



Create Final



Print/View Document




Angela Test

IEP

Meeting type will be moved to the beginning of the IEP process.





Create Draft IEP Document

Angela Test

| The following information is required before you can create this Draft Document IEP | |
|---|--|
| Meeting Purpose: | Subsequent IEP ▼ |
| Meeting Date: | 04/11/2017  |
| Begin Date: | 04/11/2017  |
| End Date: | 04/11/2018  |

IEP Process

Angela T

| | |
|--|---|
|  Parents and IEP Team Members  |  OK Alternate Assessments  |
|  Current Assessments  |  Early Childhood Data Collection  |
|  Strengths/Needs, Special Factors, and Parent Concerns  |  Transition Services Plan |

IEP

New Purpose of Meeting type. “Accepting In-State Transfer”

Create Draft IEP Document

| The following information is required before you can create a draft IEP document | |
|--|--|
| Meeting Purpose: | |
| Meeting Date: | |
| Begin Date: | 05/10/2017  |
| End Date: | 05/10/2018  |

New Drop Down:

Initial IEP

Subsequent IEP

Accepting In-State Transfer

Interim IEP

IEP Addendum

Service Plan (ISP)

IEP

Accepting In-State Transfer: No change to the existing IEP, end date of previous IEP will not change.

Subsequent IEP: Changes are required, including service type, IEP would be conducted as an Annual IEP, end date would change.

IEP Addendum: Changes are required, but changes are minor (addition of an accommodation, goal, transportation, etc.), end date will not change.

Current Assessments: Added Text



Current Assessments

Text appearing in the red box will appear on both the computer and IEP document under the heading “Current Assessments.”



Computer view

Current Assessments

Angela Test

Alternate Assessment Participation

☒ Yes

☐ No

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.

All answers to the OAAP criteria checklist must be ‘Yes.’



Document view

CURRENT ASSESSMENTS

Present Level of Academic Achievement and Functional Educational Performance: Document current evaluation data and write objective statements, (may include most recent statewide and districtwide assessments) to demonstrate how the child's disability affects the child's involvement and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child's participation in age appropriate activities.

Academics-Reading

Assessment: Oklahoma Core Curriculum Test (OCCT)

Component: Math

Date of Assessment: 07/01/2015

Score Type(s) / Score(s) Reported:
• Composite Score: 77

IEP

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Participation in Alternate Assessment



Current Assessments

Alternate Assessment Participation

☒ Yes
☐ No

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.

New Row

If the student will be participating in an alternate assessment, please explain why the child cannot participate in the regular assessment.



Save

- Purpose: Ensure compliance with IDEA requirements.
- The text and the response will print to the draft and final copy of the IEP.
- It will be a required field for completion.

IEP

List Assessment in Date Order (most recent first, not ABC).



Current Assessments

| | | | | | |
|--|------|-----------------------|--|--------------------|--|
| <input checked="" type="checkbox"/> | 1000 | <div>12/08/2015</div> | Boehm-3 Preschool | Academic Readiness | <input type="checkbox"/> General |
| ▼ Clinical Assessment of Articulation and Phonology (CAAP) | | | | | |
| <input checked="" type="checkbox"/> | 1000 | <div>12/09/2016</div> | Clinical Assessment of Articulation and Phonology (CAAP) | Communication | <input checked="" type="checkbox"/> Consonant Inventory <input checked="" type="checkbox"/> School-Age Sentences <input type="checkbox"/> Checklist 1 Phonological Processes <input type="checkbox"/> 1) Final Consonant Deletion <input type="checkbox"/> 2) Cluster Reduction <input type="checkbox"/> 3) Syllable Reduction <input type="checkbox"/> 4) Gliding <input type="checkbox"/> 5) Vocalization <input type="checkbox"/> 6) Fronting |

IEP

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ON THE ROAD



Assessments are Collapsed.

Users Open Up the Arrows to Expand.

Evaluations

| Del | Pos | Assessment Date | <u>Method of Assessment</u> | Assessment Category | Component Area | Score Types | |
|-----|-----|-----------------|---|---------------------|----------------|-------------|--|
| | | | ▶ Boehm-3 Preschool | | | | |
| | | | ▶ Choice Maker Self-Determination Assessment | | | | |
| | | | ▶ Clinical Assessment of Articulation and Phonology (CAAP) | | | | |
| | | | ▶ Developmental Reading Assessment, 2nd Edition Grades K-3 (DRA2) | | | | |
| | | | ▶ Oklahoma Core Curriculum Test (OCCT) | | | | |

IEP

Edit All Assessment Details

One action allows entry of all assessment details



Current Assessments

Edit All Assessment DetailsAngela Test

| | | | |
|--|---------------------------------|--|--|
| Assessment: | DIBELS Next | | |
| Assessment Area: | Academics-Reading Comprehension | | |
| Assessment Narrative: Overall Description or Summary of Assessment | <div></div> | | |

| Del | Date | Component | Performance |
|-----|-------------|------------------------------------|-------------|
| | <div></div> | Phoneme Segmentation Fluency (PSF) | <div></div> |

Edit All Assessment DetailsAngela Test

| | | | |
|--|-------------------|--|--|
| Assessment: | DIBELS Next | | |
| Assessment Area: | Academics-Reading | | |
| Assessment Narrative: Overall Description or Summary of Assessment | <div></div> | | |

| Del | Date | Component | Composite Score |
|-----|-------------|------------------------------------|-----------------|
| | <div></div> | Phoneme Segmentation Fluency (PSF) | <div></div> |

Back

Save

Save and Continue

Edit All Assessment Details

Add Assessments

Show Section

Back

Save

Save and Continue

IEP

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ON THE ROAD

Added text box “Health/Medical Information” in Current Assessments



Current Assessments

Fields are not required, but available for relevant health/medical information for part of the RED or MEEGs.

| Health/Medical Information | | |
|----------------------------|--------------------------------------|-----------------------------------|
| Include in Doc | Source | Date Collected |
| | <div><div></div><div>abc</div></div> | <div><div></div><div></div></div> |
| Results Summary Data | <div><div></div><div>abc</div></div> | |

IEP

Vision and Hearing Addition



Current Assessments

| Vision and Hearing Evaluation Information | | | |
|--|--|---|--|
| Vision Information | | Hearing Information | |
| Any Concerns Regarding the Student's Vision? | <input checked="" type="radio"/> Yes <input type="radio"/> No | Any Concerns Regarding the Student's Hearing? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Explain: | <input type="text" value="m."/> | Explain: | <input type="text"/> |
| Date of Last Vision Test: | 01/02/2013 | Date of Last Hearing Test: | 03/25/2010 |
| Results or Findings: | <input type="text" value="m.ghfg"/> | | |

- Vision and hearing section will remain on REDs, but it will be added to the evaluations tab for addition within the Current Assessments.
- Vision and hearing will auto-fill to assessments if entered at a RED.

IEP

Update “Overall Objective Statement”



Strengths/Needs, Special Factors, and Parent Concerns

Overall Objective Statements

Document current evaluation data and write objective statements, (may include most recent statewide and districtwide assessments) to demonstrate how the child’s disability affects the child’s involvement, functional performance, and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child’s participation in age appropriate activities.

Save

IEP

Purpose: Clarify information in this area that should be included when writing the IEP.

Additional Field to Goals

| Annual Goal 1 | | | | | | |
|---------------|-----|-----------------------------|---|--|-----------------------|--------------------------|
| | | Area of Need: | Annual Goal: | | # Obj | ESY |
| ▼ | | Academic Readiness ▼ | Reading - Kindergarten: Writing Process - The child will use the writing process to express thoughts and feelings. [PASS K.9] | | 0 | <input type="checkbox"/> |
| | | | | | | |
| Del | Pos | Person/Position Responsible | 1. Score Type 2. Target Score | Evaluation Procedure(s): | Overall Goal Comments | |
| | | | | <input type="checkbox"/> Boardwork <input type="checkbox"/> Exam <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Verbal Response <input type="checkbox"/> Software <input type="checkbox"/> Checklist | sdtlk lstdjslj l tkjs | |

New Row

Informed Progress

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

New Drop Down:

Progress Notes
Report Card
Progress Monitoring
Other (open text box)

Frequency

Frequency of progress towards goals?

New Drop Down:

Weekly
Monthly
6 Week
9 Week
Quarterly
Annually

IEP



Participation in Adaptive PE

When special classes, separate schools/facilities, or other removal from the general education environment occurs, describe how the nature and severity of the disability is such that education in the general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily

New Row

Physical Education Program- Accommodations necessary for the child to participate in PE will be listed on the accommodations page under Physical Education”:

New Radio Icon Selection:

- ☐ Regular PE
- ☐ Adapted PE
- ☐ NA (If selected: “If not applicable provide justification”)

IEP

Is this student's instructional week the same length as nondisabled peers?


☒ Yes ☐ No



LRE percent will print on IEP document.

Is this student's instructional week the same length as nondisabled peers?

☒ Yes ☐ No

 Amount of time **OUTSIDE** the General Education Setting: 100% of Instructional Week

Is this placement in the school where the student would normally attend if nondisabled? ☒ Yes ☐ No

The percentage the student will be removed from the general education classroom will print on the IEP document.

IEP

Divisor for LRE #1



Services

The divisor for LRE is based on the length of school week set up by the OK EdPlan Admin for each site.

| Main Menu Students My Calendar My Docs My Reports Wizards Administrator My Info | | | | | | | |
|---|--|--------|------|--------------------|----------------------|--|-------------|
| Schools | | | | | | School System Users Schools District Summary Data | |
| Cp | School Name | Abbrev | Code | Address | City, State Zip | | |
| ● | sample Regression Testing School | SRTS | 1234 | 1234 Sunshine Lane | Oklahoma City, OK 42 | | 111 |
| ● | Sample School | SS | 007 | Weesh Street | Nashville, TN 37027 | 807-459-1234 | FAX-515-252 |

| | |
|------------------------|---|
| School Name: | <input type="text" value="Sample School"/> |
| Abbreviation: | <input type="text" value="SS"/> |
| | <input type="checkbox"/> External School |
| School Code: | <input type="text" value="007"/> |
| Type of School: | <input type="text" value="Elementary School"/> |
| Length of School Week: | <input type="text" value="30.00"/> <input type="text" value="hour(s)"/> |

IEP



Shortened Day Guidelines

- LEAs are accountable for providing services in accordance with an IEP and cannot unilaterally change the amount of services, including the duration, amount or frequency.
- Decisions made regarding the educational placement and provision of a FAPE for a student with a disability must be made by a student's IEP team.
- Services are designed to enable the student to make progress toward annual IEP goals and in the general education curriculum.
- LEAs must ensure that IEPs are reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

IEP



Divisor for LRE #2

If the student has a shortened length of day the LRE will be divided by the amount entered for the student on his/her services page.



Is this student's instructional week the same length as nondisabled peers?

☐ Yes ☒ No

If no, what is the total length of the student's instructional week?

| | |
|-----|-----|
| | HR |
| 560 | MIN |

If no, describe below the reason(s) for a shortened school week:

IEP

Divisor for LRE #3

If the student's enrollment status on his/her personal tab is home/hospital, correctional facility, or residential facility the student's LRE will be 100% removed from the general education setting regardless of services listed on the student's services page.


Personal

Personal

View: Workspace

Angela Test

 [New Mail](#)

| | | | | |
|-----------------------------|---|--|---|--------------------------------|
| Name: | First <input type="text" value="Angela"/> | Middle <input type="text"/> | Last <input type="text" value="Test"/> | Suffix <input type="text"/> |
| Local Student ID: | <input type="text" value="123"/> | Medicaid Number: | <input type="text"/> | |
| State Testing Number (STN): | <input type="text" value="1002345643"/> | Place of Birth: | <input type="text"/> | |
| Date of Birth: | <input type="text" value="07/16/2013"/>  | Primary Language: | <input type="text" value="Spanish"/> | |
| Gender: | <input type="text" value="Female"/> | Primary Language of Home: | <input type="text" value="English"/> | |
| Grade: | <input type="text" value="Pre-Kindergarten"/> | Language of Instruction: | <input type="text" value="English"/> | |
| School Site: | <input type="text" value="Sample School"/> | Hispanic or Latino Ethnicity: | <input type="text" value="No"/> | |
| School Year: | <input type="text" value="2016"/> | English Language Learner: | <input type="text"/> | |
| Next School: | <input type="text" value="Fred Flinstone School of Rock"/> | Race: <input checked="" type="checkbox"/> White <input type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | | |
| Length of School Week: | <input type="text" value="30.00"/> <input type="text" value="hour(s)"/> (Std) | | | |
| Enrollment Status: | <div>Public School Enrollment Private School Enrollment Home/Hospital Correctional Facility Residential Facility</div> | | | |

IEP

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Include text box for information to include Course of Study



Transition Services Plan

List of Needs, Preferences, Strengths, Interests **and Course of Study Based On Present Levels of Performance and Age Appropriate** Transition Assessments.

(Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Needs, Preferences, Strengths, Interests,
and Course of Study



Save

IEP

Add Text Under Education/Training Post-Secondary Goals



Transition Services Plan

Desired Post-Secondary/Outcome Completion Goals

(Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and community participation.) Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment.

Education/Training: I will

Upon graduation from high school, I will

continue to post-secondary education.

Employment:

Upon graduation from high school, I will

find a part time job while he is enrolled in college classes.

Independent Living (if appropriate):

Upon graduation from high school, I will

(Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment Program)

live in the dorm

Community Participation (if appropriate):

Upon graduation from high school, I will

participate fully in the community

IEP

abc ✓

Save

Include text box for Course of Study and add other minor changes.



Transition Services Plan



The annual goals entered here should address what skills the student will learn this academic school year to show movement toward attaining postsecondary goals.
For students assessed by alternate achievement standards, include short-term objectives/benchmarks.

Desired Annual Goals for High-School

(Appropriate measurable annual goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and community participation. Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment.)

* Education/Training: During this IEP, I will:

demonstrate improved self-determination skills by raising my score on the AIR by 10%.

abc ✓

* Employment:

During this IEP, I will:

complete a job application with 100% accuracy.

abc ✓

* Independent Living (if appropriate):

During this IEP, I will:

demonstrate improved self-determination skills by raising my score on the AIR by 10%.

abc ✓

(Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment Program)

IEP

engageok
ON THE ROAD



Text removed within desired annual goals for High-School

Desired Annual Goals for High-School

(Appropriate measurable annual goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and community participation.)
Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment.

~~* Education/Training: During this IEP, I will:~~

demonstrate improved self-determination skills by raising my score on the AIR by 10%.

abc ✓

~~* Employment:~~

~~During this IEP, I will:~~

complete a job application with 100% accuracy.

al

~~* Independent Living (if appropriate):~~

~~During this IEP, I will:~~

(Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment Program)

demonstrate improved self-determination skills by raising my score on the AIR by 10%.

al

~~* Community Participation (if appropriate):~~




~~During this IEP, I will:~~

demonstrate the skills needed to register to vote with 100% accuracy.

abc ✓

IEP

Transition Services: Heading Change, Drop Down options, New Row

| Transition Services and Coordinated Activities | | | | | |
|--|-------------------------|----------------------|----------------------|----------------------|--|
| Del | Transition Area | Transition Service | Person Responsible | Agency Responsible | Anticipated Completion Date |
| | Education | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| | Employment | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| <input type="checkbox"/> | Community Participation | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |

Transition Services/Coordinated Activities

New Drop Down:
Education/Training
Employment
Independent Living
Community Participation

New Row

+ Add Custom Transition

IEP

Information box at bottom of page will be replaced.



Consent for Release of Information must be completed and signed by the parent/guardian (or student if age 18) prior to sending the DRS Referral Form. The Summary of Performance is required for Seniors.

Create Draft Consent for Release of Information

Create Final Consent for Release of Information

Create Draft Student Summary of Performance

Create Final Student Summary of Performance

Back

Save

Save and Continue

IEP

Deleted Text in EC Tab



Early Childhood Data Collection

| | | |
|---|-----------------------|-------------|
| Date of Preschool Entry into District: | 09/08/2016 | |
| Date of ECO Entrance Rating: | 09/08/2016 | |

| | | |
|---|-------------|-------------|
| Date of Preschool Exit from this District: | | |
| Date of ECO Exit Rating: | | |

- There will be one date field for the date of ECO Entrance rating
- There will be one date field for the date of ECO Exit rating

IEP



State/District Assessments will Change

- WIDA and ACCESS will be combined as WIDA ACCESS 2.0
- New Test Choice: “Alternate ACCESS”
- All “old” options will continue to appear as an “inactive” item in the IEP process and will appear on accommodation reports.
- U.S. History will be High School Social Studies
- Grade 10 subject areas will be: High School Science, ELA or Math

| State/District Assessment | |
|--|--|
| OSTP - Grade 3-8 Mathematics | |
| OSTP - Grade 3-8 ELA | |
| OSTP - Grade 5 or 8 Science | |
| Oklahoma Alternate Assessment Program (OAAP) | |
| Workkeys | |
| High School Science | |
| High School ELA | |
| High School Math | |
| High School Social Studies | |
| WIDA ACCESS 2.0 | |
| WIDA | |
| Alternate ACCESS | |

IEP

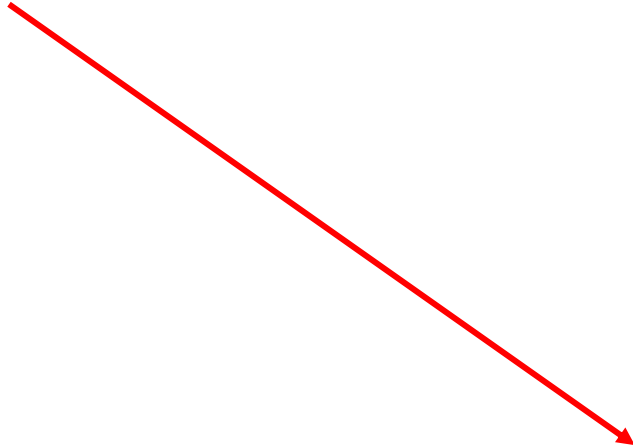
Update Accommodations list: Different per District/Test area



Example 1:

Grade 3-8 ELA:

Excludes math accommodations



| |
|---|
| P2. Reverse color contrast. |
| P3. Use of assistive technology (AT) devices or supports. |
| P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5, 8, & 10 ELA writing sections only). |
| P4b. Human Reader (Math, Science, U.S. History, Grade 5, 8, & ELA writing sections only). |
| P4c. Sign Language Interpretation (Math, Science, U.S. History, Grade 5, 8, & 10 ELA writing sections only). |
| P5. Use of Secure Braille Note-taker. |
| P6. Simplification/repetition/signage of directions. |
| P7. Turn off Universal Tools/Accessibility Features. |
| P8. Use of an Abacus. |
| P9. Use a calculator on Grades 3-5 Mathematics. |

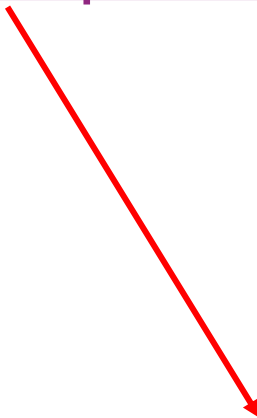
IEP

Update Accommodations list: Different per District/Test area



Accommodations

Example 2: WIDA ACCESS 2.0



| | |
|---|-------------------------|
| R5. Braille/Secure, Braille Note-taker/Abacus. | S1, S2 or S4 |
| NS1. ELA / Reading Read-Aloud Accommodations (requires prior OSDE approval). | S1, S2 or S4 |
| NS2. Unique Accommodations (require prior OSDE approval). | |
| WIDA- Extended Speaking Test Response time | |
| WIDA-Extended Testing time with-in the school day (excludes speaking) | |
| WIDA Paper-Human Reader for items (excludes reading) | |
| WIDA-Human reader for response options (applicable only for listening) | |
| WIDA Paper-Human Reader for repeat of items (applicable to listening-repeat) | |
| WIDA-Human reader for repeat of response options one time (applicable on | |

IEP

Update Accommodations list: Different per District/Test area



Accommodations

Example 3: Workkeys



Open text box

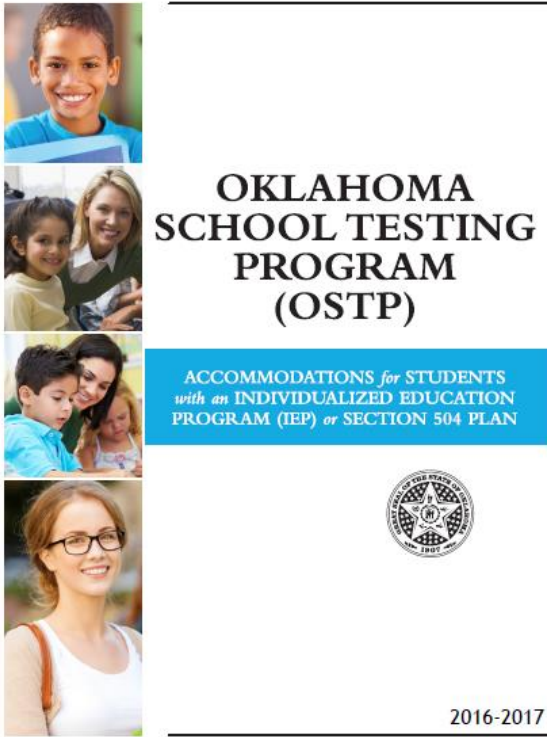
Example 4: Alternate ACCESS



Participating

Not Applicable

IEP



Autofill certain IEP State/District Accommodations


The OSTP Accommodations Guide addresses accommodations that accompany one another.

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

This requires individual testing and forms signed by Test Administrator/
(S1) must be selected for this accom

IEP

Print all Special Factors subquestions to IEP on all draft documents.

 Strengths/Needs, Special Factors, and Parent Concerns

| Consideration of Special Factors for IEP Development | |
|--|---|
| Check yes or no whether the IEP team considers each special factor to be relevant to this student. | |
| 1. Does the student have limited English proficiency? | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1a. If yes, what is his/her primary mode of language? | <input type="text"/> |
| 2. Is the student blind or visually impaired? | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2a. Does the student need instruction in Braille? | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3. Does the student have communication needs? | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3a. If the student has special communication needs, describe: | <div><div></div><div>abc ✓</div></div> |

IEP

Special Factors Edits

Change wording

1. Has the team determined that assistive technology is necessary to implement the student's IEP?


5. Has the team considered assistive technology necessary to implement the student's IEP?

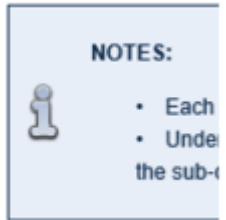
2. If assistive technology is required to implement the IEP, describe the Assistive Technology, devices and services that are needed.

5a. If Assistive Technology is required to implement the IEP, describe the Assistive Technology that is needed?

IEP

Special Factors Edits

 Strengths/Needs, Special Factors, and Parent Concerns



Informational text box will link to ABLE Tech documents

ABLE Tech has created the Special Factors synopsis for AT consideration. The document is located at: <http://bit.ly/SpecialFactors-PDF>. For more information about AT within Oklahoma, please contact ABLE Tech at [https://www.ok.gov/abletech/About Us/](https://www.ok.gov/abletech/About_Us/) or 405-744-9748.

Consideration of Special Factors for IEP Development

Check yes or no whether the IEP team considers each special factor

IEP

IEP and 504 Accommodations



Accommodations



Services and Accommodations

Redesign of IEP and 504 State/District Assessment
Accommodations and Class/Activity Accommodations

Add Class/Activity Accommodations from List"

Add State/District Accommodations from List"

Show Section

Back

Save

Save and Continue

IEP and 504

Selection of IEP and 504 State/District Assessment Accommodations



Accommodations



Services and Accommodations

Select One

Accommodation State/District Assessment Category

- ☒ OSTP- Grade 3-8 Mathematics
- ☒ OSTP- Grade 3-8 ELA
- ☐ OSTP- Grade 5 or 8 Science
- ☐ Workkeys
- ☐ High School Science
- ☐ High School ELA
- ☐ High School Math
- ☐ High School Social Studies
- ☐ WIDA Access 2.0

Academic year 2017-2018

Academic year 2018-2019

Academic year 2019-2020

Academic year 2020-2021

Academic year 2021-2022

Academic year 2022-2023

Academic year 2023-2024

IEP and 504

Selection of IEP and 504 State/District Assessment Accommodations



Accommodations



Services and Accommodations

OSTP- Grade 3-8 Mathematics

Available for multi-select.

| | | |
|---|--|---|
| ✓ | S1. Individual testing. | |
| | S2. Small group testing (8-10 maximum). | |
| | S3. Preferential seating. | |
| ✓ | S4. Separate location. | |
| ✓ | S5. Provide special lighting. | |
| | S6. Provide adaptive or special furniture. | |
| | T1. Flexible schedule same day. | S |
| | T2. Administer test over several sessions or "chunking" (except writing tasks/sections). | S |
| | T3. Allow frequent breaks during one test session (maximum | |

OSTP- Grade 3-8 ELA

| | | |
|---|---|--|
| ✓ | S1. Individual testing. | |
| | S2. Small group testing (8-10 maximum). | |
| | S3. Preferential seating. | |
| ✓ | S4. Separate location. | |
| ✓ | S5. Provide special lighting. | |

IEP and 504

Selection of 504 State/District Assessment Accommodations



Accommodations



Services and Accommodations

Accommodations

View: Workspace ▼

Angela Test

[New Mail!](#)



Click on the symbol to expand the details of the goals below.

State/District Assessment

Del

Academic year 2018-2019

Accommodation

State/District
Assessment Category
OSTP- Grade 3-8
Mathematics

S1. Individual testing.

S4. Separate location.

IEP and 504

Add Class/Activity Accommodations from List"

Add State/District Accommodations from List"

Show Section

Back

Save

Save and Continue

engageok
ON THE ROAD

Administrative Items

Administrative

Accurate disability for all students who are no longer DD and turned age 10.

Student Profile

EdPlan™ Consolidated Student Profile

Jeni Test

Special Education

Section 504

Personal Information

Special Education

| | | | |
|-------------------------|------------|-------------------------|-----------------------------------|
| Eligible | Yes | Disabilities | Developmentally Delayed Autism |
| Eligibility Date | 06/01/2015 | Current IEP Date | 11/10/2016 |

Administrative

If the student turned age 10, their suspected disability will now appear as their primary. DD will no longer appear.

OK EdPlan Email Alert

An email alert will be sent to the OK EdPlan Admin if the current school year the district's calendar has not been set up by September 1

Main Menu | Students | My Calendar | My Docs | My Reports | Wizards | Administrator | My Info

12

8/7

Edit Day Type

| Level | Day Type | Label |
|---------------|----------------------|-------|
| School System | <div>schoolday</div> | |

NOTE: To change the **Day Type** and **Label** for multiple days at once, please enter a date range in the format mm/dd/yyyy - mm/dd/yyyy. You can also enter multiple date ranges separated by a comma. If you use this feature, the day that you selected in the calendar (8/7/2019) will only be included if occurs in one of the date ranges you enter. Also note that if you add any calendar entries below (where it says "New Calendar Entries:"), they will only be added to the date 8/7/2019, not to dates in the date ranges you enter here.

New Calendar Entries:

NOTE: Calendar Entries are simply labels that are displayed for a particular day. They have nothing to do with the "day type" and have no effect on whether a day is considered a "working day", "extended school year day" or "administrative working day".

Update the Database

Edit School Years


Administrative

engageok

ON THE ROAD

Exit Addition: “Withdrawn from school, under the age of compulsory attendance”

Exit Questionnaire

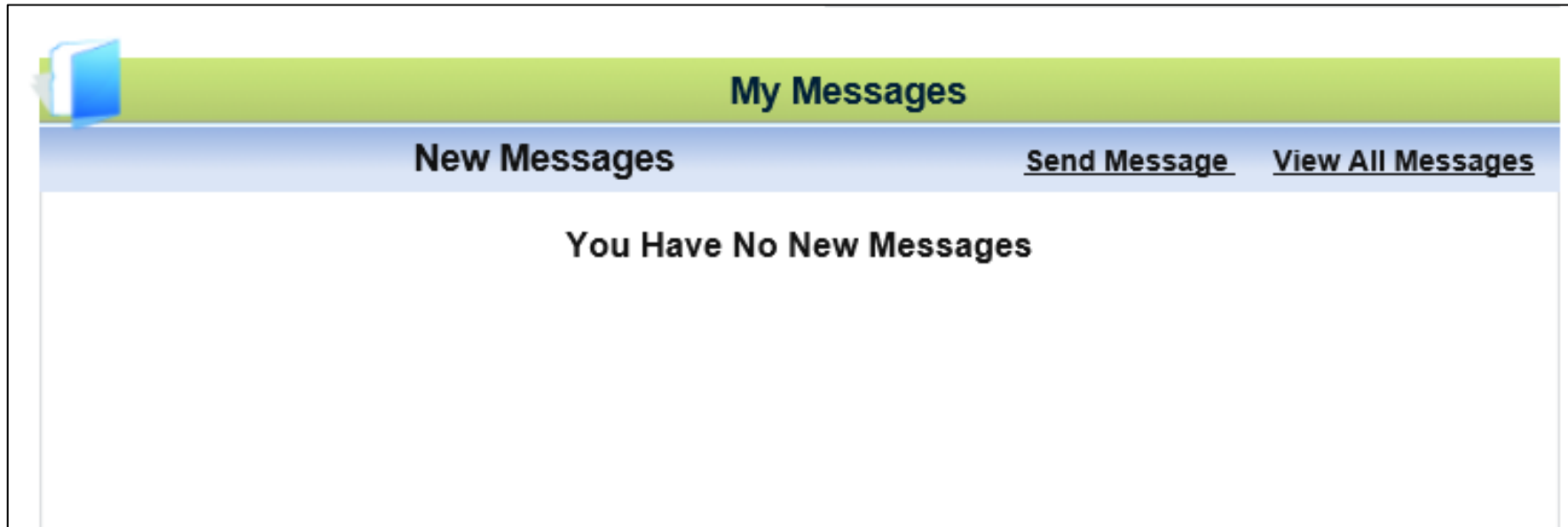
| | |
|--------------------------------|---|
| Date Exited: | <input type="text"/>  |
| Reason for Exiting: | <div>Accepted Lindsey Nicole Henry Scholarship Deceased Dropped Out of School Exceeded Maximum Age Exit to Private School Graduated with Diploma Home Schooled Transfer to Another School System Unknown Withdrawn from school, under the age for compulsory attendance</div> |
| Anticipated Services Required: | |

Administrative

Any student that is under the age of 5 and are determined not eligible or no longer eligible for services and are also not enrolled in the general education program.

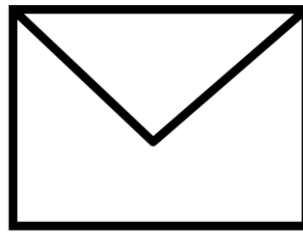
Alerts in Message Center upon login

1. Event Compliance alerts Notifies users of upcoming or overdue dates.
2. Alert that the user logging in has a missing email in “My Info”



Administrative

Alerts via email



1. A draft document the user created will expire soon
2. Caseload change alert: There has been an addition or deletion of a student on a user's caseload

System Contact (1 district representative) Alerts:

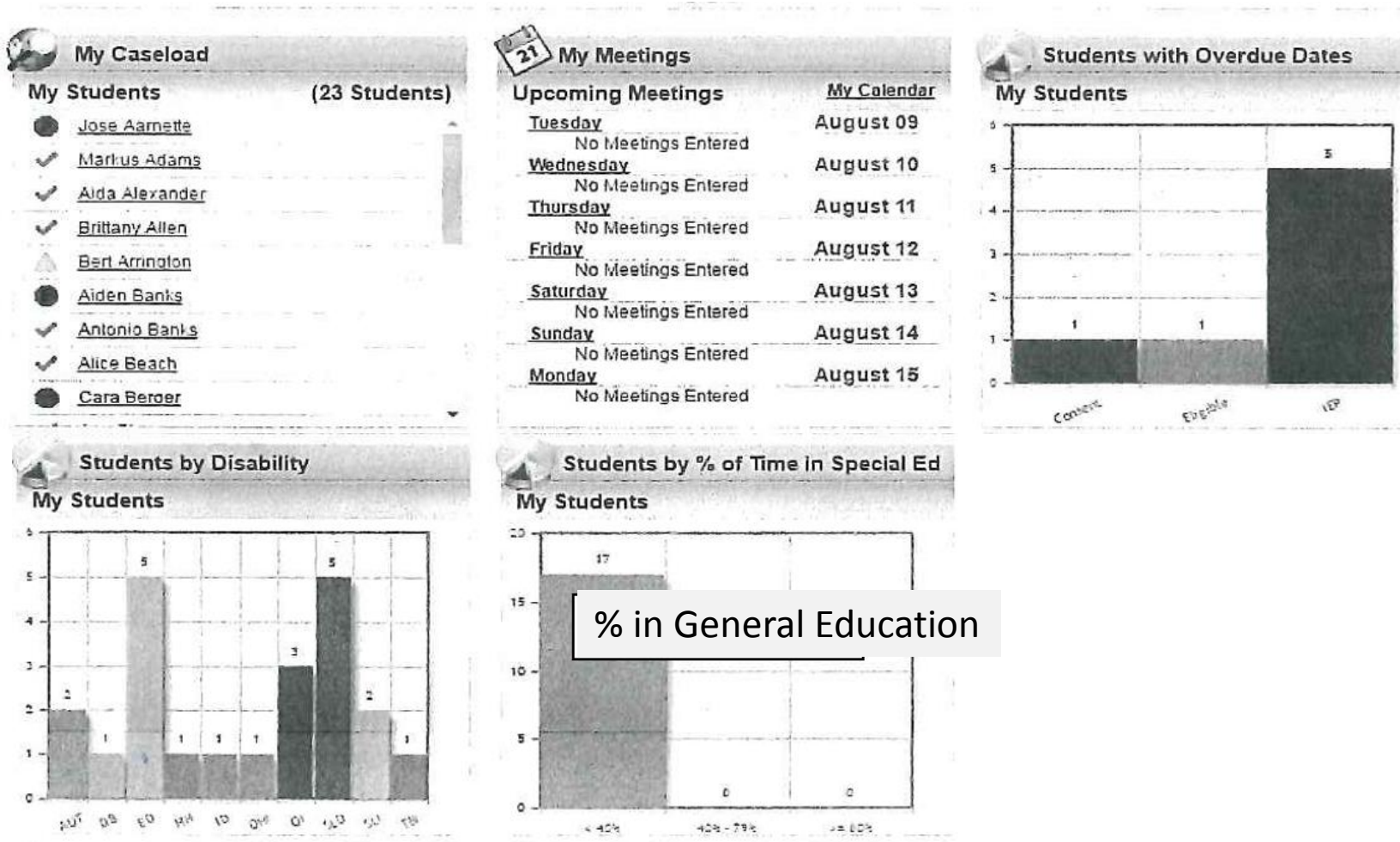
1. Alert of transfers into and out of the system
2. district users with missing emails
3. Student status (active or inactive) via an import

Administrative

When will changes go in effect?

Live on July 28, 2017

Dashboard Widgets Appearance

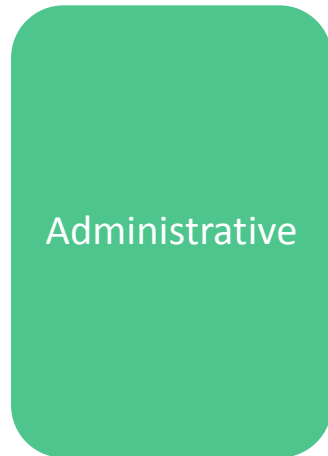


Administrative

Helpful tools added within the “Reports” section of OK EdPlan



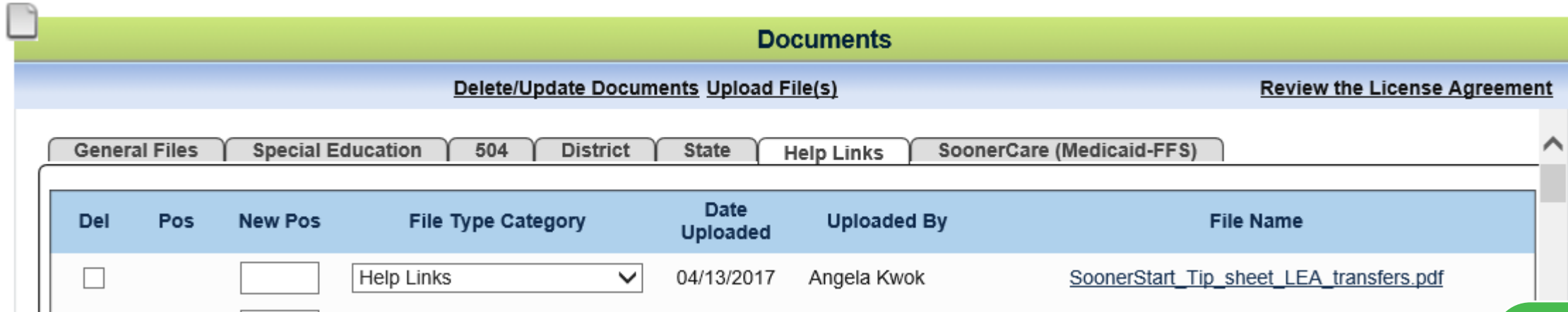
- Hover over a report for a description.
- The report selected will take a new window within the browser. The new window will be populated with the data.



SoonerStart

SoonerStart

Sooner Start for Part B



The screenshot shows a web application titled 'Documents'. At the top, there are links for 'Delete/Update Documents', 'Upload File(s)', and 'Review the License Agreement'. Below these are several tabs: 'General Files', 'Special Education', '504', 'District', 'State', 'Help Links', and 'SoonerCare (Medicaid-FFS)'. The 'Help Links' tab is currently selected. Below the tabs is a table with the following columns: 'Del', 'Pos', 'New Pos', 'File Type Category', 'Date Uploaded', 'Uploaded By', and 'File Name'. A single row of data is visible in the table.

| Del | Pos | New Pos | File Type Category | Date Uploaded | Uploaded By | File Name |
|--------------------------|-----|---------|--------------------|---------------|-------------|---|
| <input type="checkbox"/> | | | Help Links | 04/13/2017 | Angela Kwok | SoonerStart_Tip_sheet_LEA_transfers.pdf |

- See SoonerStart Tip Sheet on the Documents: Help Links tab of main menu.
- SoonerStart Coordinator will “share” records with LEA through a message board request.
- Records will appear in “inactive files”
- Reactivate records to access documents needed

SoonerStart

Medicaid Billing

Medicaid
Billing

Medicaid Eligibility

- OSDE is working with the Oklahoma Health Care Authority (OHCA) in an effort to reduce burden on school districts and increase revenue.
- Billing Medicaid is a feature available within OK EdPlan for a percentage of the revenue generated.
 - Contact PCG for more information
 - Possible revenue generator for districts providing services.

Medicaid
Billing

Contact Information

Oklahoma State Department of Education
Special Education Services
405-521-3351