

There is a new editor in the MT Evaluation Report. We added this editor to help you create the Criteria document(s) report without having to go out of the Evaluation Report to the Simple Forms area and selecting them. This will also help with the problems that were encountered when filling out the form and not being able to save the FDF format on the form.

New editor: Determination of Eligibility Checklist

The screenshot shows a web application interface with a top navigation bar containing 'Summary', 'Team Members', 'Documents', and 'Contact Log'. Below the navigation bar are three buttons: 'Print', 'New Checklist', and 'Continue'. The 'New Checklist' button is highlighted with a red arrow. The main content area is divided into two panes. The left pane, titled 'Evaluation Outline', lists various categories: Student Information, Student Demographics, Parent/Guardian Demographics, **Parent/Student Comments, **Classroom Based Assess., **Observations, Academic Achievement, Assistive Technology/Services, Behavioral, Communication, Developmental, Functional Behavior Assessment, Physical, Psychological, Social/Emotional, Transition, Other, **Determination of Eligibility Checklist** (highlighted in blue), Eligibility Determination, Recommendations, Dissenting Report, Not Eligible, and Evaluation Report Notes. The right pane, titled 'Determination of Eligibility Checklist', contains a table with three columns: 'Checklist', 'Date', and 'Eligible'. Below the interface, the text '** indicates required editor' is displayed.

Select New Checklist.

This close-up screenshot shows the top navigation bar with 'Grade: 09 #127422 DOB: 09/11/1999 Gender: M'. Below the navigation bar are the buttons 'Print', 'New Checklist', and 'Continue'. A red arrow points to the 'New Checklist' button.

The following screen appears. From the drop-down arrow under Checklist, select the Criteria document you wish to work on for your student.

Save
 Save & Continue
 Delete
 Print
 New Checklist

- Evaluation Outline
- Student Information
- Student Demographics
- Parent/Guardian Demographics
- **Parent/Student Comments
- **Classroom Based Assess.
- **Observations
- Academic Achievement
- Assistive Technology/Services
- Behavioral
- Communication
- Developmental
- Functional Behavior Assessment
- Physical
- Psychological
- Social/Emotional
- Transition
- Other
- Determination of Eligibility Checklist**
- Eligibility Determination
- Recommendations
- Dissenting Report
- Not Eligible
- Evaluation Report Notes

Determination of Eligibility		
Checklist	Date	Eligible

Eligibility Checklist
 This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment.

Select all disabilities that apply

*Checklist

Eligible *Date of Eligibility Determination Criteria form filled out

Print in Eval

- *Checklist**
- Autism
 - Cognitive Delay
 - Deafness
 - Deaf-Blindness
 - Developmental Delay
 - Emotional Disturbance
 - Hearing Impairment
 - Learning Disability RTI
 - Learning Disability Severe Discrepancy
 - Orthopedic Impairment
 - Other Health Impairment
 - Speech-Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment

** indicates required editor

The Criteria document you select will show on your screen as below. Fill out all the information on the specific criteria for this student.

Eligibility Checklist
 This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment.

Select all disabilities that apply

*Checklist

Eligible *Date of Eligibility Determination Criteria form filled out

Print in Eval

10.16.3019(b) CRITERIA FOR SPECIFIC LEARNING DISABILITY SEVERE DISCREPANCY

Yes No The student has been provided learning experiences appropriate to the student's age or grade-level based on state-approved K-12 content standards.

Yes No The student did not make sufficient progress to meet age or grade level based on state-approved K-12 content standards in one or more of the following areas (check each area in which the student did not make sufficient progress):

- basic reading skills
- reading comprehension
- reading fluency skills
- listening comprehension

...

EXCLUSIONARY FACTORS:
 The student may not be identified as having a specific learning disability if the student's significantly low rate of progress in meeting age or grade level based on state-approved K-12 content standards is primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; cultural factors; or a lack of appropriate instruction.

DEFINITIONS:
 (a) A severe discrepancy is defined as a 50 percent or higher probability of a two standard deviation discrepancy between general cognitive ability and achievement in one or more of the areas identified in ARM 10.16.3019 when adjusted for regression to the population mean. (b) Error in test measurement requires judgment for students who score near two standard deviations below the population mean. When exercising this judgment, consideration of additional information, such as classroom performance relative to the student's performance on norm-referenced tests, shall be used as the basis for determining the severe discrepancy. (c) Alternatives to norm-referenced tests, such as curriculum-based assessments, shall be utilized to determine severe discrepancy whenever cultural factors, test conditions, size of test item sampling for the student's age, or other factors render standardized assessment results invalid. When utilizing alternative assessment procedures, a determination must still be made that a discrepancy between ability and achievement exists at a level of severity similar in size to the discrepancy that would have otherwise been found as described in (a) above.

Student Name: Eric H Keenan Evaluation Meeting Date:

ADDITIONAL REQUIRED TEAM MEMBERS:
 Required team members for the determination of specific learning disability must be a school psychologist, a speech-language pathologist, or a remedial reading teacher, each of whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: or;
 Speech-Language Pathologist Name: or;
 Remedial Reading Teacher Name:

Once you have completed the document click Save. If you need to add another Criteria document, repeat the steps above. Once you have finished adding all the Criteria documents for this student, click on Save or Save & Continue at the top of the screen to move to the next editor.



The following screen appears. If you marked the box that states Eligible on the Eligibility Checklist screen, the Eligible field will be marked with Yes. If you did not, it is marked No. You do not have to mark this box as it does not print with the ER, but will appear on the online screen for you to view, see below:

Determination of Eligibility		
Checklist	Date	Eligible
Learning Disability Severe Discrepancy	07/28/2015	Yes

Determination of Eligibility		
Checklist	Date	Eligible
Learning Disability Severe Discrepancy	07/29/2015	No

It is **MANDATORY** that you fill out the Eligibility Determination editor. This is how the OPI gathers data on qualified students. Make sure to mark the Disability Criteria Checklist Attached

box if you completed it in the Determination of Eligibility editor. Enter why the student needs special education and related services. Select the disability(s) that apply and all other relative information in this area.

Grade: 09 #127422 DOB: 09/11/1999 Gender: M

Summary Team Members Documents Contact Log

Save Save & Continue Print

Evaluation Outline

Student Information

Student Demographics

Parent/Guardian Demographics

**Parent/Student Comments

**Classroom Based Assess.

**Observations

Academic Achievement

Assistive Technology/Services

Behavioral

Communication

Developmental

Functional Behavior Assessment

Physical

Psychological

Social/Emotional

Transition

Other

Determination of Eligibility Checklist

Eligibility Determination

Recommendations

Dissenting Report

Not Eligible

Evaluation Report Notes

Eligibility Determination

Student IS eligible for special education and related services under the Individuals with Disabilities Education Act. Basis for making the determination that the student has a disability and needs special education and related services:

Disability Criteria:

Disability Criteria Checklist Attached

Why does the student need special education and related services?

test

Check all disabilities that apply:

<input type="checkbox"/> Autism	<input type="checkbox"/> Cognitive Delay
<input type="checkbox"/> Deafness	<input type="checkbox"/> Deaf-Blindness
<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Hearing Impairment
<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Other Health Impairment**
<input type="checkbox"/> Orthopedic Impairment*	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Visual Impairment
<input type="checkbox"/> Specific Learning Disability	<div style="border: 1px solid gray; width: 80px; height: 15px;"></div>

* Medical report required (diagnosis of orthopedic impairment by a qualified medical practitioner)

** Medical report required (medical diagnosis of chronic or acute health problem)

If this is an initial evaluation, was the student referred from Part C?

Yes No

Date Referred:

Reason the IEP was not developed and implemented by the child's third birthday:

Once complete select Save or Save & Continue to move to the next editor.