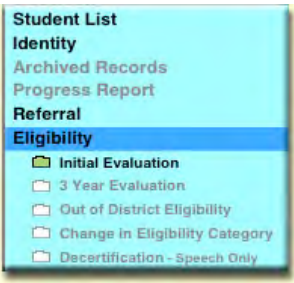
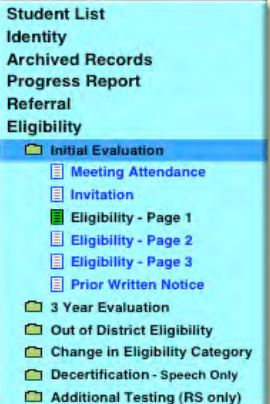


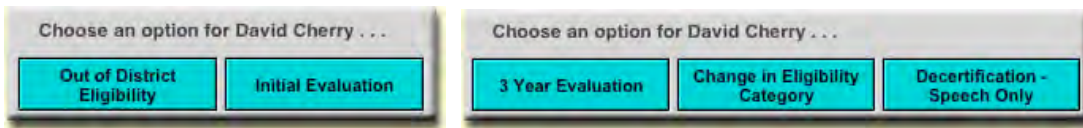
Eligibility

INTRODUCTION

- All information in this section is new -

<p>1. Click on "Eligibility" in the sidebar menu to access the eligibility folders.</p> <p>Be certain to read information on the eligibility splash page for current updates.</p>	<p>2. If the student is new, "Initial Evaluation" will open providing access to those forms.</p> <p>In this example, <i>Eligibility - Page 1</i> appears as a green sheet with black font because some data has already been added to that page.</p>
	

If the student is not new you will be given various choices depending upon the status of the student. Click on the appropriate green button at the top of the eligibility splash page. (as shown in these samples)



THE MEETING ATTENDANCE FORM

- This is the first time to view this form within this training -

Meeting Attendance forms are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

THE INVITATION FORM

Invitations are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

THE ELIGIBILITY PAGE ONE

- All information in this section is new -

When you start a new eligibility report, the page will appear blank.

1. Select the evaluation area from the blue list
2. Click on "New Test"

The interface includes a vertical list of evaluation areas: Parent Information, Cognitive, Behavior/Social Emotional, Adaptive, Educational, Communication, Hearing, Vision, Classroom Observation, Gross Motor, Fine Motor, Developmental Medical History, Pre-Academic School Readiness, Vocational, and Other. At the bottom, there are buttons for 'New Test' and 'Delete Test', a 'Date of Meeting' field set to 'Thu, May 5, 2005', and a 'Today' button.

3. Select the type of information you wish to enter from the left hand list. "All Sections" is currently showing.

4. Click on the test you want to enter from the right hand list.

No Cognitive Evaluation results entered.

All Sections	1. LD
Reason for Referral	2. Classroom Observations
Observations	3. Background Information
History	4. Observations During the Assessment:
Statements	5. Adaptive Behavior Status:
Test Results	6. Ability & Achievement test result summaries
Summary	7. Behavioral Conditions:
Test Data	8. Duration of the Problem:
Test Data	9. Significance of the problem:
Recommendations	10. Effect of Educational Performance:
	11. Eligibility Summary
	12. WECHSLER INTELLIGENCE SCALE FOR CHILDREN - Third Edition:
	13. Wechsler Preschool and Primary Scale of Intelligence - Revised: (WPPSI-
	14. WECHSLER ADULT INTELLIGENCE SCALE-III: (WAIS-III)
	15. KAUFMAN ASSESSMENT BATTERY FOR CHILDREN: (K-ABC)
	16. STANFORD BINET INTELLIGENCE SCALE: FOURTH EDITION: (SB-SE)
	17. COMPREHENSIVE TEST OF NON-VERBAL INTELLIGENCE: (CTONI)
	18. KAUFMAN BRIEF INTELLIGENCE TEST-2: (K-BIT)
	19. CURRICULUM BASED MEASUREMENT OF READING FLUENCY
	20. ORAL AND WRITTEN LANGUAGE SCALES (OWLS)
	21. AAMB ADAPTIVE BEHAVIOR SCALE SCHOOL EDITION:

5. Type in the data and scores.

6. Each assessment entered will appear in the small box (shows in blue with "WISC-III" below). Click on these to view previously entered information.

The screenshot shows a software interface for the Wechsler Intelligence Scale for Children - Third Edition (WISC-III). On the left is a vertical navigation menu with tabs for 'Parent Information', 'Cognitive', 'Behavior/Social/Emotional', 'Adaptive', 'Educational', and 'Communication'. The 'Cognitive' tab is selected. The main area displays the title 'WECHSLER INTELLIGENCE SCALE FOR CHILDREN - Third Edition: (WISC-III)' and a 'Show List' button. Below this, the 'Date of Evaluation' is set to 'Tuesday, March 30, 2004'. A table lists various cognitive subtests with their corresponding 'Standard Score' and 'Percentile'.

	Standard Score	Percentile
Verbal IQ:	XXX	XXX
Performance	XXX	XXX
Full Scale IQ:	XXX	XXX
Verbal Comprehension	XXX	XXX
Perceptual Organization	XXX	XXX
Freedom from Distractibility	XXX	XXX
Processing Speed	XXX	XXX

TO ENTER INFORMATION NOT ON THE LIST:

1. Select the green "hide list" button.

The screenshot shows a message box with a 'Hide List' button in the top right corner. The message reads 'No Cognitive Evaluation results entered.' Below the message is a list of four sections: 1. LD, 2. Classroom Observations, 3. Background Information, and 4. Observations During the Assessment:.

2. Click on the green "New Test" button.

3. Type in the evaluation data.

The screenshot shows the 'New Test' button highlighted in green. To its right is a 'Delete Test' button. Below these buttons is a form with a 'Date of Evaluation:' field and a 'New Test' button. The left navigation menu is also visible.

THE ELIGIBILITY PAGE TWO

There are two sections to this page. They are accessed by the tabs at the top. Information is entered by:

- clicking on checkboxes
- selecting radio buttons
- typing in expandable textboxes

SECTION ONE

Complete this section ONLY for students suspected of having a Learning Disability.	
<p>The two methods for determining eligibility for learning disabilities are listed below and must be fully described and justified by the eligibility team. The eligibility team must use one method or the other. Both methods require a written classroom observation that must be attached to the document.</p>	
1. Severe Discrepancy Model	
Severe discrepancy between achievement and ability in the area(s) of:	
<input type="checkbox"/> Written Expression <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading <input type="checkbox"/> Oral Expression <input type="checkbox"/> Math Calculation <input type="checkbox"/> Listening Comprehension	
Explanation:	
2. Scientific Research-Based Intervention Model	
Description of interventions attempted:	
Considerations:	
<input type="radio"/> The team considered the effects of environmental, cultural, or economic factors and has determined that they ARE NOT the primary reason for the suspected disability.	
<input type="radio"/> The team considered the effect of environmental, cultural or economic factors and has determined that they ARE the primary reason for the suspected disability. Therefore, this student does not meet the eligibility criteria for learning disability.	
<input type="radio"/> Basis for consideration of a learning disability is supported by data listed on page 1 & 2.	

SECTION TWO - TOP OF PAGE

	Complete the following for ALL students
<input type="radio"/> Evaluation conducted in primary language or student's other mode of communication.	
<input type="radio"/> Evaluation NOT conducted in primary language or student's other mode of communication.	
Explanation:	
<input type="radio"/> This student's educational performance is based on a lack of instruction in reading, math or limited English proficiency, and therefore the student IS NOT ELIGIBLE for consideration as a student experiencing a disability.	
<input type="radio"/> This student's educational performance is not based on a lack of instruction in reading, math or limited English proficiency, and therefore the student IS ELIGIBLE for consideration as a student experiencing a disability.	

SECTION TWO - BOTTOM OF PAGE

Note that the eligibility category must be selected from the drop down box that appears when you click after the last line of text.

Eligibility Determination

It is the decision of this team that:

1. Yes No The student meets state regulatory criteria for having a disability based on the data provided in this document.

2. Yes No The student demonstrates an educational need that requires specially designed instruction.

If **NO** to either question, then the student **IS NOT** eligible for special education.

If **YES** to both questions, then student **IS** eligible for special education.

The student is eligible for special education and related services in the eligibility category of

- Autism
- Deaf-Blindness
- Deafness
- Does not qualify
- Early Childhood Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

THE ELIGIBILITY PAGE THREE

Simply type in the expandable text boxes on this page.

Team Discussion Notes

1

2

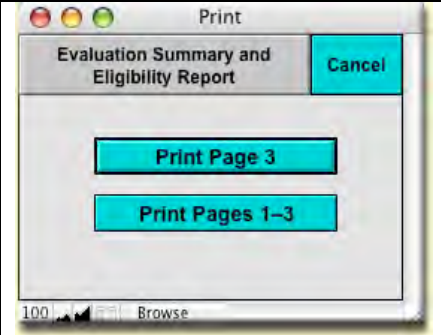
Educational Needs (in priority order) ↓	Recommendations (matched to needs) ↓
1	1
2	2

- The information below is new -

When this page is printed, a separate signature page will also print.

PRINTING THE REPORT

- All information in this section is new -

	<p>When you use the print button at the top of your screen, this window will appear. Make your selection to print one or all pages of the ESER.</p> <p>To close the window, you must use the "Cancel" button. Your red, yellow, and green buttons are disabled.</p>
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THE PRIOR WRITTEN NOTICE (PWN)

PWNs are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

THE EXIT FORM

- This is the first time to view this form within this training -

Exit forms are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.
