

Confidential File/Meeting Checklist

Student Name _____ Current IEP Due _____
 Date Of Birth _____ New IEP Due _____
 9th Birth date (if appropriate) _____ Re-Evaluation Due _____
 Current Category _____ Suspected Category _____

| INITIAL SPEECH | RE-EVAL | ANNUAL REVIEW | INCOMING RECORDS | SP ONLY & ADDITIONAL TEST (SPSLP) REQUEST | DISMISSAL | FORM(S) NEEDED |
|-------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| √ | √ | √ | √ | √ | √ | Form 1 (Record of Access) |
| √ | √ | √ | √ | √ | √ | Form 2 (Parent Contact) |
| √ | Only if requesting testing. | | | √ Do RED Doc. of Intervention pg. 3 only if you suspect LD | | Form 3 (Pgs. 1, 2, 3) Do not complete Form 3 pg. 3- Documentation of Interventions page for speech only-yes, if suspect LD. |
| √ | √ (Only if requesting additional testing) | | √ (Complete only if you do not have information in all 5 domains for DD) | √ | √ (optional put any testing on front 5) | Box pgs. 4, 5, 6 (Titled RED/MEEGS box pages) No box pages if done as a reevaluation without additional testing (testing done may be considered post-annual type testing with that written on goal page-annual assessment as needed). |
| √ (Do at request testing meeting not/eligibility placement) | √ (Only if requesting additional testing or amending IEP) | √ (Only if requesting additional testing or amending IEP) | √ (Only if requesting additional testing or amending IEP) | √ (Only if requesting additional testing or amending IEP) | | Form 4 (Parent Consent) If doing I or reevaluation and if doing any type of amendment. With minor amendments you don't have to have a meeting but must do a 4. |
| For Initial-Pgs. 1, 2, 3, 4, 5, 6 | √ (All pg. 1 & all gray areas of pg. 2) | √ (Only if requesting additional testing-box pages) | √ (Yes only if requesting additional testing <i>and</i> category needs to be changed-box pages) Most times all info is there and not needed. | √ (LPS Pre-Referral Packet as needed/not required-For DD to SLD no LPS pre-referral packet is needed) Do box pages and psych brings front and back pages. | √ (Do front and back page/all pg. 1 & all gray areas) Put any testing on front of 5 | Form 5 For Initial-Pgs. 1, 2, 3, 4, 5, 6/For Reevaluation: Without testing do front and back page. All of pg. 1 (front page) and gray areas of back page. With testing do RED/MEEGS box pages-psych brings front and back page. If speech (which should rarely/never occur) ASLP brings front and back page. <i>*In drop down box it asks for suspected category-YES put a suspected category.</i> |
| √ | √ | √ | √ | √ | √ | Form 6 Notification of Meeting |
| √ | √ (New one) | √ | √ | √ (only if IEP is due and written) | | Form 7 IEP |
| | √ | √ | √ (if you are writing new IEP) | √ (only if IEP is due and written) | √ | Form 7 Old (Write on Goal pg.-use % or trials as written in goal) |

Confidential File/Meeting Checklist

| INITIAL SPEECH | RE-EVAL | ANNUAL REVIEW | INCOMING RECORDS | SP ONLY & ADDITIONAL TEST (SPSLP) REQUEST | DISMISSAL | FORM(S) NEEDED |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------|----------------------------------------|-------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| √ | √ | √ | √ | | | ISP Form (in SEAS)(Used only for Private Sch.-2 pgs. No goals) |
| √ | √ | √ | √ | | | Form 16 ESY (2 pgs.) Horizontal/Landscape pg. is done if student going to ESY. Do these only if student going to ESY. |
| √ | √ (If S/L testing was requested) | | √(See note under Forms Needed) | | | Speech-Language Summary Form (attach any incoming eval(s) or documents staple them to a blank SL summary form). |
| √ | √ | √ | √ | √ | √ | Form 8 (Written Notice to Parents) |
| √ | | | | | | Pre-School Observation (6 & under) Communication Checklist (over 6) |
| √ | | | √ | √ | | Education/Psychological Reports & Any Evaluations |
| √ | | | √ (Opt. must have permission on 4) | √ | | Socio-Cultural Form |
| | | | | √ | | Classroom Observation (For LD) Usually counselor in the school. |
| | | | | √ | | Adaptive Behavior (ABES-school/teacher fills out) |
| √ | | | | | | Screening Information (put in folder) |
| | √ (if dismissing without testing) | √ (if dismissing without testing) | | | √ (if dismissing without testing) | LPS Dismiss without testing form. Reevaluation doesn't always mean formal testing. Use current classroom performance data, current assessment data, etc. Add statement on this form stating, "Team reviewed academic performance and no difficulties were noted. No indicators were present for further evaluation or services at this time." |
| √ | | | √ (If moved in district and age 3-5.6) | | | Early Childhood Outcomes (Only @ Entry & Exit) Age 3-5.6 (Must do Entry) Age 5.6-6.0 (If 5.6 or older don't do an entry)/Age 6 (Do an exit) |
| <p>If 6 before annual review, do exit before (if due before annual). When you do an exit, no meeting is required and no signatures are required (just do the forms). If in LPS & leave district & were in less 6 months leave it alone (no exit).</p> <p>For dates to use on an ECO entry: Top Left Date (this is the date you do the ECO or the date the student moves in-If it is an initial placement use the IEP date). Top Right Date (this is the date the student exits-if existing from the district, you can use their actual 6th birth date [even if the actual birth date falls on a Saturday or Sunday]).</p> | | | | | | |
| √ | √ | √ | √ | √ | √ | Parent Rights (minimum of 1x per year) |
| √ | √ | √ | √ | √ | √ | Parent Survey (1x per year) |

Confidential File/Meeting Checklist

Interim IEP: 1, 2, (RED/MEEGS box pages), 4, 5 (Psych or ASLP), 6, 7, & 8

Adding ST or OT to Spec.Ed IEP without testing: 1, 2, 4, 6, 7 (amend), 8 or Special Ed. can do as a reevaluation with testing.

If you amend an IEP always complete a Form 4.

The following forms are used on an “as needed” basis:

- _____ Form 9 Medical Report
- _____ Form 10 Surrogate Parents Verification of Training
- _____ Form 11 Student Summary of Performance
- _____ Form 12 Physical Restraint Documentation Form
- _____ Form 13 Seclusion Documentation Form

COPIES and DISTRIBUTION

| Form Type/# | SLP Teacher Folder | SSC | Parent |
|-------------------------------------------|---------------------------|-----------------------------------|---------------|
| Form 1 (Record of Access) | Original (Most current) | Copy | Copy |
| Form 2 (Parent Contact) | Original (Most current) | Copy | Copy |
| Form 3 (RED any pages) | Copy | Original | Copy |
| Form 4 (Parent Consent) | Copy | Original | Copy |
| Form 5 (MEEGS any pages) | Copy | Original | Copy |
| Form 6 (Notification of Meeting) | Copy | Copy | Original |
| Form 7 (Individualized Education Program) | Original (New) | Original (Old with goals % noted) | Copy |
| Speech-Language Summary | Copy | Original | Copy |
| Form 8 (Written Notice to Parents) | Copy | Copy | Original |
| Early Childhood Outcomes (ECOs) | Copy | Original | Copy |
| Form 16 (ESY) | Copy | Original | Copy |

Confidential File/Meeting Checklist

Incoming Records:

If you get Oklahoma eligibility and Oklahoma IEP (& they are in compliance) you may phone parent, go over IEP services and get permission to implement the IEP you received. Document on the 2 that you spoke with the parent, they agreed and document on the front of the IEP your school district/name and date. Copy the goal page for progress reports.

If records coming in as SLI and should be DD for LPS (3 options):

| Change Category with no amendments to IEP | Amend the IEP | Re-evaluation (you don't have all components for DD)-this would be very rare. |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1, 2, 6, 8, 16 (ESY) & ECO as needed. | 1, 2, 4, 6, amend 7, 8, 16 (ESY) & ECO as needed. | 1, 2, RED/MEEGS box pages, 4, 5, 6, 7, 8, 16 (ESY) & ECO as needed. |
| Propose change/Identify/Document explanation of previous school SLI and LPS DD categories | Propose change/Identify/Document explanation of previous school SLI and LPS DD categories | Propose change/Identify/Document explanation of previous school SLI and LPS DD categories |
| Reevaluation date does not change. | Reevaluation date does not change. | Done as a reevaluation and date changes. |

Transition Notes:

Must use Parent Consent with a 16 yo transition IEP/Also a DRS Referral Form. These forms are completed and taken to Vocational Rehab Office or to the Voc Rehab representative in the building.

Do transition assessment and goal pages, invite student to the meeting (Put student name on Form 6) during students' ninth grade year or prior to the age of 16, whichever comes first.

Confidential File/Meeting Checklist

To amend an IEP:

- Can only be amended 1x.
- Put amend date on amended IEP line (type or write in the date)
- Handwrite the changes
- Go to sign page where all have signed, at left of signatures write amended and the date & have all initial down the side. If someone is not on the original list have them sign *and* initial.

Regulations do allow **minor** changes to an IEP *without* a meeting.

Minor amendments to an IEP:

- Add a goal
- % or change a % on goals
- Add or change accommodations or modifications

Major amendments to an IEP:

- Change in services
- Change in time

Progress Reports:

Use date on or around report card dates for the school (SLP's date can be a different date than the special education teacher's date)
Document the progress as % or trials (however it is written in the goal)

Evaluation measures on the goal page of the IEP:

- You do not always have to include 3, use what is needed for the student (for speech IEPs always use *annual standardized assessment if appropriate* as one of these so if testing is needed for the reevaluation the ASLP has permission to test).

Confidential File/Meeting Checklist

Placement settings for 5.6-6.0 on Services Page:

Think of making a determination here in terms of “Age Information” which is based on the student’s birth date:

3-5 Regular EC program at least 80% of the time

6-21 Regular Class Full-Time

For 3-5: best to use 2 service pages (or you can document 3 placement settings/service dates on one page). Put until age 5.0 dates and setting on one and after turns 6.0 dates and setting on the other. The total for both times should not exceed the timeline of one year for an IEP.

[For this go to forms page in SEAS and add a 2nd service page).

or

If 5.6 to 6.0: Do 1 timeline (5.6) that is going to happen in the drop down box and write the other part of the timeline (6.0) in.

Top Box Type of Service for both: Direct Instruction in Speech Therapy Services.

Type of Service:

Can use consult/monitor together as a type of service versus choosing only one in LPS.

May do collaborative co-teaching/therapy 1x & direct 1x week (Write this and attach a time to each) or Integrated therapy in class as a type of service.

ESY Paperwork:

Form 16 (2 pgs.) must **only** be completed on any student who qualifies and will receive ESY services. If you hold an annual or reevaluation meeting and you know student will qualify for ESY services (for example you hold the meeting in the fall and you know that in the summer they will need services, you may complete Forms 16 (2 pgs.) and the horizontal/landscape page at that time. Turn in the original Forms 16 (2 pgs.) and put copies in SLP folder) and keep the original landscape page (do not turn in to SSC) until the spring when SSC calls for them. You will have the landscape page filled out completely except for the ESY dates and this will save you a meeting date/time.

Always document the discussion on ESY on Form 8 (because whether or not the student qualifies for ESY you and the team have talked about it at the meeting).

Confidential File/Meeting Checklist

St. Mary's & TCA: These are 2 private schools we serve. Private schools now go by school address, not student home addresses to determine if they are LPS students.

Private School Students: Use all IEP paperwork except replace the IEP with an ISP (2 pages only). There are no goal pages on an ISP. You do not have to write goals, however you may use a standard SEAS goal page if you wish.

ESY for Private School Students: LPS does not provide ESY services for private school students. Completing the ESY paperwork is *not* required.

LPS Pre-referral Information (if you opt or need to complete/it is not always required):

- 1) If student is 8.0 – turning 9 and SLD is the suspected category, the LPS Pre-Referral Packet must be completed by the school before parent signs permission and testing is requested.
- 2) When any other category is suspected (ID, OHI, Autism, DD, etc.) the LPS Pre-Referral Packet (Additional Procedures & Requirements for SLD form is not required.

Additional clarification on suspecting LD as a category:

If LD is the suspected category (Initial, Reevaluation or Speech-Only & Requesting Additional Testing):

1. Review confidential file checklist for what forms/information is needed for a reevaluation or when speech is primary and you are requesting additional testing, for instance when LD is the only or one of the suspected categories.
2. Find out (in your building) who is the designated pre-referral “go-to” person. Someone in each building has received training or been designated for this. It is typically not a special education teacher, i.e., the LD teacher; it is often a counselor, etc.).
3. Expect to work with the pre-referral team in the building to identify student needs/strategies/interventions that will be implemented for approximately a minimum of 4 weeks.
4. If it is a speech primary, you as the service provider/folder holder are responsible for generating the paperwork for the testing request. You make sure page 2, MEEGS Additional Procedures & Requirements for SLD and all forms in the Requesting Additional Testing column on this form are completed by the school. Again, see Request for Additional Checklist column on this form and submit all form indicated including MEEGS page 2, Additional Procedure & Requirements for SLD). Remember however that the LPS Pre-Referral paperwork is not a mandatory requirement for DDs with SLD as the suspected impairment (use as needed).

Confidential File/Meeting Checklist

So ...

*** **DO NOT**, repeat, **DO NOT** get permission for the additional testing (Form 4 and 8) prior to completing the interventions/etc. and compiling page 2 (MEEGS Additional Procedures & Requirements for SLD page) if SLD is suspected!!! If you do this will mess up your timeline and compliance dates with testing and you will be late with the date. Start the LPS PreReferral Packet (if needed) and pg. 2 of the MEEGS (always) completed long before Reevaluation or Annual IEP date is due.

So ...

***Talk with teachers about all your students regularly (and for sure several months out if you think additional testing may be needed). Know which students might need LD or other testing because of academic difficulty or prior to turning 9 and needing a category change. Start looking at all students at 7.5 for possible SLD testing needs. If a student may need SLD testing, start the intervention strategies MEEGS Additional Procedures & Requirements page 2 several months before testing is requested at a meeting.

You will also need data from the teacher (or person designated in the building) to bolster what is written on MEEGS Additional Procedures & Requirements page 2. It should work where the team in the building for this student compiles this information and you turn it in when testing is requested.

Suspecting LD as a category continued:

The LD teacher in the building is **not** responsible for implementing the interventions and completing the Documentation of Interventions RED pg, MEEGS Additional Procedures & Requirements pg., or getting the LPS Pre-Referral Forms completed. These are pre-referral strategies that are part of general education; as such this information needs to come from the general education personnel and environment.

10ths:

On your 10th, for DD speech only students, you will find a suspected disability category that is used for SDE reporting and LPS child count procedures. This does not mean that the DD category has been changed or determined to be different. The suspected is written on this form per SDE procedures. The DD category is not formally changed until between the ages of 8.0 and 9.0.

Confidential File/Meeting Checklist

Autism Screenings:

If Autism is a suspected category, then: A member of an Autism Assessment Team must be in attendance AT THE CONSENT MEETING!

Folders/Cleaning Out Folders/Turning in Folders to SSC

When turning in a folder to SSC for any reason such as, student is leaving the district, dismissed from services, etc.

1st remove and discard all additional copies of forms-no duplicates should be turned in.

Turn in to SSC for Speech Only (student moves or is dismissed):

1. Any original forms (including any old IEPs regardless of year) of SDE paperwork.
2. Old progress reports (these would be ones used prior to documenting progress information on the goal page of the IEP). Do not turn in any additional copies of progress reports on goal pages that have been recorded altogether on the goal page and turned in with the original IEP).
3. Any original test protocols (if you want you may keep old *original* test protocols or turn them in-clinicians' choice). Discard any *photocopied* protocols or keep in a *separate personal folder*.
4. Any original S/L Summary forms.
(Do not keep or turn in any work samples, etc.)

(If student is not being dismissed or moving out of district you need to keep 2 years of IEP paperwork (and the current year) in the folder.)

Confidential File/Meeting Checklist

Turn in for Speech Secondary:

1. Any original forms (including any old IEPs regardless of year) of SDE paperwork.
2. Old progress reports (these would be ones used prior to documenting progress information on the goal page of the IEP). Do not turn in any additional copies of progress reports on goal pages that have been recorded altogether on the goal page and turned in with the original IEP).
3. Any original test protocols (if you want you may keep old *original* test protocols or turn them in- clinicians' choice).
4. Any original S/L Summary forms.
(Do not keep or turn in any work samples, etc.)

(If student is not being dismissed or moving out of district keep current years forms in folder, unless student was originally placed speech and then changed to receive LD/ID/OHI, etc. services and then you want to keep the original copied paperwork in folder.)

Note:

You will not keep a folder containing any information on a student that is dismissed from services or moving from the district. (Some SLPs may choose to keep their test protocols on all students and do not turn them in and SLPs who bill Medicaid may choose to keep a copy of Daily Therapy Logs or Medicaid Notes in a separate folder)

If you have information that needs to be turned in, send the documents with a cover sheet containing the student's name and school to the appropriate secretary.

Don't turn in multiple copies of forms to SSC for any reason.

Miscellaneous Notes:

1. With an incoming student you have 10 school days to accept or develop a new IEP
2. You may extend IEPs March 1st or after through end of year.
3. On box pages...any information that you do not have a Form 4 Parent Permission box checked for is considered existing. This includes Parent Concerns on the day of the meeting to request testing.
4. If student is K, 1st, or 2nd grade (DD-Speech Only), do not add additional services without requesting additional testing (i.e. special education services).

Confidential File/Meeting Checklist

5. If student is 6 and under must cover all 5 domains, if 6-9 may cover P & P comprehensive components for SLI.
6. At progress report time, document on Form 2 that you sent Progress Report home to parents.
7. Sign 2x (1-Special Education Teacher & 2-Qualified Examiner)