



Annual Review Procedures for Speech-Only (SLP)

1. Choose the dates for your IEP meetings. ***Give your teachers as much advance notice as possible.***

2. Invite the parent to the IEP meeting. If the student is 14 or older, also invite the student to the meeting.
 - A. Easy IEP -> Documents -> Invitations -> A-0 Invitation to a meeting -> Create Final Document
 - B. In the date field, enter today's date.
 - C. If more than one address is displayed, determine the current address in Genesis and check the correct one.
 - D. Choose Parents/Guardians from the drop-down box.
 - E. Check "Review/revise the IEP."
 - F. Fill in the meeting date, time, and location.
 - G. Add your contact information.
 - H. Check the box next to "include meeting confirmation form."
 - I. Check off/add the people who will be attending the meeting. This must be at least: parent, teacher(s), case manager/speech therapist.
 - J. Check "no" next to "Will IEP team members be excluded from this meeting?"
 - K. Fill in your name and position. Uncheck the procedural safeguards box.

3. Speak to the student's teacher about his current academic progress and how his speech and language difficulties are impacting his educational performance.

4. Check that the IEP team is correct: Easy IEP -> Team
 - A. Check that you are listed as the Case Manager.

 - B. "Select IEP Team" to add the general education teacher, related services personnel (as appropriate), and other personnel such as special education teacher if the student is in an inclusion classroom (the special ed teacher does not have to be listed, but the general ed teacher does.)

 - C. If the parent appears more than once on the list: Easy IEP -> Student Info -> Parent/Guardian Info -> Delete the incorrect, outdated, or duplicate entries. Correct an address or phone number by clicking "Details" button next to the name. If someone such as a grandparent or neighbor is on the list, click the "Details" button next to the name, then uncheck the box that says "Include on IEP team."

5. Begin the IEP: Easy IEP -> Special Education Tools -> IEP Process
 - A. IEP Dates:
 - Meeting Purpose: as a result of an annual review
 - Fill in the date of the IEP meeting
 - The beginning date of the IEP is 7/1/2015
 - The ending date of the IEP is 6/30/2016
 - Save and Continue



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B. IEP Participants:

Case Manager: (You)

School District Representative: (You)

Child Study Team Member: (You)

General Education Teacher

Speech Therapist: (You)

Special Education Teacher: If the student is in an inclusion classroom, the special education teacher can be listed, but does not have to be listed. If the special education teacher is listed, he/she must attend the meeting.

C. Present Levels:

1. Consider Relevant Data – don't leave this blank! This is the information that you are basing the IEP on. You can include standardized tests, report card, teacher report, classroom observation, etc.

2. List the interests – Write a few sentences about the student's strengths and interests. Does the parent have any concerns about his current academic progress?

3. Check off the appropriate boxes in the list. Do not click "The behavior of this student impedes his/her learning" if the student is a speech-only student. If the student receives speech therapy, you must click "The IEP team has determined this student has communication needs."

4. PLAAFP – Delete all old information from this section! That information has been saved on the previous IEP. Only new information should appear in this area. Write a narrative about the student's progress and academic achievement. Include information about his performance in therapy sessions and in the classroom. Be specific and reference his progress toward his current goals; also discuss future goals/areas that need further improvement.

D. Transfer of Rights: If appropriate, fill in the information requested.

E. Annual Goals and Objectives:

1. Goals are the broad, general statements of what the student needs to accomplish; they simply give direction and are not measurable. Objectives are specific, concrete, measurable steps that are taken to reach the goal; the objectives should be attainable within the time period of the IEP.

2. Check the student's most current assessment/ Eligibility Report. Goals and objectives can only reflect areas in which the student qualified for therapy. For instance, if a student was tested and qualified for articulation, you cannot add language goals, even if he is currently having difficulty answering questions. If a student was tested and qualified for fluency, you cannot add artic goals, even if the student is currently displaying articulation errors.

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3. Evaluation Procedure indicates how the student's progress toward that specific goal will be evaluated, and how often. Will the student have a weekly quiz; will the student have work samples collected monthly? Choose an evaluation method that is both realistic and valid. Keep in mind that typically the student's progress should not be evaluated during every single session, because that does not leave time to introduce and learn new material.

F. Supports for School Personnel: Fill in the text box, or check items on the provided list to indicate how school personnel (the teachers) will be supported in implementing this IEP. This can include consultation with other professionals, inservices, or other means of support for the student's teachers. The progress reporting section tells how the parent will be informed of the student's progress – typically "report card" is chosen as one of the options.

G. Speech-Language Determinations & ESY:

1. If the length of the school day was not changed, write NA in the text field.

2. If the student is not transitioning from 8th grade to 9th grade, write NA in the text field. If the student is transitioning from 8th grade to 9th grade, write a few sentences about how his academic progress will be supported from one setting to the next.

3. ***Speech-only students are not eligible for the Extended School Year(ESY) Program.*** Provide factors such as: "Student is not eligible for an extended school year program. Student demonstrates the ability to recoup academic losses within a reasonable length of time. An extended school year is not needed at this time."

H. State and District Assessments:

1. Choose the student's next grade from the drop-down menu.

2. Check off the appropriate tests. (If you are not sure which tests 9th graders will take, call the high school to ask.) Add accommodations as appropriate; notice that after you click the "Add Accommodations" button you can choose different options from the drop-down menu next to "Area." This will give you different types of accommodations. The accommodations must be directly related to the student's disability. *Most speech-only students do not require accommodations.* Exceptions may include hearing impaired students, who might require a quiet environment.



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I. Speech-Language Services: The begin date and end date refer to actual therapy. Time must be allotted at the beginning and end of the year for scheduling, record keeping, etc. Choose a begin date in mid-September and an end date in mid-June. *Do not add transportation to a speech-only IEP!*

J. Classroom Mods and Supp Aides & Services (Classroom modifications and supplementary aids and services): Only choose modifications, supplementary aids, and services that can be reasonably implemented in the classroom. A modification does not mean that the teacher has the *option* of doing it, it means the teacher *must* do it.

K. Placement in the LRE:

1. In the Program Services section, check the box next to the student's current grade. Choose next year's grade/placement from the drop-down menu. The start date is 09/01/2015, the end date is 06/30/2016.

2. Fill in the text boxes with the required information. If the student is able to participate in extracurricular/nonacademic activities without additional help, write NA.

L. Notice Requirements:

Fill in the text boxes with the required information. The action proposed is an annual review of the IEP and a continuation of special education services. Other options considered may include discontinuation of special education services, a change in placement, etc.

6. FINALLY! Create a Draft IEP. If there are errors in the document, they will be listed in a red box. Go to the appropriate sections and correct the errors. If there are no errors, select the Medicaid consent form language and click the "Create Draft IEP" button. Print two copies of the draft IEP so that the parent can take one home after the meeting.

7. Hold the IEP meeting. The meeting must include: you, the parent, the general education teacher. At the IEP meeting, go over each page of the IEP with the parent. If any changes need to be made, note them on the draft copy. Offer the parent a copy of Parental Rights in Education (PRISE.) Give the parent a copy of all paperwork.

8. After the meeting, go back into IEP Process to make the changes to the document. Once everything is correct, click "Create Proposed IEP." Finally, click "Enter Parent/Guardian Response" and click the green "Response" button. Fill in the appropriate information and click Save and Continue. If you see a blue envelope icon next to some students on your caseload, you have not clicked the Response button for those students; do so now.

9. Easy Fax the signature page(s) to 1-866-920-6173. You do not need to make a cover page because the signature page already has a bar code. You do not need to fax the entire IEP, only the signature page.

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10. Print 2 copies of the final IEP: one copy is sent to the parent along with Notice B-5; the original and one copy is sent to Vanessa Hamilton at Front and Cooper.

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