

Student Name: _____

ID# _____

Routing Slip 2/2017

For office use only: IW ___ IC ___ IN ___ CF ___ DB ___ #s ___ PD ___ MA ___

Mtg Date: _____ TOS: _____

CMTS: _____

Routing Slip completed by: _____

Sign here

- Special Education Form(s) is/are **FINALIZED IN IEP WRITER**
- Copies of the Special Education Form(s) have been made for the Confidential and Classroom files. Please attach copies if student will not be attending your school.

NOREP

- All numbered areas on NOREP are complete
- #7-PDR% is the same PDR% from Sec VII/Education Placement of IEP
- #7PDR% and Total SES% is indicated and they add up to 100% or more
- #7-SES% is broken down to show all special education services (i.e. LS 41.75% ES 41.75% Speech 1.5 OT 1% PT1%)
- #7 - Regular% and/or ESL% is not included in breakdown
- Parental Consent is **checked** as requesting an informal meeting, **approved**, or not approved w/a reason why and action requested.
- PARENT/GUARDIAN SIGNATURE (on signed NOREP/IEP)
- An invitation to Participate is included with the NOREP

IEP REVISION

- The revision section on the IEP Cover Page is complete to include (a) Documentation of IEP changes agreed upon, (b) Date of Revision, (c) Participants/Roles, and (d) IEP Section(s) amended.
- The IEP Team Meeting Date, IEP Implementation Date and Anticipated Duration if the IEP remains the same on Page 1 of the IEP.
- Attach all revised IE Sections.
- If a related service is added or changed the projected beginning date of that service is the same date as the revision date.
- IEP Revision has been Saved, Locked and Regenerated in IEP Writer
- An Invitation to the revision meeting is attached
- A NOREP is attached if student's educational placement has changed
No need to continue the completion of the Routing Slip

IEP

- INITIAL/PLACEMENT IEP
- RE-EVAL IEP
- ANNUAL IEP
- Does student receive Speech & Language services?
(If checked the **Speech/language Section** must be complete)
- Will student turn 14 or older during the duration of this IEP?
(If checked **Transition Services Section** must be complete)

Submit IEP **in the following order** (with the NOREP first) to the Special Education Office no **later than 10 days** after the IEP is complete and signed, or immediately after your 3rd invite request has been made with no response.

- UNSIGNED IEP includes 3 invites & you mailed a copy of the IEP to the parent with the unsigned IEP cover letter.**
- SIGNED IEP with PARENT/GUARDIAN SIGNATURES on NOREP, Team Participants Page, Procedural Safeguards, and Invitation; If applicable on the Lifetime MA Form, IEP Waiver Form, and/or PBSP

- Please **use blue ink**
- IEP Cover/Page 1 of IEP**

- If IEP was initiated because of an Initial ER or RR, IEP is not dated and signed prior to the new ER/RR date
- Duration of IEP Date is not more than 1 year from IEP Team Meeting Date (not IEP implementation date)

IEP Team Participation

- PARENT/GUARDIAN SIGNATURE (on signed IEP) as a participant to the IEP Meeting
- IEP has been signed by a RegEd Tchr, SpEd Tchr & LEA
- SPEECH Therapist, Adptd PE, CTE, CAR, Student, etc. signatures if appropriate Note: OT/PT do not sign IEP pg 2 if they do not attend the mtg.

- If a participant was invited (OT/PT, Etc) but is not present at the IEP Meeting a Parent Consent to Excuse Members is complete, signed by the parent and attached to the invitation.
- PARENT/GUARDIAN SIGNATURE (on signed IEP) for the Procedure Safeguards Notice.

SEC I - Special Considerations (IEP)

- All relevant boxes are checked appropriately and **if checked YES all instructions on the IEP Form are complete with the IEP**
- Visual impairment needs a communication plan, Speech/communication needs, assistive tech needs, LEP is considered for provisions of FAPE, and/or PBSP is attached if appropriate.
- All ES students do exhibit behaviors that impede his/her learning and therefore need checked Yes and completed PBSP is attached.

SEC II. - Present Levels (IEP)

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of function performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- If student has a PBSP it should be addressed under present levels of functional performance.
- If student has any related services the student's current condition and need for service(s) is included and is described in professionally and medically relevant terms.
- If student has a school health service student's diagnosis is indicated.
- If student has a PCA student's need for 1 on 1 aide is described.
- Parental concerns for enhancing the education of the student if provided by parent, there were no concerns it is stated as so.
- How the student's disability affects involvement and progress in the general education curriculum.
- Student's strengths
- Academic, developmental, and functional needs related to student's disability

SEC III - Transition Services (IEP) for students who turn 14 or older during the duration of this IEP (If Appropriate)

- Transition Services Section of Routing Slip is complete

SEC IV - Participation in Assessments (IEP)

- Participation in State and Local Assessments is complete using the instructions indicated on the IEP and assessment guidelines provided to you/LEA by the State of PA
- An Accommodations form from DocuShare is printed and attached if IEP SEC IV indicates. See attached accommodations sheet
- Note: PASA can only be administered to students who met the state guidelines provided to your LEA by the State of PA
- Provided is an explanation of why student will participate in the PASA assessment if appropriate

SEC V - Goals and objectives

- All appropriate Annual Goal Pages are complete and attached using the instructions indicated on the IEP
- Goals are written in standard based form
- ALL GOAL PAGES contain the PA State Standard**

SEC. VI

❖ PROGRAM MODIFICATIONS AND (SDI)

- Program modifications and Specially - Designed Instruction are indicated using the instructions on the IEP.

❖ B. Related SVCS

- All related services are listed if appropriate, including school health services, OT, PT, speech, specialized transportation and/or PCA
- Psychological services are only included if the Re-Eval Due Date is during the duration of the IEP at a frequency of 4 hrs/1x per year.
- Related Svcs pg projected beginning dates are the same as the IEP implementation date on IEP Cover pg. 1 and Anticipated Duration Dates are the same as the IEP Duration Date on the IEP Cover pg 1.
- Related services pg must have accurate frequency and duration of services listed
- OT/PT a/o Speech Related Service (s) is indicated as either individual or group

- Transportation can only be listed if the student is receiving specialized transportation services (i.e. 2 hrs a day/5x a week)
- Communicate with all service providers** so that language that supports the related service provided is accurately included.

❖ **C. SUPPORTS FOR SCHOOL PERSONNEL**

- Staff to receive the supports and the supports needed to implement the student's IEP are listed as appropriate.

❖ **D. GIFTED SUPPORT SERVICES**

- Gifted Support Services for a student identified as Gifted with a Disability are included as appropriate.

❖ **E. EXTENDED SCHOOL YEAR (ESY)**

- ESY is discussed and completed as appropriate
- Documented is modification information to support the ESY eligibility determination.

SEC VII – Education Placement

- Amount of Special Ed Supports (SES) is correct: If SES is 20% or less of the day = IT/ If SES is 21-79% = SUPPL/ If SES is 80% or more of the day = FT as noted on the IEP.
- All appropriate Types of Special Ed Supports are checked (or unchecked)
- Name of School District and ESD School where IEP will be implemented is indicated
- If school in SEC VII is not the neighborhood school, the NO box is checked with a reason as to why.

SEC VIII – PENNDATA REPORTING

- The appropriate calculation formulas from Pg 10 were used for PDR/SPED %, or the electronic PDR/SPED % calculation page found in DocuShare was used.
- ADDITIONAL PAGES** if appropriate: PBSP, Communication Plan, Additional Page for Present Levels, ER/RR, Parent Waiver to move directly to the IEP Meeting.
- Attached is a signed parent waiver to move directly to the IEP Mtg. if the IEP was initiated because of an Initial ER or RR AND the scheduled IEP date indicated on the invitation is NOT at least 10 days after the evaluation was presented to the parents.

INVITATION(S)

- Invite was issued prior to IEP Meeting OR attached is a signed parent waiver to move directly to IEP Mtg in addition to the Invite.
- Purpose(s) of the meeting is indicated
- PARENT/GUARDIAN SIGNATURE (on signed IEP/NOREP/Revision)
- Attendance box is checked by parent
- If IEP is **unsigned** there are **three separate invitations** attached and finalized individually in IEP Writer.
- A Parent Consent to EXCUSE MEMBERS (ON SIGNED IEP) FROM ATTENDING THE IEP Team Mtg. is attached to excuse any member not in attendance at the Mtg.

MEETING Notification Contact Log

- Signed IEP – Contact Log is attached
- Unsigned IEP – includes the minimum of 3 documented invitation requests with supporting invitations attached

IEP PROGRESS REPORTS

- Attached and completed are all four quarters of the progress reports reflecting every annual goal of the student's previous IEP. Note: If previous IEP was not in effect an entire year it is likely there will be less than 4 quarters completed. Initial/Placement IEPs do not need any progress reports.
- Progress Reports were sent home quarterly

MA Billing Requirements

- Either a MA Lifetime Consent Form with original PARENT/GUARDINA SIGNATURE or an MA Billing Notice is attached to IEP; (do not pre-check or date anything from this form – let parent do that)
- MA billing CONSENT RESPONSE was entered by you in IEP Writer after the mtg if an MA Lifetime Parent Consent form was signed with this IEP.

SPEECH/LANGUAGE SECTION

- Received Memo or verbal directions from the Speech & Lang Pathologist and following the directions from the speech pathologist this IEP includes:
- Annual MA billing notice form is attached or MA Lifetime Consent is attached & signed
- NOREP #7 includes speech service and percent in textbox
- Speech pathologist has signed the IEP as a team participant or has been excused by the parent via excusal form.

- Communication needs box is checked under IEP Section 1- Special Considerations
- Individual and/or group is indicated on related services page
- Present Levels from the Speech Pathologist are included under IEP Section II – Present Levels describing student's current condition and need for service in professionally and medically relevant terms
- Prog. Modification(s) & SDI from the Speech Pathologist are included under IEP Section VI (A)
- Related services include speech under IEP Section VL (B)
- Speech & Lang. Support is checked under IEP Section VII (B,2) Type of Support
- Considered in the PDR chart is the percentage of speech services student spends not in a regular education classroom under IEP Section VIII (A) PDR

Transition Services & Career Technical Program SECTION

- An invitation was addressed and presented to the student, the attendance box is checked appropriately, the invite is signed by the student and the invite is attached.
- Student was present at the IEP meeting and the student has signed the signature page as well as the invitation.
- The invitation to the parent must have the *for parents* statement checked under Transition Planning and Services.
- The invitation to the student must have the *for student* statement checked under Transition Planning and Services.
- The IEP has been reviewed with the student
- ❖ **The following is indicated in Present Levels – IEP Sec. II:**
- An Interest Inventory/Survey to determine post-secondary goals of the student has been performed and is attached
- The Interest Inventory/Survey date is included under present levels along with a narrative of the findings
- Present levels of academic achievement (e.g. most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals) are given and related to Interest Inventory/Survey results.
- Present levels of functional performance (e.g. results from a functional behavioral assessment, results of ecological assessments, progress toward current goals) are indicated and levels in relation to post-grad goal(s) are indicated (employability, mobility, behavior, daily living activities, etc.)
- If student has a PBSP it should be addressed under present levels of functional performance.
- Present levels related to current **post secondary** transition goals (e.g. results of formative assessments, curriculum-based assessments, progress toward current goals) including **employment, independent living, and agency** are addressed.
- Parental concerns for enhancing the education of the student if provided by parent, if there were no concerns it is stated as so.
- How the student's disability affects involvement and progress in the general education curriculum and how the student's ability affects the obtainment of transition goals.
- Student's strengths non-post grad and student's strengths relative to post-grad goals are indicated.
- Academic, developmental, and functional needs related to student's disability and to the student's transition goals.
- ❖ **Transition Grid – IEP Section III**
- Each post-secondary goal area (Post-secondary Education/Training, Employment, and Independent Living, if appropriate) includes the transition post-school goal/service that the student has identified **in bold writing**.
- Provided is a coordinated set of activities for the student's file which can be built upon in subsequent years
- The projected Beginning Date is the same as the Implementation Date on the IEP Cover Page
- Need SP/OT/PT/PCA/Nurse is clearly explained
- The Anticipated Duration date is the same as the duration date on the IEP Cover Page. This date ends at least one day prior to the date of the IEP meeting in the following year.
- ❖ **The following is complete if the student attends or is planning to attend Central Tech High School**
- IEP SECTION III – CIP code is indicated