

## Sample Correction and Verification Summaries

*iGrants Form Package 442 (pages 2 and 3)*

Sample student-specific correction and verification summary (page 2):

SSID #	Non-Compliance Code(s) <i>(see Non-Compliance Worksheet)</i>	School District Summary of Correction <i>(including date(s) of correction)</i> <i>**For school district use only**</i>	ESD Verification of Correction <i>(for each individual file, including date(s) of verification)</i> <i>**For ESD use only**</i>
1111111111	<b>2, 4, PWN</b>	Student transferred out of the district on <i>(date)</i> .	On <i>(date)</i> , ESD director confirmed via phone conversation with district director that student transferred out of the district.
2222222222	<b>4, 5, 6b</b>	<b>4 and 5</b> - IEP revised on <i>(date)</i> to add a description of the student's LRE and to clarify the state assessment accommodations to be provided. <b>6</b> - The summary of services matrix was also revised on <i>(date)</i> to clearly delineate the individuals responsible for delivering each identified service area.	The district sent the revised IEP to the ESD for review. The ESD assistant director reviewed the file on <i>(date)</i> and confirmed that the IEP was revised on <i>(date)</i> to correct all identified issues (LRE, assessment, and the summary of services matrix).
3333333333	<b>Eval, PP</b>	<b>Eval</b> - A reevaluation was completed on <i>(date)</i> . This reevaluation contained behavioral data to support the student's eligibility as emotionally/behaviorally disabled. <b>PP</b> - The student's parents were invited to participate in the reevaluation meeting that took place on <i>(date)</i> , but were unable to attend.	On <i>(date)</i> , the ESD assistant director did onsite review of reevaluation dated <i>(date)</i> , and confirmed the district's conclusion that the reevaluation was sufficient to support the student's eligibility as EBD. The parents were invited to the eligibility meeting via an invitation dated <i>(date)</i> .
4444444444	<b>1, 2, 7a, 7b, 7c, 8a/b</b>	<b>7a</b> - Interest survey conducted <i>(date)</i> to gather transition assessment data and to develop a compliant transition plan. <b>7b and 7d</b> - All transition components were addressed, including postsecondary goals and course of study. <b>1 and 2</b> - IEP meeting held <i>(date)</i> to provide specific data relating to present levels, to include measurable goals for reading and behavior, and to revise the transition plan. <b>8</b> - IEP meeting included a general education teacher in attendance.	ESD director reviewed the file during an onsite visit conducted <i>(date)</i> . New IEP was completed <i>(date)</i> – all identified issues were corrected with the exception of transition. The new IEP was missing a post-secondary goal for employment. The ESD director informed the district of this concern. ESD director reviewed a faxed copy of the IEP revision on <i>(date)</i> , and found the post-secondary goals to be compliant.
5555555555	<b>SDI</b>	<b>SDI</b> – Special education director met with the student's special education teacher on <i>(date)</i> to discuss the need to provide behavior SDI on a regularly scheduled basis, rather than only after an incident has occurred. Student's schedule was revised on <i>(date)</i> to reflect this change, and the SDI was initiated on <i>(date)</i> .	ESD director spoke with district director on the phone on <i>(date)</i> regarding the meeting with the special education teacher. The ESD director reviewed the student's revised schedule and current IEP on <i>(date)</i> . Student's revised schedule reflects 30 minutes per week of SDI for behavior, consistent with the IEP dated <i>(date)</i> .
6666666666	<b>Eval</b>	Student was reevaluated and exited from special education on <i>(date)</i> .	On <i>(date)</i> , ESD assistant director reviewed file onsite. The student was reevaluated and exited from sp. ed. on <i>(date)</i> .
7777777777	<b>Eval</b>	<b>Eval</b> - Reevaluation conducted <i>(date)</i> to gather specific performance data, including current cognitive and adaptive levels. These data, contained in the <i>(date)</i> reevaluation report, support the student's eligibility under the category of intellectual disability.	On <i>(date)</i> , the ESD director conducted a phone interview with the school psychologist, and confirmed that the reevaluation was completed on <i>(date)</i> and that it contains cognitive and adaptive data to document the student's eligibility as ID.
<b>**For ESD use only** Describe the file and/or data sampling activity(ies) conducted by the ESD to verify that the district is currently correctly implementing all areas of identified non-compliance (including dates of verification).</b>			
A review of (#) additional files was conducted by the ESD director on <i>(date)</i> . This review documented that the district is correctly implementing the regulatory requirements identified above.			

Sample correction and verification summary for other issues (Timely Initial Evaluations) (page 3):

Identified Issue(s)	<b>Root Cause</b> <i>(What did the district determine was the cause(s) of the identified non-compliance? Indicate if a <b>policy, procedure, and/or practice</b> contributed to this non-compliance.)</i>	<b>School District Summary of Correction</b> <b>(including date(s) of correction)</b> <i>**For school district use only**</i>	<b>ESD Summary of Verification</b> <b>(including date(s) of verification, and a summary of the data/file sampling conducted to verify that the district is currently correctly implementing all areas of identified non-compliance</b> <i>**For ESD use only**</i>
<b>Indicator B-11</b> - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 35 school days. <b>The district was at 69% for this Indicator.</b>	<p>On <i>(date)</i>, special education director met with all psychologists in the district. Challenges regarding timely completion of evaluations were discussed. Primary challenges that were identified included</p> <ol style="list-style-type: none"> <li>1. lack of documentation and/or use of an agreement to extend the timeline <i>(policy)</i>,</li> <li>2. district scheduling issues <i>(procedure)</i>,</li> <li>3. delays in obtaining medical reports, and</li> <li>4. early childhood transition planning conferences held less than 90 days prior to a child's third birthday <i>(practice)</i>.</li> </ol>	<p>A plan was developed and implemented to ensure timely completion of evaluations. The main components of the plan included:</p> <ol style="list-style-type: none"> <li>1. District adopted the new model state form (5c – agreement to extend evaluation timeline) at the beginning of the <i>20XX-XX</i> school year. Psychologists will complete this form and obtain parent agreement when circumstances may warrant an extension.</li> <li>2. Support staff developed and implemented on <i>(date)</i> an electronic tickler system for tracking initial evaluation timelines with built-in intranet reminders sent to eligibility team members.</li> <li>3. Based on root cause analyses, two buildings received targeted technical assistance on <i>(date)</i> and <i>(date)</i> to clarify state regulations and written policies and procedures regarding mandatory initial evaluation timelines.</li> <li>4. Quarterly meetings were established for the <i>20XX-XX</i> school year and are ongoing with Part C providers to increase collaboration efforts for timely referrals and scheduling of transition planning conferences.</li> </ol> <p>Special education director will conduct quarterly reviews over the next 3 years of all initial evaluations completed within each quarter to ensure that evaluations are completed on time and extensions are appropriately documented.</p>	<p>On <i>(date)</i>, the ESD director met with the district director onsite. During this visit, the ESD director reviewed the following documents:</p> <ol style="list-style-type: none"> <li>1. Agenda, handouts, and participant sign-in sheet for the meeting held on <i>(date)</i>, during which the district director met with all district psychologists to discuss evaluation timelines.</li> <li>2. New district evaluation extension form and new <b>Policy Statement 2.3</b> – the district has adopted the model state form for documenting parent agreement to extend the evaluation timeline.</li> <li>3. Schedule of quarterly collaboration meetings between district and Part C providers, as well as the agenda for the spring quarterly meeting <b>documenting a change in practice</b>.</li> <li>4. Handouts provided to Washington High School and Sample Elementary School on <i>(date)</i> and <i>(date)</i> describing district's policies regarding initial evaluation timelines.</li> </ol> <p>During the verification visit, the district secretary demonstrated the new "tickler" system that includes electronic reminders to staff. <b>**A review of all initial evaluations completed during the <i>(month of February 20XX)</i> was conducted by the ESD on <i>(date)</i>. This review documented that the district is correctly implementing the previously identified regulatory requirements for initial evaluation timelines.</b></p>

**\*\*Sampling of current data and/or files is a required verification activity.**

Sample correction and verification summary for other issues (Due Process) (page 3):

Identified Issue(s)	<b>Root Cause</b> <i>(What did the district determine was the cause(s) of the identified non-compliance? Indicate if a <b>policy, procedure, and/or practice</b> contributed to this non-compliance.)</i>	<b>School District Summary of Correction</b> <b>(including date(s) of correction)</b> <i>**For school district use only**</i>	<b>ESD Summary of Verification</b> <b>(including date(s) of verification, and a summary of the data/file sampling conducted to verify that the district is currently correctly implementing all areas of identified non-compliance</b> <i>**For ESD use only**</i>
<b>Due Process –</b> The district had required actions as a result of Due Process Cause #20XX-SE-0XXX	On <i>(date)</i> , special education director met with the case manager and school psychologist to discuss the results of the due process decision. The team identified a procedural error in failing to include a Behavioral Intervention Plan as part of the student's current IEP. In addition, special education related services from a BCBA, as identified in the IEP, were not provided for a period of three months due to a change in contract staff. This was determined to be an isolated, rather than systemic issue, as this student was the only one assigned to this particular BCBA.	<p>Per the ruling, the district was required to: (1) Convene an IEP meeting by <i>(date)</i> to develop a Behavioral Intervention Plan, and (2) provide 30 hours of compensatory services from a BCBA. The district completed these actions as follows:</p> <ol style="list-style-type: none"> <li>1. An IEP meeting which included the parents, the student, and district staff, was held on <i>(date)</i>. During this meeting, the team reviewed the most recent FBA, and developed an updated BIP to include in the IEP.</li> <li>2. The 30 hours of compensatory services were provided to the student in an individual setting <b>during the months of XX-XX, 20XX</b>, through a contract with <b>XX</b>. As of <i>(date)</i>, the 30 hours had been provided.</li> </ol> <p>In addition, although this was determined to be an isolated, non-systemic issue, the district provided written guidance to all case managers and related service staff on <i>(date)</i> regarding the importance of ensuring that BIPs are discussed and updated as part of every IEP meeting.</p> <p>Further, BIPs were added to the IEP review checklist used by the special education director when reviewing IEPs on a quarterly basis for compliance.</p>	On <i>(date)</i> , the ESD director met with the district via Zoom. During this meeting, the ESD director reviewed the following documents: <ol style="list-style-type: none"> <li>1. The IEP completed on <i>(date)</i> which includes a Behavioral Intervention Plan and was signed by the parents, the student, the special education teacher, two general education teachers, and a district representative.</li> <li>2. The service log maintained by the BCBA documenting the provision of individual BCBA services to the student. As of <i>(date)</i> the 30 hours had been provided.</li> <li>3. The memo sent to all special education staff on <i>(date)</i> reminding staff that BIPs are part of the IEP and should be reviewed and updated at least annually.</li> <li>4. The IEP review checklist used by the special education administrator that includes review of the BIP.</li> <li>5. <b>**A</b> copy of the results of the administrator's last IEP review, which included 15 IEPs. Three of the 15 IEPs contained BIPs that were updated annually, as documented by the administrator's review. One additional IEP with a BIP was requested for ESD review. The BIP contained all of the required components and was updated at the IEP meeting. These reviews documented that the district was currently correctly implementing the identified requirements.</li> </ol>

**\*\*Sampling of current data and/or files is a required verification activity.**