

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> **For school district use only**	ESD Verification of Correction <i>(for each individual file, including date(s) of verification)</i> **For ESD use only**
1111111111	2, 4, Late	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	4, 5, 6	4 and 5 - 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. 6 - 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	Eval, PP	Eval - A reevaluation was completed on <i>(date)</i> . This reevaluation contained behavioral data to support the student's eligibility as emotionally/behaviorally disabled. PP - 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	1, 2, 7a, 7b, 7d, 8	7a - Interest survey conducted <i>(date)</i> to gather transition assessment data and to develop a compliant transition plan. 7b and 7d - All transition components were addressed, including postsecondary goals and course of study. 1 and 2 - 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. 8 - 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	SDI	SDI – 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	Late, Eval	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	Eval	Eval - 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.
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 the applicable regulatory requirement(s) <i>(including dates of verification)</i> .			
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 (page 3):

Identified Issue(s) – by Indicator (i.e. – Indicator 11, 12, etc.)	Root Cause <i>(What did the district determine was the cause(s) of the identified non-compliance? Indicate if a policy, procedure, and/or practice contributed to this non-compliance.)</i>	School District Summary of Correction (including date(s) of correction) <i>**For school district use only**</i>	ESD Summary of Verification (including date(s) of verification, and a summary of the data/file sampling conducted to verify that the district is currently correctly implementing the applicable regulatory requirement(s)) <i>**For ESD use only**</i>
Indicator 11 - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 35 school days. The district was at 69% for this Indicator.	<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"> 1. lack of documentation and/or use of an agreement to extend the timeline <i>(policy)</i>, 2. district scheduling issues <i>(procedure)</i>, 3. delays in obtaining medical reports, and 4. early childhood transition planning conferences held less than 90 days prior to a child's third birthday <i>(practice)</i>. 	<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"> 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. 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. 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. 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. <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"> 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. 2. New district evaluation extension form and new <i>Policy Statement 2.3</i> – the district has adopted the model state form for documenting parent agreement to extend the evaluation timeline. 3. Schedule of quarterly collaboration meetings between district and Part C providers, as well as the agenda for the spring quarterly meeting <i>documenting a change in practice</i>. 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. <p>During the verification visit, the district secretary demonstrated the new "tickler" system that includes electronic reminders to staff. <i>**A review of all initial evaluations completed during the (month of February 20XX) was conducted by the ESD on (date).</i> This review documented that the district is correctly implementing the previously identified regulatory requirements for initial evaluation timelines.</p>

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