

Common Compliance Issues and How to Correct Them

2013-2014

General:

Box not checked

- Contact parent prior to making the change so that the parent's input can be considered.
- Check appropriate box on original document.
- Note on document that parent was contacted and copy sent home.
- Initial and date notation on document.

Note: This does not apply to a Notice of Meeting when the correct boxes have not been checked (See 21, 40, and 74a below).

Specific:

10d. Length of Time to Complete Initial Evaluation

- Submit Consent for Evaluation and Eligibility Determination (Evaluation Summary) for an alternate student-same teacher.

11a. Review of Existing Data missing

- Start with the Review of Existing Data and complete eligibility determination process again.
- Submit the new Review of Existing Data and corresponding Eligibility Determination document.

18a. Re-evaluation: Areas of Concern

- Submit correct documentation for alternate student-same teacher OR
- Start with the Review of Existing Data and complete eligibility determination process again.

Note: The areas of concern noted on the Review of Existing Data (or referral document) have to align with the areas noted in the Consent for Evaluation and Eligibility Determination (Evaluation Summary).

19. Current Eligibility Determination (Missing)

- Start with the Review of Existing Data and complete eligibility determination process.

20. Current Eligibility Determination (Timeline)

- Submit most current and previous Eligibility Determination documents for alternate student-same teacher **OR**
- Start with the Review of Existing Data and complete eligibility determination process again. Submit the new and previous Eligibility Determination documents.

21. Notice of Meeting-Eligibility Determination

- Submit correct documentation for alternate student-same teacher **OR**
- Start with the Review of Existing Data and complete eligibility determination process again, submitting the Notice of Eligibility Determination Meeting and corresponding Eligibility Determination document.

30. Eligibility Evaluation

- The UPIPS program will indicate which area(s) indicate “N” (the information is missing or not sufficient). The correction is made by gathering and documenting the information.
 - Start with the Review of Existing Data and complete eligibility determination process, documenting all required information.

31. Eligibility Criteria

- The UPIPS program will indicate which area(s) indicate “N” (the information is missing or not sufficient). The correction is made by gathering and documenting the information.
 - Start with the Review of Existing Data and complete eligibility determination process, documenting all required information.

39c. IEP Timeline Requirement

- Submit most current and previous IEP documents for alternate student-same teacher **OR**
- Hold a new IEP meeting. Submit the new and previous IEP documents.

40. Notice of IEP Meeting

- Submit correct documentation for alternate student-same teacher **OR**
- Hold a new IEP, submitting the new Notice of IEP Meeting and corresponding IEP document.

45. PLAAFP is missing

- Correct using the IEP Addendum process.

45a. PLAAFP: Data

- Add current data (metrics) to the existing PLAAFP, note on document that the parent was contacted and copy sent home, initial and date notation on document (Contact parent prior to making the change so that the parent’s input can be considered) **OR**
- Add current data (metrics) to the existing PLAAFP using the IEP Addendum process **OR**
- Hold a new IEP meeting and correct the PLAAFP on the new IEP.

45b. PLAAFP: Progress in the General Curriculum

- Add the impact statement to the existing PLAAFP, note on document that the parent was contacted and copy sent home, initial and date notation on document (Contact parent prior to making the change so that the parent’s input can be considered) **OR**
- Add the impact statement to the existing PLAAFP using the IEP Addendum process **OR**
- Hold a new IEP meeting and correct the PLAAFP on the new IEP.

Note: “Progress in the General Curriculum” refers to the Impact Statement: how the disability affects the student’s involvement and progress in the general curriculum)

46a. Goal Addresses Educational Need

- Hold a new IEP meeting and make the correction(s) in the new IEP **OR**
- Make the correction(s) through the IEP Addendum process.

Note: Statements of need in the PLAAFP and goals addressing those needs must align.

46b. Measurable Goal: Condition

- Add the condition to the existing goal, note on document that the parent was contacted and copy sent home, initial and date notation on document (Contact parent prior to making the change so that the parent’s input can be considered) **OR**
- Add the condition to the existing goal using the IEP Addendum process **OR**
- Hold a new IEP meeting and correct the goal on the new IEP.

47a. Special Education Services: Areas of Specially Designed Instruction

- Add a non-substantive correction to areas of specially designed instruction to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting for a substantive correction and correct the areas of specially designed instruction on the new IEP.

Note: Services must align with the statement of need in the PLAAFP and goals.

47b. Special Education Services: Location of Services

- Add the location of services to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting and include the location of services on the new IEP.

47c. Special Education Services: Frequency of Services

- Add the frequency of services to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting and include the frequency of services on the new IEP.

51a. Alternate Assessment Explanation: CRT Language Arts

- Make the correction on the existing IEP, note on document that the parent was contacted and copy sent home, initial and date notation on document (Contact parent prior to making the change so that the parent’s input can be considered) **OR**
- Add the explanation to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting and include the explanation on the new IEP.

52a. Alternate Assessment Explanation: CRT Math

- Make the correction on the existing IEP, note on document that the parent was contacted and copy sent home, initial and date notation on document (Contact parent prior to making the change so that the parent’s input can be considered) **OR**
- Add the explanation to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting and include the explanation on the new IEP.

53a. Alternate Assessment Explanation: CRT Science

- Make the correction on the existing IEP, note on document that the parent was contacted and copy sent home, initial and date notation on document (Contact parent prior to making the change so that the parent’s input can be considered) **OR**
- Add the explanation to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting and include the explanation on the new IEP.

66. Consent for Initial Placement

- Complete a “replacement” Consent for Initial Placement document and ask parent to sign. Write “Replacement” at the top of the document.

Note: This is the only document that you can complete a “replacement” for. This form is dated the date that the parent actually signs the document.

73. Transition Plan is missing

- Add a Transition Plan to the existing IEP through the IEP Addendum process.

74a. Student Invited to (Transition) IEP Meeting

- Submit correct documentation for alternate student-same teacher.

76. Transition Plan-Measurable Post-Secondary Goals (Areas at the top of the transition page)

- Make the correction on the existing IEP, note on document that the parent/adult student was contacted and copy sent home, initial and date notation on document (Contact parent/adult student prior to making the change so that the parent’s/adult student’s input can be considered) **OR**
- Make the needed changes to the existing IEP using the IEP Addendum process **OR**

- Hold a new IEP meeting and include the compliant measurable post-secondary goals on the new IEP.

82. Transition: Courses of Study (This must be a multi-year plan)

- Make the correction on the existing IEP, note on the document that the parent/adult student was contacted and a copy sent home, initial and date notation on document (Contact the parent/adult student prior to making the change so that the parent's/adult student's input can be considered) **OR**
- Make the needed changes to the existing IEP using the IEP Addendum process **OR**
- Hold a new IEP meeting and include the compliant courses of study on the new IEP.

83b. Student Informed of Transfer of Rights (at least one year before the student turns 18)

- If the document is missing, complete the document, including required signatures.
- If the document was completed after the student's 17th birthday, provide documentation for an alternate student with the same teacher.