



2019–2020 File Review Corrections Document

- The corrections document provides general corrections for all questions on the 2019-2020 file review.
- Local Education Agencies (LEAs) and Individualized Education Program (IEP) teams need to consider specific circumstances including, but not limited to:
 - The educational needs of the student,
 - LEA policies and procedures, and
 - Professional judgment.
- For clarification on any recommended correction, please contact [LauraLee Gillespie](#) (801-538-7866).

Item #	Question/Text	USBE Rules	Correction
4	Is the record of access available?	USBE SER IV.X.5.	Do not review the file without correcting the error. Locate a record of access to sign and include in the file.
6a	Is the native language documented in the student's file?	N/A	Provide missing documentation of the native language during the file review or as a correction.
6b	What is the native language?	N/A	Provide missing documentation of the native language during the file review or as a correction.
6c	Was the student's English language proficiency assessed?	USBE SER II.F.1.d.	Complete and submit missing English language proficiency assessments or other documentation supporting the inability to test.
6d	Did the student demonstrate English proficiency in oral language, reading or writing?	USBE SER II.F.1.d.	Conduct and submit documentation of appropriate assessments in the student's native language.
6e	Were appropriate assessments administered or attempted in the student's native language?	USBE SER II.F.1.d.	Conduct and submit documentation of appropriate assessments in the student's native language or other appropriate documentation regarding the ability to test.
7a	Was the interpreter/translator provided at the eligibility determination meeting?	USBE SER III.G.4. and IV.B.1.	Hold a new eligibility determination with an interpreter and submit documentation of the eligibility determination with evidence of the interpreter/translator participation. OR Provide additional documentation that an interpreter/translator was in attendance or not required.
7b	Was the interpreter/translator provided at the IEP meeting?	USBE SER III.G.4. and IV.B.1.	Hold a new IEP meeting with an interpreter and submit the IEP with evidence of the interpreter/translator participation. OR Provide additional documentation that an interpreter/translator was in attendance or not required.
8.1	Is the parent consent for initial evaluation in the student's file?	USBE SER II.C.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the parent.
8.2	Is the adult student consent for initial evaluation included in the student's file?	USBE SER II.C.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the adult student.

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8.3	Is the guardian consent for initial evaluation included in the student's file?	USBE SER II.C.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the guardian.
8d	What was the length of time to complete the initial evaluation?	USBE SER II.D.2.	Submit consent for evaluation and eligibility determination (evaluation summary) for an alternate student, same teacher.
9a	Did the IEP team review existing evaluation data and determine whether additional data was needed for determining eligibility, present levels of academic achievement and related developmental needs, and whether the student needed special education and related services?	USBE SER II.H.1.	Complete a review existing data and complete eligibility determination process again. Submit the new review of existing data and corresponding eligibility determination document.
9.1	Is the parent consent for reevaluation included in the student's file?	USBE SER II.C. and II.G.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the parent.
9.2	Is the adult student consent to the reevaluation included in the student's file?	USBE SER II.C. and II.G.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the adult student.
9.3	Is the guardian consent for reevaluation included in the student's file?	USBE SER II.C. and II.G.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the guardian.
11	Was the review of existing data completed prior to the date of consent for evaluation?	USBE SER II.H.1.	Complete a review of existing data for the student, have parent sign consent for evaluation, and conduct evaluation. Submit review of existing data. OR Submit additional documentation, if missing during UPIPS visit, to prove review of existing data occurred prior to consent for evaluation.

Item #	Question/Text	USBE Rules	Correction
12	Was consent obtained for the initial evaluation for all areas that were assessed?	USBE SER IV.F.	Submit missing documentation of consent for initial evaluation. OR Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the parent, adult student, or guardian.
12a.1	Do the areas to assess on the initial evaluation consent align with the areas assessed in the evaluation summary report used for eligibility?	USBE SER II.F. and II.H.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the parent, adult student, or guardian. OR Complete a review of existing data, address areas of concern, and submit documentation of assessments conducted to address areas of concern for the student.
12b	Do all assessments and other evaluation materials used to assess the student in the initial evaluation meet the following criteria?	USBE SER II.F.1.d.	Complete assessments administered by qualified personnel. Submit documentation of the assessment and documentation of evaluator qualification. OR Provide the assessment conducted to a qualified evaluator for review and determination that the assessment provided appropriate results. The qualified evaluator must provide a letter to approve the assessment. Submit the assessment and the qualified evaluator letter.
13a	In the reevaluation, do the areas to assess on the review of existing data align with the areas to assess on the consent?	USBE SER II.F.1.e.	Complete a review of existing data, address areas of concern, and submit documentation of assessments conducted to address areas of concern for the student.
13b	Was consent obtained for the reevaluation for all areas that were assessed?	USBE SER IV.F.	Submit missing documentation of consent for reevaluation. OR Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the parent, adult student, or guardian.

Item #	Question/Text	USBE Rules	Correction
13b.1	Do the areas to assess on the reevaluation consent align with the areas assessed in the evaluation summary report used for eligibility?	USBE SER II.F. and II.H.	Provide a copy of the eligibility determination. Ensure that the items tested align with unsigned consent, where available, and that eligibility is signed by the parent, adult student, or guardian. OR Complete a review of existing data, address areas of concern, and submit documentation of assessments conducted to address areas of concern for the student.
13c	Do all assessments and other evaluation materials used to assess the student in the reevaluation meet the following criteria?	USBE SER II.F.1.d.	Complete assessments administered by qualified personnel. Submit documentation of the assessment and documentation of evaluator qualification. OR Provide the assessment conducted to a qualified evaluator for review and determination that the assessment provided appropriate results. The qualified evaluator must provide a letter to approve the assessment. Submit the assessment and the qualified evaluator letter.
14a	Is the eligibility for this student current?	USBE SER II.I.	Complete a review of existing data and complete the eligibility determination process. Submit the review of existing data and current eligibility.
14b	Is the eligibility for this student current?	USBE SER II.I.	Complete a review of existing data and complete the eligibility determination process. Submit the review of existing data and current eligibility.
15a	What is the most recent eligibility determination date?	USBE SER II.G.2.	Submit most current and previous eligibility determination documents for alternate student, same teacher. OR Complete a review of existing data and complete eligibility determination process again. Submit the new and previous eligibility determination documents.

Item #	Question/Text	USBE Rules	Correction
15b	What was the previous eligibility determination date?	USBE SER II.G.2.	Submit most current and previous eligibility determination documents for alternate student, same teacher. OR Complete a review of existing data and complete eligibility determination process again. Submit the new and previous eligibility determination documents.
16	Does the student's file contain a Notice of Meeting for the eligibility determination?	USBE SER III.H. and IV.B.	If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct. OR Submit correct documentation for alternate student, same teacher OR Complete a review of existing data and complete the eligibility determination process again. Submit notice of eligibility determination meeting and corresponding eligibility determination document.
16a.1	Was the Notice of Meeting for the initial eligibility determination provided to the guardian?	USBE SER III.H. and IV.B.	If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct. OR Submit correct documentation for alternate student, same teacher OR Complete a review of existing data and complete the eligibility determination process again. Submit notice of eligibility determination meeting and corresponding eligibility determination document.

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16a.2	Was the Notice of Meeting for the initial eligibility determination provided to the adult student?	USBE SER III.H. and IV.B.	<p>If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct.</p> <p>OR</p> <p>Submit correct documentation for alternate student, same teacher</p> <p>OR</p> <p>Complete a review of existing data and complete the eligibility determination process again. Submit notice of eligibility determination meeting and corresponding eligibility determination document.</p>
16b.1	Was the Notice of Meeting for the reevaluation eligibility determination provided to the guardian?	USBE SER III.H. and IV.B.	<p>If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct.</p> <p>OR</p> <p>Submit correct documentation for alternate student, same teacher</p> <p>OR</p> <p>Complete a review of existing data and complete the eligibility determination process again. Submit notice of eligibility determination meeting and corresponding eligibility determination document.</p>
16b.2	Was the Notice of Meeting for the reevaluation eligibility determination provided to the adult student?	USBE SER III.H. and IV.B.	<p>If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct.</p> <p>OR</p> <p>Submit correct documentation for alternate student, same teacher</p> <p>OR</p> <p>Complete a review of existing data and complete the eligibility determination process again. Submit notice of eligibility determination meeting and corresponding eligibility determination document.</p>

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17	Does the student's file contain an evaluation report?	USBE SER II.I.2.	Complete needed evaluations and develop an evaluation summary report. Hold an IEP meeting to review with the team. Submit report and evidence of the IEP team meeting.
N/A	13 Categories Eligibility	USBE SER II.J.	Information that is missing or insufficient will be indicated in the file review. Gather and document the information. Complete a review of existing data. Complete the eligibility determination process, documenting all required information. Submit the review of existing data and eligibility documentation.
N/A	13 Category Evaluations	USBE SER II.J.	Information that is missing or insufficient will be indicated in the file review. Gather and document the information. Complete a review of existing data. Complete the eligibility determination process, documenting all required information. Submit the review of existing data and eligibility documentation.
20a	Was parent input used in determining eligibility?	USBE SER II.F.1.a. and II.I.4.	Hold an IEP meeting to review evaluations, including information provided by the parent, to determine eligibility. Submit documentation of parent participation (parent signature on eligibility document, meeting notes, etc.).
20b	Was guardian input used in determining eligibility?	USBE SER II.F.1.a. and II.I.4.	Hold an IEP meeting to review evaluations, including information provided by the guardian, to determine eligibility. Submit documentation of guardian participation (guardian signature on eligibility document, meeting notes, etc.).
20c	Was adult student input used in determining eligibility?	USBE SER II.F.1.a. and II.I.4.	Hold an IEP meeting to review evaluations, including information provided by the adult student, to determine eligibility. Submit documentation of adult student participation (adult student signature on eligibility document, meeting notes, etc.).
22	Is initial consent for placement (consent for services) included in the student's file?	USBE SER IV.F.9 and 10	Complete a "replacement" consent for initial placement (consent for services) document and ask parent to sign. Date the document the date the parent signs the document. Write "Replacement" at the top of the document. Submit the replacement consent.

Item #	Question/Text	USBE Rules	Correction
23	Is the current IEP in the student's file?	USBE SER III.B and III.I.4.	Hold IEP meeting to develop an IEP for the student. Submit a copy of the current IEP.
24b	What is the date of the previous IEP?	USBE SER III.I.4.	Submit the most current and previous IEP documents for alternate student, same teacher. OR Hold a new IEP meeting. Submit the new and previous IEP documents.
25	Does the student's file contain a Notice of IEP meeting?	USBE SER III.H. and IV.B.	If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct. OR Submit Notice of IEP Meeting for alternate student, same teacher OR Hold a new IEP, submitting the new Notice of IEP meeting.
26a	Was the Notice of IEP Meeting provided to the guardian?	USBE SER III.H. and IV.B.	If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct. OR Submit Notice of IEP Meeting for alternate student, same teacher OR Hold a new IEP, submitting the new Notice of IEP meeting.
26b	Was the Notice of IEP meeting provided to the adult student?	USBE SER III.H. and IV.B.	If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct. OR Submit Notice of IEP Meeting for alternate student, same teacher OR Hold a new IEP, submitting the new Notice of IEP meeting.

Item #	Question/Text	USBE Rules	Correction
27	Does the IEP document the participation of the parent/guardian/adult student?	USBE SER III.E.1	Hold IEP meeting to develop/review the IEP. Submit a copy of the current IEP with evidence of participation by required IEP team members (signatures with titles and dates, meeting notes with evidence of participation, etc.).
28a	Does the IEP document the participation of the regular education teacher?	USBE SER III.E.2	Hold IEP meeting to develop/review the IEP. Submit a copy of the current IEP with evidence of participation by required IEP team members (signatures with titles and dates, meeting notes with evidence of participation, etc.).
28b	Does the IEP document the participation of the special education teacher/provider?	USBE SER III.E.3	Hold IEP meeting to develop/review the IEP. Submit a copy of the current IEP with evidence of participation by required IEP team members (signatures with titles and dates, meeting notes with evidence of participation, etc.).
28c	Does the IEP document the participation of the qualified representative of the local education agency (LEA)?	USBE SER III.E.4	Hold IEP meeting to develop/review the IEP. Submit a copy of the current IEP with evidence of participation by required IEP team members (signatures with titles and dates, meeting notes with evidence of participation, etc.).
29	Does the IEP document present levels of academic achievement and functional performance (PLAAFP) for the student?	USBE SER III.J.2.a.	Discuss the PLAAFP with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP.
29a	Does the PLAAFP include baseline or current data?	USBE SER III.J.2.a.	Discuss the PLAAFP with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the PLAAFP on the current IEP. Submit the updated IEP.

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29b	Does the PLAAFP include how the student's disability affects the student's involvement and progress in the general education curriculum?	USBE SER III.J.2.a.	Discuss the PLAAFP with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the PLAAFP on the current IEP. Submit the updated IEP.
30	Did the IEP team consider special factors such as language, braille, communication, assistive technology, and behavior?	USBE SER III.I.1.b.	Discuss the special factors with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the special factors on the current IEP. Submit the updated IEP.
30a	Mark any special factors that needed to be addressed in the IEP.	USBE SER III.I.1.b.	Discuss the special factors with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the special factors on the current IEP. Submit the updated IEP.
30b	Did the IEP team address the special factors that needed to be addressed?	USBE SER III.I.1.b.	Discuss the special factors with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the special factors on the current IEP. Submit the updated IEP.

Item #	Question/Text	USBE Rules	Correction
31	Do the IEP goals address areas of educational need outlined in the PLAAFP?	USBE SER III.J.2.b.	Discuss the goals with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the goals on the current IEP. Submit the updated IEP.
32a/3 3a	Is there a statement of a specific academic and/or functional skill or behavior needed to achieve the goal?	USBE SER III.J.2.b. and 65 FR 12471	Discuss the goals with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the goals on the current IEP. Submit the updated IEP.
32b/3 3b	Is there a statement of what the student will reasonably be expected to accomplish within the year (criterion)?	USBE SER III.J.2.b.	Discuss the goals with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the goals on the current IEP. Submit the updated IEP.
34	For students participating in alternate achievement assessments (DLM), is there a description for the benchmarks or short-term objectives included in the IEP?	USBE SER III.J.2.c.	Discuss the goals with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the goals on the current IEP. Submit the updated IEP.

Item #	Question/Text	USBE Rules	Correction
35	Does the IEP contain a description of how the student's progress toward meeting the annual IEP goals will be measured?	USBE SER III.J.2.d.	Discuss the goals with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the goals on the current IEP. Submit the updated IEP.
36a	Does the IEP contain a description of when periodic reports on progress the student is making on IEP goals will be provided to the parent(s)?	USBE SER III.J.2.d.	Discuss the goals with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the progress report information on the current IEP. Submit the updated IEP.
36b	Does the student file include periodic progress reports?	USBE SER III.J.2.d.	Provide progress reports previously given to the parent and include in the file. OR Provide progress reports to the parent and include in the file.
37a	Does the IEP include a list of special education services provided to align with the student's IEP goals?	USBE SER III.J.2.e.	Discuss non-substantive corrections to areas of specially designed instruction with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting for a substantive correction and correct the areas of specially designed instruction on the current IEP. Submit the updated IEP.

Item #	Question/Text	USBE Rules	Correction
37b	Does the IEP state the location of special education services by type of setting?	USBE SER III.J.2.h.	<p>Discuss the location of special education services with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting and include the location of special education services on the current IEP. Submit the updated IEP.</p>
37c	Does the IEP state the amount of time and frequency of special education services?	USBE SER III.J.2.h.	<p>Discuss the time and frequency of special education services with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting and include the time and frequency of special education services on the current IEP. Submit the updated IEP.</p>
38a	Does the IEP address related services provided to align with the student's IEP goals?	USBE SER III.J.2.e.	<p>Discuss non-substantive corrections to areas of related services with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting for a substantive correction and correct the areas of related services on the current IEP. Submit the updated IEP.</p>

Item #	Question/Text	USB E Rules	Correction
38b	Does the IEP state the location of related services by type of setting?	USB E SER III.J.2.h.	Discuss the location of related services with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and include the location of related services on the current IEP. Submit the updated IEP.
38c	Does the IEP state the amount of time and frequency of related services?	USB E SER III.J.2.h.	Discuss the time and frequency of related services with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and include the time and frequency of related services on the current IEP. Submit the updated IEP.
39b	Does the IEP list the supplementary aids, services, program modifications, and/or supports provided to enable the student to be involved and make progress in the general curriculum?	USB E SER III.J.2.e.	Discuss supplementary aids, services, program modifications, and supports with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP. OR Hold a new IEP meeting and correct the areas of supplementary aids, services, program modifications, and/or supports on the current IEP. Submit the updated IEP.

Item #	Question/Text	USBE Rules	Correction
39c	Does the IEP state the frequency of supplementary aids, services, program modifications, and/or supports?	USBE SER III.J.2.h.	<p>Discuss frequency of supplementary aids, services, program modifications, and supports with the parent and consider input. Amend the IEP to include updated information. Note on the IEP that the parent was contacted, and a copy sent home. Initial and date notation on the IEP. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting and correct the frequency of supplementary aids, services, program modifications, and/or supports on the current IEP. Submit the updated IEP.</p>
40	Based on the student's IEP, how will the student participate in the statewide assessment?	USBE SER III.J.2.g.	<p>Discuss student participation in the statewide or alternate assessment with the parent and consider input. Amend the IEP to include the student's participation in the statewide or alternate assessment. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting and make the correction(s) to student participation in the statewide or alternate assessment in the new IEP. Submit the updated IEP.</p>
41	Does the IEP explain why the student cannot participate in the regular assessment?	USBE SER III.J.2.g.	<p>Discuss the reasons the student will participate in the alternate assessment with the parent and consider input. Amend the IEP to include the why the student will participate in the alternate assessment. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting and discuss the reasons the student will participate in the alternate assessment. Include reasons in the new IEP. Submit the updated IEP.</p>
42	Does the student's IEP indicate if Extended School Year (ESY) services are needed?	USBE SER III.N.2.	Hold a new IEP meeting and review data sources and factors to determine eligibility for ESY. Include ESY determination in the IEP. Submit the updated IEP.
43	Does the student's file contain Prior Written Notice (PWN) of ESY?	USBE SER III.N.3.	Hold a new IEP meeting, as needed, and provide PWN to the parent with data, goals, services, and who will provide services. Submit a copy of the PWN with the date provided to the parent.

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44	Was the placement decision made by a group of persons (IEP Team), including the parent/guardian or adult student and other persons knowledgeable about the student, the meaning of evaluation data, and placement options?	USBE SER III.R.1.	Hold IEP meeting to review IEP placement. Submit a copy of the current IEP with evidence of participation by required IEP team members (signatures with titles and dates, meeting notes with evidence of participation, etc.).
45	Transition plan included in this student's file.	USBE SER VII.B.5.	Hold a new IEP meeting and include the transition plan on the new IEP. Submit the updated IEP.
46b	Is the transition plan current?	USBE SER VII.B.5.a.	Hold a new IEP meeting and include the transition plan on the new IEP. Submit the updated IEP.
47	Secondary Transition: Was the student invited to attend the IEP meeting to consider postsecondary goals and transition services?	USBE SER VII.B.4.a.	If the notice of meeting is available, but not in the file, the LEA can provide it. This can be done during the file review and marked correct. OR Submit documentation of student invite (notice of meeting) for alternate student, same teacher.
48	Secondary Transition: Is there documentation of annual age-appropriate transition assessments used to develop postsecondary goals?	USBE SER VII.B.5.a.	Conduct or locate age-appropriate transition assessments. Contact the parent and student to discuss assessment outcomes and measurable postsecondary goals Consider input from parent and student. Amend the existing IEP, note on document that the parent/adult student was contacted, and a copy sent home, initial and date notation on document. Submit the amended IEP. OR Hold a new IEP meeting and include annual age-appropriate transition assessment aligning to compliant measurable postsecondary goals on the new IEP. Submit the updated IEP.

Item #	Question/Text	USBE Rules	Correction
49	Secondary Transition: Does the IEP include measurable postsecondary goals for education, employment, and independent living?	USBE SER VII.B.5.a.(2)	Contact the parent and student to discuss measurable postsecondary goals and consider input. Amend the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP. OR Hold a new IEP meeting and include the compliant measurable postsecondary goals on the new IEP. Submit the updated IEP.
50a	Secondary Transition: Are education/training transition services listed to reasonably enable the student to reach postsecondary goals?	USBE SER VII.B.5.a.(3)	Contact the parent and student to discuss transition services connected to the measurable postsecondary goals and consider input. Amend the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP. OR Hold a new IEP meeting and include transition services connected to the measurable postsecondary goals on the new IEP. Submit the updated IEP.
50b	Secondary Transition: Are employment transition services listed to reasonably enable the student to reach postsecondary goals?	USBE SER VII.B.5.a.(3)	Contact the parent and student to discuss transition services connected to the measurable postsecondary goals and consider input. Amend the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP. OR Hold a new IEP meeting and include transition services connected to the measurable postsecondary goals on the new IEP. Submit the updated IEP.

Item #	Question/Text	USB E Rules	Correction
50c	Secondary Transition: Are independent living transition services listed to reasonably enable the student to reach postsecondary goals?	USB E SER VII.B.5.a.(3)	<p>Contact the parent and student to discuss transition services connected to the measurable postsecondary goals and consider input. Amend the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting and include transition services connected to the measurable postsecondary goals on the new IEP. Submit the updated IEP.</p>
51	Secondary Transition: Is(are) there annual IEP goal(s) related to the student's transition needs?	USB E SER VII.B.2. and VII.B.5.	<p>Contact the parent and student to discuss IEP annual goal(s) and the connections to the transition plan. Consider input. Amend the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting, discuss, and include IEP annual goal(s) and the connections to the transition plan on the new IEP. Submit the updated IEP.</p>
52	Secondary Transition: Are transition services likely to be provided or paid for by any other agency?	USB E SER VII.B.4.c.	<p>Contact the parent and student to discuss transition services likely to be provided or paid for by any other agency. Consider input. Amend the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP.</p> <p>OR</p> <p>Hold a new IEP meeting. Discuss transition services likely to be provided or paid for by any other agency and include information on the new IEP. Submit the updated IEP.</p>

Item #	Question/Text	USBE Rules	Correction
53	Secondary Transition: Was parent/adult student consent obtained prior to inviting an agency representative to the meeting?	USBE SER VII.B.4.c.	Submit documentation of consent prior to invitation of agency representative for an alternate student, same teacher. OR Seek consent from the parent/student to invite an agency representative and hold a new IEP meeting. Submit the updated IEP.
54	Secondary Transition: Was the agency representative invited to the IEP meeting?	USBE SER VII.B.3.c. and VII.B.4c.	Submit documentation of invitation of agency representative for an alternate student, same teacher. OR Following parent/student consent, invite an agency representative and hold a new IEP meeting. Submit the updated IEP.
55	Secondary Transition: Does the transition plan include multi-year courses of study that will reasonably enable to the student to reach postsecondary goals?	USBE SER VII.B.5.a.(3)	Contact parent/adult student and consider input regarding courses of study. Make amendment to IEP goals related to student's courses of study on the existing IEP. Note on document that the parent/adult student was contacted, and a copy sent home. Initial and date notation on document. Submit the amended IEP. OR Hold a new IEP meeting and include multi-year courses of study that will enable the student to reach postsecondary goals on the new IEP. Submit the updated IEP.
56b	Secondary Transition: At least one year before the student turns 18, does the IEP include a dated statement signed by the student, parent, and LEA, that the student and parent have been informed that rights under Part B of IDEA transfer from the parent to the student when the student turns 18?	USBE SER VII.B.6.a.	If the document is missing, complete the document and include required signatures. If the document was completed after the student's 17th birthday, provide documentation for an alternate student, same teacher.