

**Errata/Interpretations for the —  
AEA Special Education Procedure Manual &  
AEA Special Education Documentation Guide  
UPDATED: October 30, 2009**

Topic/Date	Document	Page(s)	Errata/Interpretation
Exiting students for nonattendance  October 23, 2009	Manual	157	<p>The manual does not make a clear distinction between exiting a student for failing to attend school and exiting a student for failing to attend his or her special education service while continuing to attend school. The distinction is important in order for the exit code to be accurate.</p> <p>When a student is exited when he or she attends school, but does not attend his or her special education service, the correct exit code is RRT.</p> <p>When a student is exited because he or she does not attend school, the correct exit code is DRO.</p>
Homebound placements for behavior (interim IEP)  October 23, 2009	Manual	62, 191	<p>The manual states “the status of the student shall be reviewed a minimum of once every 30 <i>calendar</i> days” and cites 41.324(5) – interim IEPs. This <i>Rule</i> states that an interim IEP must not be written for more than 30 <i>school</i> days. Thirty <i>school</i> days is correct.</p>
IEP team participants  October 30, 2009	Manual	64	<p><b>“Essential IEP Team Member: General Education Teacher”</b> states:</p> <p>“The IEP team for each child with a disability must include at least one general education teacher of the child if the child is, or may be participating in the general education environment.</p> <p>“The involvement of the general education teacher is essential ...</p> <p><b>“Note:</b> A person may serve in more than one role. A teacher may serve as the special education teacher and general education teacher if the individual holds the appropriate endorsements.”</p> <p>The note has caused at least one district to seek to interpret this to mean that a special education teacher may serve in both roles in <i>any</i> circumstance where that teacher has both special and general education endorsements.</p> <p>The controlling language is: “general education teacher <u>of the child</u>”. There are circumstances when a teacher does serve in both roles (early childhood programs with a teacher with the unified endorsement serving both roles, a secondary teacher who is part-time special education and part-time general education and serves a student in both capacities). It is only in these or similar circumstances that a teacher may assume both roles for IEP meetings.</p>