

**IEP Process 1 – Record Access Confidentiality**

{34 CFR §300.614}

Monitoring Response Criteria

Persons accessing the file that are not the student’s parents or authorized employees of the participating agency sign record of access, which includes name, date, purpose and agency affiliation.

Discussion

To assure confidentiality and provide limited access to special education student records, an “*Access Sheet*” should be placed at the front of the special education student folder. Persons accessing the file who are not the student’s parents or authorized employees of the participating agency sign the record of access. This documentation includes name, date, purpose and agency affiliation.

Record of Access			
Name	Date	Agency Affiliation	Reason

**IEP Process 1a – Annual IEP**

{300.324(6)(b)(i)}

Monitoring Response Criteria

365 days or less have passed since the last IEP was written.

Discussion

The student’s IEP must be current within 365 days. Any member of the IEP Team may request an IEP meeting to discuss and revise the IEP prior to the end date of the current IEP. When the IEP is not current, the student is automatically inactivated from Census until a new IEP has been developed.

IEP Process 1a

**Individual Education Program (IEP)**

From \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

[ ] Annual                      [ ] Addendum

**IEP Process 2 – Evaluation Procedures for a Primary Disability**

{34 CFR §300.304}

Monitoring Response Criteria

The *Eligibility Report* documents that the student meets the requirements for identification with a disability and is eligible for services in special education.

Discussion

Each student who is evaluated should have an IEP Meeting to review evaluation results and determine eligibility. If the student *is eligible* for special education, the *Eligibility Report* should be completed and indicate (1) that the student meets state standards to be identified as a student with an educational disability; and (2) is eligible for special education services. If the student *is not eligible* for special education, an *Eligibility Report* is completed; however, it should indicate that the student is not eligible (1) because he or she does not meet the state standards, (2) state standards are met but the student’s needs can be met in the general education program without special education services, or (3) the student is not eligible because the parent/guardian declines services. **\*\*Remember-EVERY student who is tested must have an IEP meeting to determine eligibility. There are no exceptions.**

DISTRICT TRAINING: 2011-2012 Compliance Monitoring

Attach Documentation for disability to Eligibility Report OR include in the Written Report.

**Eligibility Report**

Name \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_  
Eligibility Determination Date \_\_\_\_\_ Projected Reevaluation Eligibility Date \_\_\_\_\_

IEP Process 2a

1. Based on information from a variety of sources that have been documented and carefully considered, The IEP team has determined:

- Yes  No This student meets the criteria for a disability consistent with TN. State Regulations
- Yes  No The disability adversely impacts educational performance in his/her learning environment

Both **MUST** be YES in order for the student to be eligible for special education and related services

2. The following factors have been ruled out as the primary cause of the student's educational difficulties:

- Yes  No Lack of instruction in reading or mathematics
- Yes  No Limited English proficiency

3. Educationally relevant medical findings, if any: \_\_\_\_\_

4. Vision Screening Results: \_\_\_\_\_ Date: \_\_\_\_\_ Hearing Screening Results \_\_\_\_\_ Date \_\_\_\_\_

5.  Evaluation results are documented and the student's disability determination documentation is attached.

**ASSESSMENT TEAM**

Your signature indicates that you were involved in the assessment by providing evaluation, observations, or input. Dissenting statements should be attached.

Position	Signature	Date	Agree	Disagree
Parent			<input type="checkbox"/>	<input type="checkbox"/>
General Education Teacher			<input type="checkbox"/>	<input type="checkbox"/>
Interpreter of Test Results			<input type="checkbox"/>	<input type="checkbox"/>
Other:			<input type="checkbox"/>	<input type="checkbox"/>
Other:			<input type="checkbox"/>	<input type="checkbox"/>

IEP Process 2

**ELIGIBILITY DETERMINATION**

- This student is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for \_\_\_\_\_ (Primary): \_\_\_\_\_ (Secondary)
- This student is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for \_\_\_\_\_ (Primary): \_\_\_\_\_ (Secondary); however, the student's parent/guardian is declining services. This student will not receive special education or related services.
- This student is Not Eligible for Special Education because s/he does not meet the State of Tennessee standards for a disability.

IEP Process 5

Position	Signature	Date	Agree	Disagree
Parent			<input type="checkbox"/>	<input type="checkbox"/>
Parent			<input type="checkbox"/>	<input type="checkbox"/>
LEA Representative			<input type="checkbox"/>	<input type="checkbox"/>
Special Education Teacher			<input type="checkbox"/>	<input type="checkbox"/>
General Education Teacher			<input type="checkbox"/>	<input type="checkbox"/>
Interpreter of Test Results			<input type="checkbox"/>	<input type="checkbox"/>
Other			<input type="checkbox"/>	<input type="checkbox"/>
Other			<input type="checkbox"/>	<input type="checkbox"/>

IEP Process 6

I received a copy of my child's evaluation report(s) utilized in determining eligibility and/or educational program.

I did not receive a copy of my child's evaluation report (s). Explanation: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date Eligibility Report was given to parent(s): \_\_\_\_\_

If the parent(s) did not attend, the person responsible for forwarding and explaining the Eligibility Report to the parents along with their rights is: \_\_\_\_\_

**IEP Process 2a – Current Eligibility****{34 CFR §300.303(b)(2)}**Monitoring Response Criteria

The student's Eligibility Report is current.

Discussion

The student's eligibility must be current within three years. When the eligibility is not current, the student is inactivated from Census until the Team has conducted a reevaluation and a new *Eligibility Report* and IEP have been completed.

**IEP Process 5 –Eligibility Determination****{34 CFR §300.306}**Monitoring Response Criteria

Eligibility was determined by a group of qualified professionals. The parent must agree and sign the *Eligibility Report* when it is an initial eligibility.

Discussion

At a minimum, eligibility must be determined by a group of qualified professionals. The parent must agree and sign the *Eligibility Report* when it is an initial eligibility. All Eligibility Team members should sign and indicate on the *Eligibility Report* whether or not they agree with the team decision.

**IEP Process 6 – Parent Received Copy of Report Used in Eligibility****{34 CFR §300.306}**Monitoring Response Criteria

There is documentation of parental receipt of the *Written Report*. When the parent (or student, if age 18) was not in attendance, the date and name of the person providing the report must be documented.

Discussion

When parents are present (or the student, if 18 or older) for IEP meetings where eligibility is determined, make certain they check the box at the bottom of the *Eligibility Report* which indicates receipt of a copy of the written report documenting evaluation results. If the parent (or the student, if 18 or older) is not present for the IEP meeting where eligibility is determined, write in the date and the name of the person who is providing the report to the parent or student.

**IEP Process 7 – Disability Eligibility Standards Met and Documented in the Written Report****{34 CFR §300.305(a)(2)(i)}****{TN R&R 0520-1-9-.02 and 520-1-9-.11}**Monitoring Response Criteria

All disability standards and procedures have been met and documented in the student's *Written Report* or file. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

Discussion

The State of Tennessee specifies 18 possible categories of special education eligibility. Each disability category has specific definitions, required evaluation components and required participants. At the completion of the evaluation a report is generated to document evaluation results for every child who is evaluated. In psychoeducational reports, as well as speech/language reports or reports from other evaluative disciplines, disability standards must be documented

in the *Written Report*. The disability documentation form may be attached to the *Written Report*. If no disability criteria are met or if the evaluation is incomplete for any reason, this is documented in the *Written Report*. A current copy of the *Written Report* (initial evaluation or reevaluation) should be available in the student's special education file at all times. Any documentation of interventions should be included in or attached to the *Written Report*. All disability eligibility standards can be found on the web at <http://www.tn.gov/education/speced/assessment.shtml>.

### **CM Initial 9 –Parent Input for Initial Evaluation**

**{34 CFR §300.305 (a)}**

#### Monitoring Response Criteria

There is evidence of parental input included in the student's evaluation (i.e., *Parent Input Form* or questionnaire, parent interview documented in the *Written Report*, parental completion of evaluation scales, etc.) This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

Parental input must be included in the student's initial evaluation. The parent is included in every disability as an *Evaluation Participant*. The most frequently forms of parental input include, but are not limited to parent input form or questionnaire, parent interview, parental completion of evaluation scales such as behavior or adaptive behavior scales, questionnaire or social history.

### **CM Initial 10 – Current Classroom Based Assessment for Initial Evaluation**

**{34 CFR §300.305 (a) (ii)}**

#### Monitoring Response Criteria

There is evidence of current classroom based, local or state assessment included in the student's evaluation (i.e., work samples, grade cards, state assessment scores, and curriculum-based assessment, etc.). This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

There must be evidence of current classroom based, local or state assessment included in the student's initial evaluation. Examples of Classroom Based Assessments include, but are not limited to: state assessment scores, report card, teacher made tests, results of assessments such Dibels, AimsWeb, or other formative or informal assessments.

### **CM Initial 11 – Prior Written Notice for Initial Evaluation**

**{34 CFR §300.504}**

**{34 CFR §300.503}**

#### Monitoring Response Criteria

*Prior Written Notice* was provided upon initial referral or the parent's request for evaluation. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

Written notice must be given to the parent a reasonable time before the local school system: proposes (or refuses) to initiate or change the identification, evaluation, or educational placement of a child or the provision of free appropriate public education to the child. *Prior Written Notice* must be provided upon initial referral or the parent's request for evaluation.

Prior Written Notice should be completed:

1. At the meeting in which a referral is accepted or whenever a decision is made to conduct assessments.

In the case of a new referral, the *Prior Written Notice* is given to the parents with the *Consent for Assessment*. In the case of a reevaluation, whenever the decision is made to do further testing, the parent is given the *Prior Written Notice*. If the parents are in attendance at the meeting when the decision to conduct an assessment is made, the form should be completed at the meeting and given to the parent and/or guardian. If they are not present at the meeting, the *Prior Written Notice* is sent home.

2. At the meeting in which the school system refuses to evaluate a child that a parent has referred for testing.

If the decision is made to not evaluate the child referred by a parent, the psychologist (or language therapist if the child has been referred for a speech/language evaluation) completes the *Prior Written Notice*.

3. At the meeting that is held to initiate placement from regular education into special education.

At the initial placement IEP Team meeting, the parent is given the *Prior Written Notice* explaining the initial placement and the educational program decided upon by the IEP team.

4. At the meeting in which the LEA refuses to place a child into special education.

If an initial placement IEP Team does not place a child in special education and the parent disagrees with the decision, the parent is given the *Prior Written Notice* explaining the refusal. If the parent is not present at the meeting or leaves before the meeting is over, the *Prior Written Notice* is sent home.

5. At the meeting that is held to recertify or change the identification of a special education child.

The *Prior Written Notice* is completed and given to the parent at every IEP Team meeting in which a new Eligibility Report is completed. If the parent is not present, the *Prior Written* is to be sent home after the meeting.

6. At the meeting in which it is determined that the child is no longer eligible to receive special education services.

The *Prior Written Notice* would be completed after the IEP Team completes the *Reevaluation Summary Report* and *Eligibility Report* documenting that the child is no longer eligible because they do not meet the criteria and/or no longer need special education services. If the parent is not present at the meeting, the *Prior Written Notice* is sent home.

7. At the meeting in which the LEA proposed to change placement, including a change in location of services or number of hours served.

The *Prior Written Notice* is completed after an IEP is signed that makes a change in placement. A change in placement is considered to occur if the location of services change (inclusion to pull-out, ERC to Resource, home school to special program, etc.), the student is graduating from high school, or a change in options would occur due to changes in special education hours. If the parent is not in attendance, the *Prior Written Notice* is to be sent home after the meeting.

8. At the meeting in which the LEA refuses to change placement, including a change in location of services or number of hours served.

The *Prior Written Notice* is completed after an IEP Team decides not to make a change that was originally requested by the parent and the parent disagrees with the refusal. If the parent is not present at the meeting or leaves before the meeting is over, the *Prior Written Notice* is sent home.

9. At the meeting that is held prior to the child graduating from high school.

The *Prior Written Notice* would be completed and given to the parent at the exit IEP Team meeting of a graduating senior. If they are graduating with a Special Education diploma or IEP Certificate/Transition Certificate, they must be told they may return to special education services at any point until they are 22.

DISTRICT TRAINING: 2011-2012 Compliance Monitoring

Date \_\_\_\_\_ Student \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_

To: \_\_\_\_\_

CM Initial 13a

CM Reeval 20

Complete one of the following:

\_\_\_\_\_ has been referred for:  an initial evaluation or,  a re-evaluation.  
OR  
On \_\_\_\_\_, an IEP Team meeting was held to discuss a change in your child's education. The following information is presented to you as the notice of the results from this meeting.

The school district:

- Proposes to initiate or change areas checked below; AND/OR
- Refuses to initiate or change areas checked below.

CM Initial 11

Actions were proposed in the following areas:

- Identification/ Eligibility
- Evaluation/Re-Evaluation
- Review/revise Individualized Education Program (IEP) (Provision of FAPE)
- Educational Placement (includes change in educational placement, graduation and termination of eligibility)
- Other

1. Description of the action proposed or refused by the school system: \_\_\_\_\_
2. Explanation of why the school system proposes or refuses to take this action: \_\_\_\_\_
3. Description of any options the school district considered prior to this proposal: \_\_\_\_\_
4. Reasons the above listed options were rejected: \_\_\_\_\_
5. Description of evaluation procedures, tests, records, or reports the school district used as a basis for the proposal or refusal: \_\_\_\_\_
6. Other factors relevant to the action proposed are: \_\_\_\_\_

As parents of a child with a disability, you are entitled to certain procedural safeguards as outlined in the *Notice of Procedural Safeguards*. Your rights include the right to request a Due Process Hearing or to request mediation if you disagree with the services planned for your child.

If you have any questions about the information provided, please call \_\_\_\_\_ at \_\_\_\_\_.  
We will be glad to answer any questions that you may have concerning the special education services proposed for your child.

If you disagree with this decision or need additional information concerning your rights, you may contact the Tennessee Department of Education 615-741-2851 (phone) or 615-532-9412 (fax) or a Regional Resource Center.

If the parent was not present at this IEP meeting, a completed Individual Education Program (IEP) for this student must accompany this form.

DISTRICT TRAINING: 2011-2012 Compliance Monitoring

CM Initial 12 – Consent for Initial Evaluation

{34 CFR §300.300}

{34 CFR §300.503}

Monitoring Response Criteria

The signed *Informed Parental Notice and Consent for Initial Evaluation* is documented in the student's file. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

Discussion

*Informed Parental Notice and Consent for Initial Evaluation* is the document that is signed by parents granting permission to evaluate the student for consideration of special education eligibility. The last section – *Date Received by the Parent* should be completed by the school's personnel. This is the date that the 40 school day timeline begins (not the date the parent signs the form – but the date of receipt of consent by the school district). Eligibility or non-eligibility and placement when appropriate must be completed no more than forty (40) school days from this date and not the date the parent signed the Consent. Evaluation cannot take place until the *Informed Parental Notice and Consent for Initial Evaluation* has been signed by the parent.

Consent for Initial Evaluation

Dear Parent/Guardian/Surrogate:

On \_\_\_/\_\_\_/\_\_\_ (date), \_\_\_\_\_ was referred for a comprehensive assessment for determination of eligibility and need of special educational services. This referral is based upon a review of current classroom performance, past educational records, and/or screening information. We are requesting permission to assess you child in order to provide additional information to help us plan a more effective educational program. Also, as the parent of a child who may be eligible for special education, the *Notice of Procedural Safeguards* brochure is being provided for your information.

The reason(s) to request your permission to assess your child is (are):

- child is working  above grade level or  below grade level in one or more basic skills
- child's behavior is inconsistent with that expected for children of student's age
- child's rate of progress has  increased  decreased
- child's speech/language skills are inconsistent with those expected for children of student's age
- child has entered our school system with an out of date and/or incomplete evaluation
- parent preschool referral

The areas/ procedures to be considered for your child's assessment are checked below. The extent of the assessment will depend upon the severity of the problem.

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Vision/Hearing Screening     | <input type="checkbox"/> 10. Audiological Evaluation         |
| <input type="checkbox"/> 2. Classroom Observation        | <input type="checkbox"/> 11. Functional Vision Assessment    |
| <input type="checkbox"/> 3. Academic Achievement         | <input type="checkbox"/> 12. Personality Assessment          |
| <input type="checkbox"/> 4. Intellectual Functioning     | <input type="checkbox"/> 13. Vocational Assessment           |
| <input type="checkbox"/> 5. Speech/Language Skills       | <input type="checkbox"/> 14. Assistive Technology Assessment |
| <input type="checkbox"/> 6. Gross/Fine Motor Skills      | <input type="checkbox"/> 15. Self-Help/Adaptive Behavior     |
| <input type="checkbox"/> 7. Visual/Auditory Skills       | <input type="checkbox"/> 16. Functional Behavior Assessment  |
| <input type="checkbox"/> 8. School and/or Home Behaviors | <input type="checkbox"/> 17. Other _____                     |
| <input type="checkbox"/> 9. Early Childhood Development  | <input type="checkbox"/> 18. Other _____                     |

Please sign this form and return it to the school. Your signature shall not be construed as consent for placement in any special education program. When the assessment has been completed, you will be invited to an IEP team meeting in order to discuss the findings, determine your child's eligibility for special education services and, if need, plan an appropriate educational program for your child. If you have any information you would like to share pertaining to your child's assessment, please forward it to the person named below or bring it to the meeting.

CM Initial 12

I HAVE REVIEWED THE BROCHURE CONCERNING THE NOTICE OF PROCEDURAL SAFEGUARDS  
 Yes  No

Please check one of the following:

- I give permission for an individual assessment.
- I do not give permission for an individual assessment.

Date \_\_\_/\_\_\_/\_\_\_ Signature of Parent or Guardian \_\_\_\_\_  
Phone \_\_\_\_\_ Address \_\_\_\_\_

If you have any questions, you may contact one of the following:

Name	Department/Position	Telephone Number
_____	_____	_____
_____	_____	_____

School _____	Teacher _____
Date Received From Parent ___/___/___	Grade _____

### CM Initial 13 – Consent for Initial Placement

{34 CFR §300.300(b)}

#### Monitoring Response Criteria

The Initial IEP signed by the parent is in the student's file. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

The Initial IEP signed by the parent is in the student's file. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records. The parent's signature must be made in two places on the student's initial IEP: (1) the page signed by individuals who attended the IEP meeting and participated in the development of the IEP (the *Consent for Initial Placement*) and (2) the page with the heading entitled *Informed Parental Consent* (the final page of the IEP.)

### CM Initial 13a – Prior Written Notice for Initial Placement

{34 CFR §300.504}

{34 CFR §300.503}

#### Monitoring Response Criteria

*Prior Written Notice* was provided upon initial placement. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

*Prior Written Notice* must be provided to the parent for the student's initial placement.

### CM Reeval 14 – Reevaluation Summary Report

{34 CFR §300.305(a) (i, ii, iii)}

#### Monitoring Response Criteria

All applicable components of the State's *Reevaluation Summary Report*, Sections I through IV, are complete OR there is written documentation by the IEP Team and other qualified professionals of the following:

- (1) Review of existing evaluation data on the child, including—
  - (i) Evaluations and information provided by the parents of the child;
  - (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and
  - (iii) Observations by teachers and related services providers.

This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

All reevaluations **must begin with the review of existing data for the child**. All applicable components of the State's *Reevaluation Summary Report*, Sections I through IV, should be completed or there must be written documentation by qualified professionals that includes the following information:

- Evaluations and information provided by the parents of the child;
- Current classroom-based, local, or State assessments, and classroom-based observations; and
- Observations by teachers and related services providers.

The State's *Reevaluation Summary Report* can be found on EasyIEP and is also located on the Special Education website at <http://www.tn.gov/education/speced/assessment.shtml>. When completing the *Reevaluation Summary Report*, make sure all fields are addressed in Sections I, II, and IV. If there is data that has been indicated by 'see attached', make sure that data has been attached to the page referencing it. Section III is the review of previous assessments. Be sure to include all evaluations/assessments previously used to make the eligibility determination, to rule out other suspected disabilities, or to provide the student's present level of performance for IEP development.

**DISTRICT TRAINING: 2011-2012 Compliance Monitoring**

**CM Reeval 16 – Parent Input for Reevaluation  
{34 CFR §300.305 (a) (2)}  
Monitoring Response Criteria**

There is evidence of parental input (or the student, if age 18) included in the student’s reevaluation (i.e., parent input form or questionnaire, parent interview, parental completion of evaluation scales, etc.). This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

**Discussion**

The reevaluation must include evidence of current input from the parent (or from the student if he/she is 18). The input may be obtained in various forms:

- Parent input form such as the one on EasyIEP or on the Special Education Assessment web page
- Notes from interview with the parent
- Completion of an evaluation scale (such as Vineland, Conners, Achenbach, BASC, etc.) by the parent
- Anecdotal notes of the most current input from the parent such as parent notes to the teacher or telephone conversations with the parents

SECTION V – IEP Review Summary and Team Decision (1 of 2)

**SECTION V – IEP TEAM REEVALUATION DECISION**  
(Complete at the IEP team meeting)

The following members of the IEP team participated in the reevaluation process on \_\_\_/\_\_\_/\_\_\_

Position	Signature	Date
Principal/Designee		
General Education Teacher		
Special Education Teacher		
Assessment Specialist		
Consultant/Coordinator		
Parent		
Other/		

Based on the review of existing evaluation data, including information provided by the parent(s), current classroom-based assessments and observations (information reported in Sections I, II, III, and IV) the IEP team determined the following:

Yes  No 1. Additional data is needed to determine if this student continues to have an educational disability.

Yes  No 2. Additional data is needed to determine the student’s continued need for special education and/or related services.

Yes  No 3. Additional data is needed to determine present levels of academic achievement and related educational needs of this student.

Yes  No 4. Additional data is necessary to determine whether any additions or modifications to the special education services and/or related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

If YES to any of the above statements what was decided?

1.  The student continues to be eligible for Special Education services with currently identified disabilities, but additional assessment is needed for program planning purposes. Complete Eligibility Report  
Primary Disability: \_\_\_\_\_ / Secondary Disability: \_\_\_\_\_

2.  The student continues to be eligible for Special Education services in his/her primary disability, but additional assessment is needed to determine the presence of a secondary disability. Complete Eligibility Report  
Primary Disability: \_\_\_\_\_

3.  A Comprehensive Evaluation is needed to determine if the student continues to have a disability and need special education services. An Eligibility Report will not be completed, but procedures for conducting a Comprehensive Evaluation will commence.

**ASSESSMENT PLAN – Following the administration of these assessments the IEP team will reconvene to discuss results of the assessments and make revisions as needed.**

Area of Assessment	Position	Person Responsible-Signature
<input type="checkbox"/> Vision/Hearing Assessments		
<input type="checkbox"/> Sensory/Medical		
<input type="checkbox"/> Academic Achievement		
<input type="checkbox"/> Intellectual Functioning		
<input type="checkbox"/> Speech/Language Skills		
<input type="checkbox"/> Self-Help/Adaptive Behavior		
<input type="checkbox"/> Vocational Assessment		
<input type="checkbox"/> Social-Emotional Assessment		
<input type="checkbox"/> Curriculum-Based Measurement		
<input type="checkbox"/> Functional Behavioral Assessment		
<input type="checkbox"/> Fine/Gross Motor		
<input type="checkbox"/> Assistive Technology Assessment		
<input type="checkbox"/> Other		

If NO additional assessments or data are needed what was decided?

1.  The student continues to be eligible for Special Education services with currently identified disabilities. Complete Eligibility Report  
Primary Disability: \_\_\_\_\_ / Secondary Disability: \_\_\_\_\_

2.  The student continues to be eligible for Special Education services in his/her primary disability; however, the IEP team has determined that the student no longer requires services and is no longer identified with his/her Secondary Disability. Complete Eligibility Report  
Primary Disability: \_\_\_\_\_ Exited Secondary Disability: \_\_\_\_\_

3.  The student is no longer eligible for Special Education services. Complete Eligibility Report

ED3070-Rev. 09/2010 Department of Education Reevaluation Summary Report – Section 1 IEP Team Decision

SECTION V – IEP Review Summary and Team Decision (2 of 2)

Parent Signature and Procedural Agreement – Parent must check items that correspond to section V page 1 and then sign at the bottom of the appropriate box.

**CM Reeval 19**

Additional data and/or assessments are needed

1 – My child continues to be eligible for special education but requires assessment for program planning:  
 I agree that additional data and/or an assessment(s) are needed for program planning purposes only.  
 I am informed of the reasons for additional data and/or assessments.  
 I agree that my child continues to be eligible for special education services.  
 I received a written copy of my child’s Reevaluation Summary Report and Eligibility Report.  
 I am informed of and received a copy of the Notice of Procedural Safeguards, including the right to request a Comprehensive Evaluation.

2 – My child continues to be eligible for special education but requires assessment for secondary disability:  
 I agree that additional data and/or an assessment(s) are needed to determine the presence of a secondary disability.  
 I am informed of the reasons for additional data and/or assessments.  
 I agree that my child continues to be eligible for special education services.  
 I received a written copy of my child’s Reevaluation Summary Report and Eligibility Report.  
 I am informed of and received a copy of the Notice of Procedural Safeguards, including the right to request a Comprehensive Evaluation.

3 – My child requires a Comprehensive Evaluation to determine continued disability and need for services  
 I agree with the IEP Team decision that a Comprehensive Evaluation is needed.  
 I give permission for the identified assessment(s) to be administered.  
 I am informed of and received a copy of the Notice of Procedural Safeguards.  
 I received a current written copy of my child’s Reevaluation Summary Report.  
 I received a copy of Prior Written Notice.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

**CM Reeval 18**

No additional data/assessments are needed

1 – My child continues to be eligible with currently identified disabilities:  
 I agree that no further data is needed for my child’s eligibility to receive special education services.  
 I am informed of the reasons that no further assessments are needed.  
 I understand that the school system does not need to complete further assessments unless I request them.  
 I received a written copy of my child’s Reevaluation Summary Report and Eligibility Report.  
 I am informed of and received a copy of the Notice of Procedural Safeguards, including the right to request a Comprehensive Evaluation.

2 – My child continues to be eligible for special education but will be exited from secondary disability:  
 I agree that no further data is needed for my child’s eligibility to receive special education services.  
 I am informed of the reasons that no further assessments are needed.  
 I understand that the school system does not need to complete further assessments unless I request them.  
 I agree that my child should no longer be identified with his/her secondary disability  
 I received a written copy of my child’s Reevaluation Summary Report and Eligibility Report.  
 I am informed of and received a copy of the Notice of Procedural Safeguards, including the right to request a Comprehensive Evaluation.

3 – My child is no longer eligible for special education services  
 I agree that no further data is needed. I understand my child is no longer eligible to receive special education services because his or her needs can be met in the general education curriculum without special education.  
 I am informed of the reasons that no further assessments are needed.  
 I understand that the school system does not need to complete further assessments unless I request them.  
 I received a written copy of my child’s Reevaluation Summary Report and Eligibility Report.  
 I am informed of and received a copy of the Notice of Procedural Safeguards, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

### CM Reeval 18 – Procedural Safeguards for Triennial Reevaluation

{34 CFR §300.300(c)}

#### Monitoring Response Criteria

Applicable information for Section V of the *Reevaluation Summary Report* has been checked and signed and is documented in the student's file. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

On Section V of the State's *Reevaluation Summary Report*, information related to the Procedural Safeguards must be checked and the parent (or student if age 18 or older) must sign to indicate that they have been provided with explanation and *Procedural Safeguards*. If parents do not attend the reevaluation meeting, the special education teacher is responsible for sending a copy of the Procedural Safeguards to the parent and documenting on Section V that the *Procedural Safeguards* have been provided for the parent.

### CM Reeval 19 – Parental Consent for Reevaluation

{34 CFR §300.300(c)}

{300.300 (2) (i) (ii)}

#### Monitoring Response Criteria

Consent for *Comprehensive Reevaluation* is present in the file and dated prior to evaluation being conducted **OR** the IEP Team has determined *Comprehensive Evaluation* is not needed **OR** there is documentation of attempts (including certified mail with return receipt) to obtain consent in the file if the parent did not attend. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

If the Team decides that a Comprehensive Reevaluation is needed, the parent must sign Section V, giving consent for the reevaluation **OR** there must be documentation of attempts (including certified mail with return receipt) to obtain consent in the file if the parent did not attend. The date of the meeting is the date of Consent. Continued eligibility can be made at the time of the meeting or after the Comprehensive Reevaluation is complete. If there is a change in the student's eligibility after the Comprehensive Reevaluation, there must be a new *Eligibility Report* written. If the Team decides that no assessment is needed to determine continued eligibility or a secondary disability, the Consent is not needed and the triennial *Eligibility Report* can be written at that time.

### CM Reeval 20 – Prior Written Notice for Reevaluation

{34 CFR §300.504}

{34 CFR §300.503}

#### Monitoring Response Criteria

Documentation verifies that parents (or the student, if age 18) received *Prior Written Notice* of a Comprehensive Reevaluation before the assessment was conducted or the IEP Team determined Comprehensive Evaluation was not required. This requirement may be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined, but the supporting documentation was not included in the transfer records.

#### Discussion

*Prior Written Notice (PWN)* must be completed after the Reevaluation meeting to document the results of the Team's decision. A copy of the *PWN* is given to parents and documentation of receipt by the parent is documented in Section V. If the parents do not attend the reevaluation meeting, the special education teacher must indicate that the *PWN* was sent to the parents (or given to the student, if age 18).

**IEP Process 21 – Invitation to a Meeting**

{34 CFR §300.530(e)}

{TN R&R 0520-1-9-.14, 15}

Monitoring Response Criteria

The most recent invitation was issued at least 10 days prior to the meeting date. The 10 days, which must pass before the meeting may be convened, may be waived by the parent after the parent has received notice that the LEA wants to convene an IEP meeting. Thereafter, the meeting may be held prior to the expiration of the 10 days.

Discussion

The LEA must send home the *Invitation to a Meeting* to the parent at least 10 days prior to the meeting date. If the parent agrees to attend before the 10 day notification, this agreement should be documented on the *Invitation to a Meeting* by writing on the invitation that the parent had waived the 10 day notice. Additionally the parent needs to initial or sign the waiver statement.

Invitation to a Meeting

IEP Process 21

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

Our school system would like to invite you to attend a meeting to discuss the education needs of \_\_\_\_\_ (child). It will be at \_\_\_\_\_ (location and room) on \_\_\_\_\_ (date) at \_\_\_\_\_ (time).

Members of our staff would like to meet with you for the following reasons: *(Check all that apply.)*

- To review your child's educational status and determine what data, if any, are needed to complete your child's evaluation/re-evaluation.
- To review the results of your child's initial evaluation/reevaluation and determine eligibility for special education and related services.
- To review and/or develop your child's Individualized Education Program (IEP).
- To consider the educational placement of your child (includes a change in educational placement, graduation and termination of eligibility).
- To consider a manifestation determination based upon your child's disability prior to a disciplinary action/hearing.
- To consider the need for a functional behavior assessment of your child.
- To consider the need to create or revise a behavior intervention plan.
- To consider the need to develop or revise the student's transition plan. (The student and other agency(s) representative(s) are also receiving this Invitation.)
- To review your child's anticipated date of graduation or exit from special education.
- Other: \_\_\_\_\_

Other people, and their titles, who will be invited to attend:

_____	_____
_____	_____
_____	_____

**IEP Process 22 – Student Strengths**

{34 CFR §300.324 (a) (i)}

Monitoring Response Criteria

There is a statement of the student's strengths.

Discussion

Gather information (including academic, functional and social strengths) from the members who know the student's abilities and preferences. Do not leave this section blank or use NA.

**IEP Process 23 – Parental Concerns**

{34 CFR §300.324 (a) (ii)}

Monitoring Response Criteria

There is a statement of the concerns of the parents (or the student, if age 18) for enhancing the education of their child. If the parent did not attend the meeting in person or by telephone, indicate parental concerns expressed in previous IEP Team meetings or through other parent contacts such as observations, conferences, or informal meetings.

Discussion

During the IEP meeting, ask the parent or student (if age 18) what their main concerns are relating to his/her education. Document their concerns on the IEP. If the parent and/or student does not attend the meeting, gather this information prior to the meeting by phone, conference or notes from home. Do not leave this section blank or use NA or any other space fillers that do not describe parental concerns.

**IEP Process 24 – How the Child's Disability Affects His/Her Performance in the Classroom**

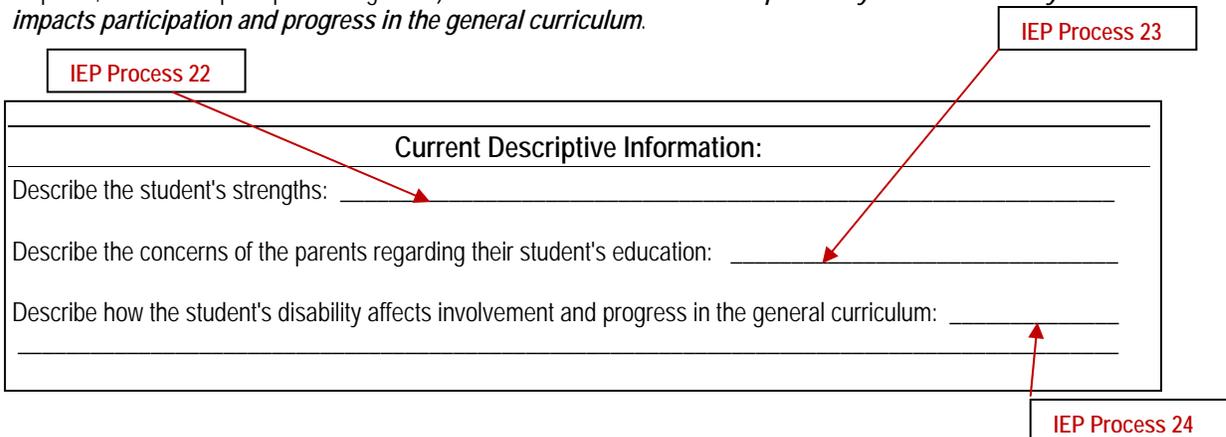
{34 CFR §300.320 (a)(1)(i)}

Monitoring Response Criteria

There is a statement of how the disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children).

Discussion

Note on the IEP what part of the student's involvement in the General Education curriculum is impacted. Also list ways the disability affects his/her progress (i.e., inattention or hyperactivity, difficulty learning skills at the same rate as peers, lack of adequate processing skills.) *The statement should reflect specifically how the disability impacts participation and progress in the general curriculum.*



**IEP Process 25 – Source/Date of Information and Exceptional Areas**

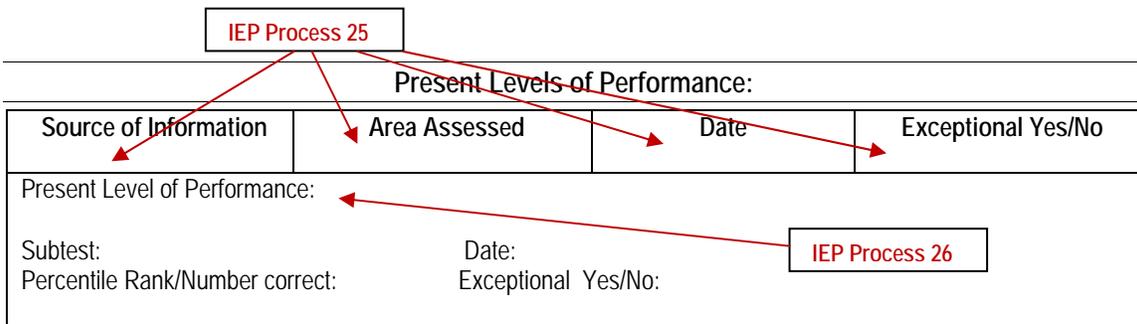
{34 CFR §300.320 (a) (1)  
 {34 CFR §300.320(a)(1)(ii)  
 {34 CFR §300.324 (a) (iii, iv)}

Monitoring Response Criteria

The source of information used for determining the child’s present levels of academic achievement and functional performance was obtained **no more than three years prior** to the current IEP.

Discussion

The source of information used for determining the child’s present levels of academic achievement and functional performance must be obtained no more than three years prior to the current IEP. Best practices are to update the student’s Present Levels of Performance (PLOP) annually (within the same school year). Annual PLOPs provide documentation of yearly academic growth and diagnostic information for the development of appropriate goals and objectives.



**IEP Process 26 – Present Levels of Academic Achievement and Functional Performance: All Areas Addressed**

{34 CFR §300.320 (a) (1)}  
Monitoring Response Criteria

The Present Level of Performance is recorded in the IEP for each area assessed. (Note: Present Level of Performance information can be obtained from multiple sources, including standardized or curriculum-based evaluation, documentation of observations and work samples and pre- and post-achievement.)

Discussion

The Present Level of Performance (PLOP) is recorded in the IEP for each area assessed. Present Level of Performance information can be obtained from multiple sources, including standardized or curriculum-based evaluation, documentation of observations and work samples and pre- and post-achievement. Include only academic, prevocational and other functional skills. Do not include cognitive skills or IQ scores, as cognition/IQ does not represent an academic goal. The PLOPs for Intellectually Gifted students should provide a level of intelligence (not the IQ) and achievement strengths. IG goals would be for higher level thinking or creative thinking skills as well as in the areas of exceptional academics. Document the present levels of functioning including all areas assessed such as academic skills, prevocational skills and functional skills (self-help, behavior, social emotional, etc.)

**IEP Process 29 – Consideration of Special Factors Addressed in Areas of the IEP**  
{34 CFR §300.324 (a)(2)}

Monitoring Response Criteria

Identified Special Factors are addressed in the appropriate area(s) of the IEP or Special Factors are not identified in the IEP.

Discussion

If a Special Factor is identified, it must be addressed in the IEP. Special Factors should be addressed in the appropriate areas of the IEP, such as in the goals and objectives, in a Behavior Implementation Plan (BIP) and in the Accommodations and Modifications. If no Special Factors are noted, they would not be addressed within the IEP.

<b>Consideration of Special Factors for IEP Development:</b>	
Does the student have limited English proficiency? _____ If yes, what is his/her primary mode of language? _____	
Is the student blind or visually impaired? _____ If yes, does the student need instruction in Braille? _____	<div style="border: 1px solid black; padding: 2px; display: inline-block; color: red;">IEP Process 29</div>
Does the student have communication needs? _____ If yes, what are they? _____	
Is the student deaf or hard of hearing? _____ If yes, did the IEP team consider: a. the student's language and communication needs: _____ b. opportunities for direct communications with peers and professional personnel in the student's language and communication mode: _____ c. necessary opportunities for direct instruction in the student's language and communication mode? _____	
Is assistive technology necessary in order to implement the student's IEP? _____ If yes, what is needed? _____	
Does the student's behavior impede his/her learning or that of others? _____ If yes, the IEP Team has addressed the student's behavior in the following way(s): [ ] Functional Behavior Assessment [ ] Behavior Intervention Plan [ ] Accommodations [ ] Goals and Objectives [ ] Other (write in) _____	

**IEP Process 30 – Annual Goal and Short Term Objectives: Address All Present Levels of Performance Areas**

{34 CFR §300.320 (a)}

Monitoring Response Criteria

The goals and short-term objectives address each area identified as exceptional in the Present Levels of Performance.

Discussion

All areas that have been identified as exceptional in the Present Levels of Performance (PLOPs) must be addressed with goals and short-term objectives.

**DISTRICT TRAINING: 2011-2012 Compliance Monitoring**

**IEP Process 31 – Annual Goal and Short Term Objectives: Align with Standards {34 CFR §300.320 (a)}**

Monitoring Response Criteria

The goals and short-term objectives are aligned with grade level State Standards or the student's goals and short-term objectives are aligned with the Alternate Achievement Standards (e.g., student is participating in the TCAP-Alt.)

Discussion

The student's goals and objectives are designed to move the student closer to meeting grade level expectations. The student's Annual Goals should be based on his/her grade level State Standards. Objectives should be based on the student's Instructional Level. In order to align the IEP with the General Curriculum you should (1) look at the present levels to decide what the areas of exceptionality or need are, and (2) use these areas to determine what standards should be reviewed. The alignment of *Academic Standards* with *Annual Goals* is outlined in the following chart:

**Academic Standard**

- Is not* child specific
- Is not based on individual needs*
- Is not* written in measurable terms
- Is not just the general curriculum*

**Annual Goal**

- Is* child specific
- Is not based on individual needs*
- Is* written with the essential components of an annual goal
- Will* provide access to the general education content standards

**Guidelines: Writing a SMART (Specific, Measurable, Achievable, Results-Oriented, Time Bound) Annual Goal**

1. Base the Annual Goal (AG) on the grade level expectation (GLE) or learning expectation; however, do not write the goal verbatim from the GLE.
2. The objectives should be based on the performance indicators or checks for understanding. Consider your SMART goals as you start:
  - i. **Area of Need – All areas marked as exceptional in the “Present Levels of Performance” section must be addressed.** It is occasionally acceptable to address more than one exceptional area on a goal page if the goals are related to each of the areas listed. If a student is receiving services in a content area, list the content area on this line after the area of exceptionality that is being addressed while the student is receiving this special education service (Reading Comprehension/Social Studies/Science, etc.).
  - ii. **Personnel Responsible – Person(s) responsible should be indicated by position (i.e. special education teacher, CDC teacher, regular education teacher, etc.) rather than by name.**
  - iii. **Annual Goal – Each identified exceptional area must be encompassed in an annual goal. Annual goals are to relate directly to the exceptional area, not subjects/classes. The goal should describe what the student can reasonably be expected to accomplish in each area during a school year as a result of the provision of special education and related services. Annual goals must be measurable so that you are able to “see” the student complete the skill.**

<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Specific</b> The skill	<b>Measurable</b> The level of mastery projected	<b>Achievable</b> Realistic, related to the most critical needs	<b>Results Oriented</b> The way it will be measured, and developed with standards' outcome in mind	<b>Time Bound</b> Clearly defining the beginning and ending dates
1. Addresses the student's present level of academic and functional performance. 2. Specific to the skill includes: a. direction of behavior b. area of need c. level of attainment 3. Can pass the "stranger" tests.	1. Skill or behavior can be counted or observed objectively 2. Allows the team to know how to determine progress.	1. Realistic 2. Relevant 3. Attainable with in time limit.	1. Access to the general curriculum. 2. Provides road map to student learning.	1. Define beginning and end date. 2. Monitor progress weekly

**IEP Process 32 – Annual Goal and Short Term Objectives: Measurable**

{34 CFR §300.320 (a)}

Monitoring Response Criteria

The goals and short-term objectives are measurable.

Discussion

The goals and objectives should be measurable statements of what the student can reasonably accomplish within a year.

**IEP Process 33 – Criteria for Mastery of Goals**

{34 CFR §300.320(a)(3)(i)}

Monitoring Response Criteria

The IEP includes a description of how the child’s progress toward meeting the annual goals will be measured.

Discussion

The IEP should describe how the student’s goal will be measured to show mastery.

IEP Process 30

**Measurable Annual Program Goals and Benchmarks/Short-Term Instructional Objectives for IEP and Transition Activities.**

IEP Process 31

IEP Process 33

IEP Process 34

Area of Need: _____		Personnel/Position Responsible: _____	
Annual Goal: _____			
Benchmarks/Short-Term Instructional Objectives	Anticipated Beginning Date	Criteria for Mastery	Method of Evaluation
Program Modifications/Supports for School Personnel:			
Supplementary Aids/Services and Support for the child:		<div style="border: 1px solid black; padding: 2px; display: inline-block;">IEP Process 32</div>	

**IEP Process 34 – Method of Evaluation**

{34 CFR §300.320(a)(2)(i)}

Monitoring Response Criteria

Evaluation procedure(s) are identified and used to measure progress towards goals and objectives through the IEP year.

Discussion

The IEP should note what procedure(s) will be used to measure the progress.



**DISTRICT TRAINING: 2011-2012 Compliance Monitoring**

**General TCAP 37 – Accommodations on State and Districtwide Assessments**

{34 CFR §300.320(a)(6)(i)}

Monitoring Response Criteria

Accommodations needed to measure the academic achievement and functional performance of the student on state and district wide assessments are documented in the IEP or there are no statewide or district wide assessments required for this student.

Discussion

Accommodations needed to measure the academic achievement and functional performance of the student on state and districtwide assessments are documented in the IEP or there are no statewide or district wide assessments required for this student.

**TCAP-Alt Participation Guidelines**

1. The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.

Review of the student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning: \_\_\_\_\_  
Psychologist who completed the file review: \_\_\_\_\_  
Date of the review: \_\_\_\_\_

Individual Cognitive Ability Test (test name): \_\_\_\_\_  
Date: \_\_\_\_\_ Total Battery Score: \_\_\_\_\_ Adaptive Behavior Skills Assessment:  
Highest Component Score: \_\_\_\_\_ Area: \_\_\_\_\_ Date: \_\_\_\_\_ Total Battery Score: \_\_\_\_\_  
Lowest Component Score: \_\_\_\_\_ Area: \_\_\_\_\_ Highest Component Score: \_\_\_\_\_ Area: \_\_\_\_\_  
Lowest Component Score: \_\_\_\_\_ Area: \_\_\_\_\_

2. The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.

3. There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.

4. The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:

\_\_\_ excessive or extended absences    \_\_\_ sensory impairments    \_\_\_ emotional disabilities/behavioral  
\_\_\_ specific learning disabilities \_\_\_ language impairment    \_\_\_ other health impairments  
\_\_\_ developmental disability (i.e., Autism, Asperger's Syndrome, Developmental Delay)

5. The decision for TCAP-Alt participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores.

**The decision for TCAP-ALT participation is an IEP Team decision based on the needs of the student. IT IS NOT AN ADMINISTRATIVE DECISION.**

**The student is able or is not able to participate in the TCAP-ALT Alternate Standards Assessment Option**

The IEP Team agrees that the student meets participation guidelines for the TN Alternate Assessment and therefore has determined that the student will participate in:

TCAP-Alt:  
-subjects

**School Principal Signature**

✓ I am aware this student meets the TCAP-Alt Participation Guidelines and is appropriately identified as a candidate for the TCAP-Alt.

Or

✓ I am aware this student does not meet the TCAP-Alt Participation guidelines and if assessed with the TACP-Alt may be reported as "non participant" and "below proficient" for AYP purposes.

\_\_\_\_\_  
Principal's Signature Only                      Designee or Vice Principal's NOT Accepted Date

**TCAP-ALT 38**

**TCAP-Alt 38 – TCAP-Alt Participation Requirements****{34 CFR §300.320(a)(6)(ii)(A)(B)}**Monitoring Response Criteria

The student's *TCAP-Alt Participation Requirements* are completed and documented in the IEP or the student is participating in the TCAP-Alt, but documentation is incomplete. (Note: The Principal's signature is required and agreement must be indicated by a 'yes' check mark.)

Discussion

The student's *TCAP-Alt Participation Requirements* are completed and documented in the IEP. The Principal's signature is required and agreement must be indicated by a 'yes' check mark. The decision for *TCAP-Alt* participation is an IEP Team decision based on the needs of the student. It is not an administrative decision. The Special Education Teacher will complete this page with the school psychologist. Only the principal (not a designee) may sign the *TCAP-Alt Participation Requirements*.

**TCAP-Alt 40 – TCAP-Alt: PA Alternative Achievement Standards Goals****{34 CFR §300.320(a)(6)(ii)(A)(B)}**Monitoring Response Criteria

The student's instruction and IEP goals and objectives are based primarily on the *Alternate Achievement Standards*, benchmarks and indicators.

Discussion

Students who participate in the TCAP-Alt: PA must have IEP goals and objectives that are functional and academically-based on the *Alternate Achievement Standards*. Students who participate in the TCAP-Alt: PA should not have goals and objectives based on grade level standards.

**TCAP-MAAS 41 – TCAP-MAAS Annual Goals****{34 CFR §200.1}**Monitoring Response Criteria

The student's participation in the TCAP-MAAS is appropriate and is based on annual goals that address the skills specified in the content standards for the grade in which the student is enrolled.

Discussion

Students who participate in the TCAP-MAAS are assessed on the same grade level standards as their classroom peers. The TCAP-MAAS measures grade level skills with accommodations such as simplified language, fewer items on a page and fewer answer item distracters.

**Homebound 45 – Review of Homebound IEP****{TN R&R 0520-1-9-.07 (3) (b)}**Monitoring Response Criteria

There is documentation of IEP placement review at intervals of 30 school days by the IEP Team when the student is receiving homebound services.

Discussion

When a student is receiving homebound services, the IEP team must review that student's IEP at least every 30 school days to ensure that homebound services continue to be the best placement for the student.

**IEP Process 46 – Extent the Student Will Not Participate in the Regular Classroom**

{34 CFR §300.320(a)(4) (5)}

Monitoring Response Criteria

There is an explanation of the extent, if any, that the student will not be participating in the general education program with students without disabilities or the student participates in general education with students without disabilities.

Discussion

The key part of this statement is “the extent, if any, that the student **will not be participating** in the general education program with students without disabilities”—unless—the student participates in general education with students without disabilities. Clearly state the extent of how the student will or will not participate in the general education program with non-disabled students.

**LRE and General Education**

IEP Process 46 

**LRE and General Education:** Explain the extent, if any, in which the student **will not** participate with non-disabled peers in:

- ◆ the regular class: \_\_\_\_\_
- ◆ extracurricular and nonacademic activities: \_\_\_\_\_
- ◆ his/her LEA Home School: \_\_\_\_\_

 IEP Process 47

**IEP Process 47 – Attend School of Zone**

{34 CFR §300.116(c)}

Monitoring Response Criteria

The student is educated in the school that he or she would attend if nondisabled, unless the IEP Team determines services are to be provided through an alternate placement

Discussion

In this area of the IEP, state whether the student’s services can be provided in his or her home school or if an alternate school is required and explain why.

IEP Process 48

**Extended School Year (ESY)**

**Extended School Year:** Date ESY program was/will be determined: \_\_\_\_\_. ESY program \_\_\_ is \_\_\_ is not to be provided.



**IEP Process 48 – Extended School Year**

{34 CFR §300.106}

Monitoring Response Criteria

The IEP documents ESY services were addressed.

Discussion

The IEP Team must document the student’s need for ESY services at each IEP meeting. Make sure this section is not left blank. The IEP Team can write in “Will be determined in the spring.” However, be sure that if there are no further IEP updates planned before the LEA is on extended break, make sure the decision for ESY services has been addressed.

IEP Participants		IEP Process 49			
Position	Signature		In Agreement	Date	
Parent	_____	_____	Yes ___ No ___	_____	
LEA Representative	_____	IEP Process 51	Yes ___ No ___	_____	
Special Education Teacher	_____	_____	Yes ___ No ___	_____	
Regular Education Student (if appropriate)	_____	IEP Process 52	Yes ___ No ___	_____	
Interpreter of Evaluation Results	_____	_____	Yes ___ No ___	_____	
	_____	IEP Process 53	Yes ___ No ___	_____	
	_____	_____	Yes ___ No ___	_____	
	_____	IEP Process 54	Yes ___ No ___	_____	

**IEP Process 49 – IEP Team—Parent**

**{34 CFR §300.321(a)(1)}**

Monitoring Response Criteria

Parent was in attendance (in person or by other means, i.e., conference call) or there was reasonable evidence of the school's attempts (meeting notice; record of telephone calls, correspondence or visits to the parents' home or place of employment) to schedule the IEP meeting at a time when the parent could attend OR student has reached the age of majority.

Discussion

The parent was in attendance at the IEP team meeting either (in person or by other means, i.e., conference call or there was evidence of reasonable attempts of the school's attempts (meeting notice; record of telephone calls, correspondence or visits to the parents' home or place of employment) to schedule the IEP meeting at a time when the parent could attend. The school should make every attempt to invite the parent to the meeting. Best practice would be to document three attempts with at least one of those attempts documented in writing. If the parent attends the meeting, he/she should sign, check the appropriate box and date the IEP. If the parent does not attend the meeting, note in the IEP on the signature page that the parent was not in attendance. If the parent participates via conference call, write in that the parent participated (by phone, for example) in the Informed Parental Consent section of the IEP but do not sign the parent's name in the signature section, if the parent participated via phone conference.

**IEP Process 50 – IEP Team Composition—LEA Representative**

**{34 CFR §300.321(a)(2)(3)(4)(5)(6)}**

Monitoring Response Criteria

The current IEP contains evidence of complete IEP Team participation including a representative of the LEA.

Discussion

The current IEP contains evidence of complete IEP Team participation including a representative of the LEA. The LEA Representative should be qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and have knowledgeable about the general education curriculum and availability of the district's resources. Specifically, the LEA representative should be someone who has the authority to make decisions on behalf of the school and school district and be able to commit funds and resources.

**IEP Process 51 – IEP Team Composition—Special Education Teacher  
{34 CFR §300.321(a)(2)(3)4(5)(6)}**Monitoring Response Criteria

The current IEP contains evidence of complete IEP Team participation including at least one appropriately certified special education teacher of the child.

Discussion

A special education teacher is required at the IEP meeting and must sign all appropriate documents.

**IEP Process 52 – IEP Team Composition—General Education Teacher  
{34 CFR §300.321(a)(2)(3)4(5)(6)}**Monitoring Response Criteria

The current IEP contains evidence of complete IEP Team participation including at least one regular education teacher of the child.

Discussion

A general education teacher is required at the IEP meeting and must sign all appropriate documents. The general education teacher should be the teacher who serves the student. The importance of a general education teacher at the meeting cannot be overstated. Who better to help the team determine if, or when, a child is ready to transition to the general education environment, and to what extent, than a general education teacher? The general education teacher knows the dynamics and requirements of the general education class, as the special education teachers know the special education class. The requirement for a general education teacher at an IEP meeting is specifically for a general education teacher who serves the child, not just whoever is on break at the time of the meeting. It is not a requirement for a general education teacher to attend the meeting when the student is receiving full-time special education services; however, it is still important to consider the student's participation in the general education program throughout the student's schooling.

**IEP Process 53 – IEP Team Composition—Interpreter of Test Results  
{34 CFR §300.321(a)(2)(3)4(5)(6)}**Monitoring Response Criteria

The current IEP contains evidence of complete IEP Team participation including district staff to interpret instructional implications of evaluation results upon completion of the initial evaluation or comprehensive reevaluation OR interpretation of instructional implications of evaluation was not required at IEP Team meeting.

Discussion

The interpreter of test results may be a school psychologist, a speech language pathologist, a provider of OT, PT, etc., depending on the nature of the assessment that will be presented to the team. This person may answer questions from parents or other team members, and help the team understand the test results as relates to the student's learning style and the academic development of the IEP.

**IEP Process 54 – IEP Team Composition—Student, As Appropriate  
{TN R&R 0520-01-09-.12(4)}**Monitoring Response Criteria

There is written documentation the student provided input in IEP development prior to 9th grade or student attendance is not appropriate.

Discussion

There is written documentation the student provided input in IEP development prior to 9th grade or the student's attendance is not appropriate. Participation can be shown by interviews, interest inventories and transition assessment results.

**IEP Process 55 – Informed Parental Consent—Proposed Program in IEP**  
{34 CFR §300.9}

Monitoring Response Criteria

There is documentation the legal parent (or the student, if age 18) has been informed of procedural safeguards, has been involved in the development of the IEP and has given permission for the proposed program described in the student's IEP or there was reasonable evidence of attempts (meeting notice; record of telephone calls, correspondence or visits to the parents' home or place of employment) to schedule the IEP meeting at a time when the parent could attend.

Discussion

The Informed Parental Consent section must be completed and signed by the parent at the IEP meeting. If the parent does not attend the meeting, there is evidence of the attempts to include the parent. The parent should check all four boxes indicating *yes* or *no* for each of the following:

- a) legal parent/guardian
- b) Informed of rights and received copy of procedural safeguards
- c) Involved in the IEP meeting/development of IEP
- d) Informed of transfer of rights

If the parent participates in the meeting by telephone or Skype, the Informed Parental Consent boxes listed above can be checked off during the meeting. Be sure to write into this page that the parent participated remotely and has responded to each of the four boxes in the Informed Parental Consent section.

<b>Informed Parental Consent</b>			
___Yes ___No		I certify that I am the legal parent(s) / guardian(s) / surrogate(s) of this student.	
___Yes ___No		I have been informed of and understand my rights as a parent, and have received a copy of my rights.	
___Yes ___No		I have been involved in the IEP Team meeting and/or the development of this IEP, and give permission for the proposed program described in this IEP for my student.	
___Yes ___No		My student and I have been informed of his/her right to represent himself/herself upon his/her eighteenth birthday. (Note: This information must be provided beginning at least one year prior to the student's 18th birthday.)	
_____	_____	_____	_____
Parent/Guardian/Surrogate Signature	Date	Student Signature	Date

IEP Process 55

IEP Process 56

IEP Process 57

IEP Process 58

IEP Process 59

Date IEP was given to parent(s): \_\_\_\_\_  
If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is: \_\_\_\_\_

**IEP Process 56 – Parent Notification: Transfer of Student's Rights**  
{34 CFR §300.9}

Monitoring Response Criteria

The parent has been informed of the transfer of rights to the student upon his or her 18th birthday or the student has not reached age 17 and notification of transfer of rights is not required.

Discussion

Prior to the student's 18<sup>th</sup> birthday, parents must be informed that Tennessee law recognizes that a student has reached the age of majority or adulthood upon his/her eighteenth (18<sup>th</sup>) birthday. When the student reaches the age of eighteen (18), unless he/she has been determined to be incompetent under Tennessee law, all rights afforded to the parent under IDEA and the Family Educational Rights and Privacy Act (*FERPA*) transfer to the student. When appropriate, the student must be invited to the IEP Meeting. The parent should sign and date agreeing he/she has been informed.

**IEP Process 57 – Student Notification: Transfer of Student’s Rights**  
 {34 CFR §300.520(a)}

Monitoring Response Criteria

The student has been informed of transfer of rights at least one year prior to the age of majority (18th birthday) or the student’s age is less than seventeen (17).

Discussion

Tennessee law recognizes that a student has reached the age of majority or adulthood upon his/her eighteenth (18<sup>th</sup>) birthday. When the student reaches the age of eighteen (18), unless he/she has been determined to be incompetent under Tennessee law, all rights afforded to the parent under IDEA and the Family Educational Rights and Privacy Act (FERPA) transfer to the student. When appropriate the student must be invited to the IEP Meeting. The student should sign and date agreeing he/she has been informed, when appropriate.

**IEP Process 58 – Date IEP Was Provided to the Parent**  
 {34 CFR §300.322}

Monitoring Response Criteria

The date the written IEP was provided to the parent or to the student if the student has reached age of majority is documented.

Discussion

The date a copy of the written IEP was provided to the parent or to the student if the student has reached the age of majority (18<sup>th</sup> birthday) must be documented on the IEP. This documentation is provided on the last page of the IEP.

**IEP Process 59 – LEA Person Responsible for Providing the IEP**  
 {34 CFR §300.322}

Monitoring Response Criteria

The name of the person responsible for providing the written IEP to the parent (or the student, if age 18) is documented or the parent was in attendance at the IEP Meeting.

Discussion

The name of the person responsible for providing a copy of the written IEP to the parent or the student if age 18, should be documented on the last page of the IEP. The parent or student (if age 18) should be given a copy of the IEP if they attend the IEP Meeting.

IEP Process 60

Documentation of IEP Review by Other Teachers not in Attendance			
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date

**IEP Process 60 – IEP Review by Teachers Not in Attendance**  
{34 CFR §300.323 (d),(2)(i)(ii)}

Monitoring Response Criteria

All teachers responsible for implementing the IEP but were not in attendance at the IEP Team meeting have been informed of their specific responsibilities related to implementing the child’s IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP or the IEP documents all teachers responsible for implementing the IEP were present at the meeting. Field must be addressed for compliance.

Discussion

When the review is completed each of the student’s teachers not in attendance at the meeting must sign and date the last page of the IEP under the section “Documentation of IEP Review by Other Teachers Not in Attendance.” If the student’s teachers are changing in the upcoming school year this review must be made by the student’s new teachers at the beginning of that year. Review the specific accommodations, modifications and supports that must be provided to the student. When all teachers responsible for implementing the IEP are present at the meeting, indicate “all teachers were present.”

Transition Planning 62

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**Transition Services Planning (Age 14 or turning 14 during the IEP period)**

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**Measurable Post Secondary Goals:**

Employment: \_\_\_\_\_ Post-Secondary Education/Training: \_\_\_\_\_

Independent/Supported Living: \_\_\_\_\_ Community Involvement: \_\_\_\_\_

Grade 9 Course of Study: ← Transition Planning 61

Grade 10 Course of Study: \_\_\_\_\_

Grade 11 Course of Study: \_\_\_\_\_

Grade 12 Course of Study: \_\_\_\_\_

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**Transition Services Planning (Age 14 or turning 14 during the IEP period)**

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Service Area (Transition Area)	Need Yes/No	Activities/Strategies (Transition Services) <small>(All activities strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)</small>	Agency/Person Responsible

Documentation of other agency participation in planning and the person responsible for contacting agency(s) if a representative did not attend: \_\_\_\_\_

Was the student in attendance at the IEP meeting? \_\_\_\_\_

If the student was not in attendance, how were the student's preferences and interests considered?  
(check all that apply)

Student interview  student survey  student portfolio  vocational assessments  interest inventory  other

If you selected "Other," describe: \_\_\_\_\_

**Transition Planning 61 (by 9<sup>th</sup> Grade) – Focused Plan of Study by 9<sup>th</sup> Grade****{TN R&R 0520-01-09-.12(4)}**Monitoring Response Criteria

There is written documentation the IEP Team developed a four year plan of focused and purposeful high school study prior to the student's 9th grade or the student is not in the 9th grade.

Discussion

The four year Focused Plan of Study is not set in stone. A four year Plan of Study is required for all students in general education programs for grades 9 through 12. It should be purposeful or based on the student's ability and post-secondary plans (i.e., college or vocational study plans). It should be reviewed each year for any changes anticipated in the student's curriculum. It should be complete—that is, include anticipated courses the student will take in the next four years. It is acceptable to note "See Attached Plan" or "See Attached Four Year Plan"; however, make sure the plan has been attached to the IEP. It should not be left blank or entered as TBD. This must be completed prior to the student's entry into the 9th grade.

**Transition Planning 62 (by 9<sup>th</sup> Grade) – Measurable Post-Secondary Goals****{TN R&R 0520-01-09-.12(4)}**Monitoring Response Criteria

Prior to the 9th grade, the student's IEP includes Measurable Post-Secondary Goals in the areas of employment, education/training and where appropriate, independent living and community participation.

Discussion

The student's post-secondary goals must be measurable. Measurable post-secondary goals are required in areas of employment, education and the training needed to meet those goals. When it is appropriate, there must also be measurable post-secondary goals for independent living and community participation.

**TRANSITION POINTS TO REMEMBER:**

- The Post School Outcomes should be realistic for the student to obtain in the future.
- Outcomes should promote movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and is based on the individual student's needs, taking into account the student's preferences and interests.
- The areas should be reviewed annually and updated as needed until the student graduates from high school or leaves the high school setting.
- At age fourteen, or before, whenever transition services are being considered, the student must be invited to attend the meeting and sign the IEP as a member of the team.
- If the student cannot attend the meeting, his preferences and interests should be included in this section. Either the student transition assessment or student questionnaire should be attached to the IEP in order to document the student's involvement.
- The student should indicate his/her goals of what he/she wants to do after exiting high school.
- Transition planning should involve the student, the IEP Team members, and any agency that is responsible for services and/or payment.

**Secondary Transition Planning 63 (Age 16+) – Transition: Student Invitation to Meeting**  
{34 CFR § 300.321(b)(1)}

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

The school provided written documentation inviting the student to the IEP meeting when the purpose was the consideration of post-secondary goals and transition services needed to assist the student in reaching these goals.

Discussion

The student's name can be written on the invitation to a meeting as "Mr. and Mrs. Jones and Bobby" or a separate Invitation Notice may be sent. Either invitation is acceptable as long as it is a written notice. Provide written documentation of the student's invitation to the IEP meeting when the purpose is the consideration of post-secondary goals and transition services needed to assist the student in reaching these goals.

**Secondary Transition Planning 64 (Age 16+) – Transition: Agency Invitation to Meeting**  
{34 CFR § 300.321(b)(3)}

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

For transition services, there is evidence that the school has obtained parental consent (or student's consent once the age of majority is reached) before inviting representatives from other participating agencies to attend the IEP Team meeting or other participating agencies were not required to provide transition services.

Discussion

Provide evidence that the school has obtained parental consent (or the student's consent once the age of majority is reached) before inviting representatives from other participating agencies to attend the IEP Team meeting. This is not a requirement if other participating agencies are not required to provide transition services.

**Secondary Transition Planning 65 (Age 16+) – Transition: Measurable Post-Secondary Goals**  
{34 CFR § 300.321(b)(1)}

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

There is evidence of a measurable post-secondary goal or goals that cover education or training, employment, and, as needed, independent living.

Discussion

Measurable post-secondary goals should align with the results of the transition assessments. The goals must be specific, measurable, attainable, realistic, timely and specify what the student "will" accomplish after graduation.

**Secondary Transition Planning 66 (Age 16+) – Transition: Secondary Transition Annual IEP Goals**  
{34 CFR § 300.321(b)(1)}

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

There is evidence of annual IEP goal(s) that will reasonably enable the student to meet the secondary transition goal(s).

Discussion

Under Present Levels of Performance on the IEP, there must be an assessment that addresses the student's transition needs. If exceptional in this area, an annual goal and objectives must be developed to address the deficiency.

**Secondary Transition Planning 67 (Age 16+) – Transition: Age Appropriate Transition Assessment  
{34 CFR § 300.321(b)(1)}**

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

There is evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment.

Discussion

Transition assessments should be appropriate to assess the student's academic and functional abilities compared to a non-disabled student of the same age. The transition assessment must be administered by the time the student has reached age 16. Transition assessments should be an ongoing process of collecting data on the student's needs, preferences and interests.

**Secondary Transition Planning 68 (Age 16+) – Transition: Academic and Functional Achievement  
{34 CFR § 300.321(b)(2)}**

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

There is evidence of transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.

Discussion

Transition services should focus on improving the academic and functional achievement of the student in order to facilitate his/her movement from school to post-school.

**Secondary Transition Planning 69 (Age 16+) – Transition: Courses of Study  
{34 CFR § 300.321(b)(2)}**

{TN R&R 0520-01-09-.12(4)}

Additional In-Depth Training: <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>  
Monitoring Response Criteria

There is evidence that transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.

Discussion

Transition services must include courses of study that focus on improving the academic and functional achievement of the student in order to facilitate their movement from school to post-school. Specific courses that students are currently or will be taking should be listed on the transition plan under the Course of Study. Courses should reflect the student's chosen post-secondary goals based on age-appropriate assessments. List all classes for each grade level. The courses should reflect the student's schedule (past, present and/or future). The student's Courses of Study must be updated as needed each year. It is acceptable to note "See Attached Plan" or "See Attached Four Year Plan"; however, make sure the plan has been attached to the IEP. It should not be left blank or entered as TBD

**IEP Process 70 – Documented Student Progress**

{34 CFR §300.320 (a)(3)}

{TN R&R 0520-1-9-.12(3)}

Monitoring Response Criteria

Progress reports in the file document student progress toward each annual goal and objective and have been sent to parents at least as often as students without disabilities.

Discussion

For monitoring purposes, districts are asked to print the last Student Progress Report and insert into the student file for review. If one or more goal areas do not have progress reports, this item is marked as noncompliant.