

Review Focus Area and Item Number	Authority	Response Criteria	Notes
IEP Process 1	Record Access Confidentiality {34 CFR §300.614}	Yes: 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.	
IEP Process 1a	Annual IEP {300.324(6)(b)(i)}	Yes: 365 days or less have passed since the last IEP was written.	
IEP Process 2	Evaluation Procedures for Primary Disability {34 CFR §300.304}	Yes: The <i>Eligibility Report</i> documents that the student meets the requirements for identification with a disability and is eligible for services in special education.	
IEP Process 2a	Current Eligibility {34 CFR §300.303(b)(2)}	Yes: The student's <i>Eligibility Report</i> is current.	
IEP Process 3	Ruled out Lack of: Reading / Math / LEP / Vision and Hearing as Determinant Factor for Disability Determination {34 CFR §300.306(b)(1)(i)(ii)(iii)}	Yes: The determinant factor for the student's disability determination is not due to lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.	

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IEP Process 4	IEP Team Membership (2+ Assessment) {34 CFR §300.321(a)}	Yes: There are at least 2 of the required assessment team persons' signatures (in addition to the parents for Initial Evaluation) on the Eligibility Report.	
IEP Process 5	IEP Team Members Signed (3+ Professionals) {34 CFR §300.306}	Yes: Eligibility was determined by a group of qualified professionals. The parent must agree and sign the <i>Eligibility Report</i> when it is an initial eligibility.	
IEP Process 6	Parent Received Copy of Written Report Used in This Eligibility {34 CFR §300.306}	Yes: There is documentation of parental receipt of the <i>Written Report</i> . 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.	

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CM Initial 7	Disability Eligibility Standards Are 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}	Yes: All disability standards and procedures have been met and documented in the student's <i>Written Report</i> 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.	
CM Initial 8	Initial Eligibility {TN R&R 0520-1-9-.10}	Yes: Initial Evaluation and Educational Placement were made within 40 school days of the LEA's receipt of Informed Parental Consent for Initial Evaluation; or, there is State approval of evaluation, eligibility and placement timeline extension which documents the student's eligibility determination and placement occurred on or before the approved extended placement date.	
CM Initial 9	Parent Input for Initial Evaluation {34 CFR §300.305 (a)}	Yes: There is evidence of parental input included in the student's evaluation (i.e., <i>Parent Input Form</i> or questionnaire, parent interview documented in the <i>Written Report</i> , 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.	

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CM Initial 10	Current Classroom Based Assessment for Initial Evaluation {34 CFR §300.305 (a) (ii)}	Yes: 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.	
CM Initial 11	Prior Written Notice for Initial Evaluation {34 CFR §300.504} {34 CFR §300.503}	Yes: <i>Prior Written Notice</i> 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.	
CM Initial 12	Consent for Initial Evaluation {34 CFR §300.300} {34 CFR §300.503}	Yes: The signed <i>Informed Parental Notice and Consent for Initial Evaluation</i> 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.	

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CM Initial 13	Consent for Initial Placement {34 CFR §300.300(b)}	Yes: The Initial IEP signed by the parent is in the student's file.	
CM Reeval 14 Indicator 5	Reevaluation Summary Report {34 CFR §300.303(b)(2)}	Yes: All required and applicable components of the State required Reevaluation Summary Report, Sections I through III are complete.	
CM Reeval 15 Indicator 5	Triennial Reevaluation {34 CFR §300.303(b)(2)}	Yes: The current eligibility was determined within three years of the previous eligibility.	
CM Reeval 16 Indicator 8	Parent Input for Reevaluation {34 CFR §300.305 (a)}	Yes: 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.).	
CM Reeval 17 Indicator 5	Current Classroom Based Assessment for Reevaluation {34 CFR §300.305 (a) (ii)}	Yes: There is evidence of current classroom based, local or state assessment included in the student's reevaluation (i.e., work samples, grade cards, state assessment scores and curriculum-based assessment, etc.).	

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CM Reeval 18 Indicator 8	Procedural Safeguards for Triennial Reevaluation {34 CFR §300.300(c)}	Yes: Applicable information for Section V of the Reevaluation Summary Report has been checked and signed and is documented in the student's file.	
CM Reeval 19 Indicator 8	Parental Consent for Comprehensive Reevaluation {34 CFR §300.300(c)}	Yes: Consent for Comprehensive Reevaluation is present in the file and dated prior to evaluation being conducted or IEP Team determined Comprehensive Evaluation was not needed.	
CM Reeval 20 Indicator 8	Prior Written Notice for Reevaluation {34 CFR §300.504}	Yes: Documentation verifies that parents (or the student if age 18) received Prior Written Notice of a Comprehensive Reevaluation before the assessment was conducted <u>or</u> IEP Team determined Comprehensive Evaluation was not needed.	
IEP Process 21 Indicator 8	Invitation to Meeting {34 CFR §300.501(b)(2)} {TN R&R 0520-1-9-.14 (3)(a)1}	Yes: The most recent invitation was issued at least 10 days prior to the meeting date or there is documentation that the 10 day time requirement was waived.	
IEP Process 22 Indicator 5	Student Strengths {34 CFR §300.324 (a) (i)}	Yes: There is a statement of the student's strengths, interests <u>and</u> preferences.	
IEP Process 23 Indicator 8	Parental Concerns {34 CFR §300.324 (a) (ii)}	Yes: There is a statement of the concerns of the parent (or the student if age 18) for enhancing the education of their child.	

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IEP Process 24 Indicator 5	How the Child’s Disability affects his/her performance in the classroom {34 CFR §300.320 (a)(1)(i)}	Yes: 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).	
IEP Process 25 Indicator 5	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)}	Yes: 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.	
IEP Process 26 Indicator 5	Present Levels of Academic Achievement and Functional Performance: All Areas Assessed {34 CFR §300.320 (a) (1)}	Yes: 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.) Deficit Areas: _____	
IEP Process 27 Indicator 5	Present Levels of Academic Achievement and Functional Performance: Align With Annual Goals {34 CFR §300.320 (a) (1)}	Yes: There must be a Present Level of Performance that corresponds to each Annual Goal. (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.) Deficit Areas: _____	

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IEP Process 28 Indicator 4	Consideration of Special Factors: Align with Present Levels of Performance {34 CFR §300.324 (a)(2)(i)(ii)(iii)(iv)(v)}	Yes: Special Factors are supported by and consistent with the Present Levels of Performance.	
IEP Process 29 Indicator 4	Consideration of Special Factors: Addressed in Areas of IEP {34 CFR §300.324 (a)(2)}	Yes: Identified Special Factors are addressed in the appropriate area(s) of the IEP or Special Factors are not identified in the IEP.	
IEP Process 30 Indicator 5	Annual Goal and Short Term Objectives: Address All Present Levels of Performance Areas {34 CFR §300.320 (a)}	Yes: The goals and short-term objectives address each area identified as exceptional in the Present Levels of Performance. Deficit Areas: _____	
IEP Process 31 Indicator 5	Annual Goal and Short Term Objectives: Align With Standards {34 CFR §300.320 (a)}	Yes: 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 (Student is participating in the TCAP-Alt.) Deficit Areas: _____	
IEP Process 32 Indicator 5	Annual Goal and Short Term Objectives: Measurable {34 CFR §300.320 (a)}	Yes: The goals and short-term objectives are measurable. Deficit Areas: _____	
IEP Process 33 Indicator 1	Criteria for Mastery of Goals {34 CFR §300.320(a)(3)(i)}	Yes: The IEP includes a description of how the child's progress toward meeting the annual goals will be measured.	

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IEP Process 34 Indicator 1	Methods of Evaluation {34 CFR §300.320(a)(2)(i)}	Yes: Evaluation procedure(s) are identified and used to measure progress towards goals and objectives through the IEP year.	
IEP Process 35 Indicator 2	Program Participation {34 CFR §300.320 (a)(4)(ii)}	Yes: The IEP includes accommodations that allow student demonstration of knowledge and skills during instruction, class work, and/or classroom assessments and are aligned with the student's district and statewide assessments <u>or</u> no accommodations are needed and this is documented in the IEP.	
General TCAP 36 Indicator 3	Student Participation in State/District Mandated Assessments {34 CFR §300.320(a)(6)(ii)(A)(B)}	Yes: The IEP indicates how the child will participate in the statewide assessment.	
General TCAP 37 Indicator 3	Accommodations on State and Districtwide Assessments {34 CFR §300.320(a)(6)(i)}	Yes: Accommodations needed to measure the academic achievement and functional performance of the student on state and district wide assessments align with accommodations for classroom tests and assessments <u>or</u> there are no statewide or district wide assessments required for this student.	

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TCAP-Alt 38 Indicator 3	TCAP-Alt PA: Participation Requirements {34 CFR §300.320(a)(6)(ii)(A)(B)}	<p>Yes: The student's TCAP-Alt Participation Requirements are completed and documented in the IEP. (Note: The Principal's signature is required.)</p> <p>No: Student is participating in the TCAP-Alt, but documentation is incomplete.</p>	
TCAP-Alt 39 Indicator 3	TCAP-Alt PA: Cognitive/Adaptive Ability {34 CFR §300.320(a)(6)(ii)(A)(B)}	<p>Yes: The student's cognitive and adaptive skills are documented as significantly deficient.</p> <p>No: Student is participating in the TCAP-Alt, but is not documented as having significant cognitive and adaptive deficits.</p>	
TCAP-Alt 40 Indicator 3	TCAP-Alt PA: Alternate Achievement Standards Goals 34 CFR §300.320(a)(6)(ii)(A)(B)}	<p>Yes: The student's instruction and IEP goals and objectives are based primarily on the Alternate Achievement Standards, benchmarks and indicators.</p> <p>No: Student is participating in the TCAP-Alt, but IEP goals and objectives do not support TCAP-Alt participation.</p>	
TCAP-MAAS 41 Indicator 3	TCAP-MAAS: Annual Goals {34 CFR §200.1}	<p>Yes: The student's participation in the TCAP-MAAS is appropriate based on the annual goals that address the skills specified in the content standards for the grade in which the student is enrolled.</p> <p>No: Annual goals do not support student's participation in the TCAP-MAAS.</p>	

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TCAP-MAAS 42 Indicator 3	TCAP-MAAS: Standards-Based Goals {34 CFR §200.1}	<p>Yes: The student's participation in the TCAP-MAAS is appropriate based on the curriculum and daily instruction that focuses on standards-based goals in the content area(s) in which the MAAS will be taken.</p> <p>No: Curriculum and daily instruction do not support the student's participation in the TCAP-MAAS.</p>	
TCAP-MAAS 43 Indicator 3	TCAP-MAAS: Access to Grade Level Curriculum {34 CFR §200.1}	<p>Yes: The student's participation in the TCAP-MAAS is appropriate based on access to the grade level curriculum.</p> <p>No: Access to the student's grade level curriculum does not support participation in the TCAP-MAAS.</p>	
TCAP-MAAS 44 Indicator 3	TCAP-MAAS: Documentation and Monitoring of Progress {34 CFR §200.1}	<p>Yes: The student's participation in the TCAP-MAAS is appropriate and reflects how the student's progress in achieving standards based goals is documented and monitored.</p> <p>No: Documentation of how the student progresses in achieving standards based goals does not support participation in the TCAP-MAAS.</p>	
Homebound 45	Review of Homebound IEP {TN R&R 0520-1-9-.07 (3) (b)}	<p>Yes: There is documentation of IEP placement review at intervals of 30 school days by the IEP Team when the student is receiving homebound services.</p>	

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IEP Process 46 Indicator 5	Extent the Student Will Not Participate in the Regular Classroom {34 CFR §300.320(a)(4) (5)}	Yes: 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 <u>or</u> the student participates in general education with students without disabilities.	
IEP Process 47 Indicator 5	Attend School of Zone {34 CFR §300.116(c)}	Yes: 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.	
IEP Process 48 Indicator 2	Extended School Year {34 CFR §300.106}	Yes: The IEP documents ESY services are addressed.	
IEP Process 49 Indicator 8	IEP Team – Parent {34 CFR §300.321(a)(1)}	Yes: 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 <u>or</u> student has reached the age of majority.	
IEP Process 50 Indicator 5	IEP Team Composition LEA Representative {34 CFR §300.321 (a)(2)(3)(4)(5)(6)}	Yes: The current IEP contains evidence of complete IEP Team participation including a representative of the LEA.	

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IEP Process 51 Indicator 5	IEP Team Composition Special Education Teacher {34 CFR §300.321(a)(2)(3)4(5)(6)}	Yes: The current IEP contains evidence of complete IEP Team participation including at least one appropriately certified special education teacher.	
IEP Process 52 Indicator 5	IEP Team Composition General Education Teacher {34 CFR §300.321(a)(2)(3)4(5)(6)}	Yes: The current IEP contains evidence of complete IEP Team participation including at least one general education teacher.	
IEP Process 53 Indicator 5	IEP Team Composition Interpreter of Test Results {34 CFR §300.321(a)(2)(3)4(5)(6)}	Yes: 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 <u>or</u> interpretation of instructional implications of evaluation was not required at IEP Team meeting.	
IEP Process 54	IEP Team Membership – Student, as Appropriate {TN R&R 0520-01-09-.12(4)}	Yes: There is written documentation the student provided input in IEP development prior to 9th grade or by age 14 <u>or</u> student attendance is not appropriate.	

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IEP Process 55 Indicator 8	Informed Parental Consent {34 CFR §300.9}	Yes: 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.	
IEP Process 56 Indicator 2	Parent Notification: Transfer of Student's Rights {34 CFR §300.9}	Yes: The parent has been informed of the transfer of rights to the student upon his or her 18th birthday <u>or</u> the student has not reached age 17 and notification of transfer of rights is not required.	
IEP Process 57 Indicator 14	Student Notification: Transfer of Rights {34 CFR §300.520(a)}	Yes: The student has been informed of transfer of rights at least one year prior to the age of majority (18th birthday) <u>or</u> the student's age is less than seventeen (17).	
IEP Process 58 Indicator 8	Date IEP was Provided to the Parent {34 CFR §300.322}	Yes: The date the written IEP was provided to the parent or to the student if the student has reached age of majority is documented.	

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IEP Process 59 Indicator 8	LEA Person Responsible for Providing IEP, if Parent Did Not Attend {34 CFR §300.322}	Yes: The name of the person responsible for providing the written IEP to the parent (or the student if age 18) is documented <u>or</u> the parent was in attendance at the IEP Meeting.	
IEP Process 60 Indicator 5	IEP Review by Teachers Not in Attendance {34 CFR §300.323 (d),(2)(i)(ii)}	Yes: All teachers responsible for implementing the IEP but were not in attendance at the IEP Team meeting have been informed of his or her 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 <u>or</u> the IEP documents all teachers responsible for implementing the IEP were present at the meeting.	
IEP Process 61 Indicator 1	Focused Plan of Study by Age 14 or 9th Grade {TN R&R 0520-01-09-.12(4)}	Yes: 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 by age 14 or the student is not in the 9th grade or reached the age of 14.	
IEP Process 62 Indicator 1	Measureable Post Secondary Goals by Age 14 {TN R&R 0520-01-09-.12(4)}	Yes: Beginning by age 14, the student's IEP includes Measurable Post Secondary Goals in the areas of employment, education/training and where appropriate, independent living and community participation.	

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Transition 63 Indicator 13	Transition: Student Invitation to Meeting {34 CFR § 300.321(b)(1)}	Yes: The school provided written documentation inviting the student to the IEP meeting when the purpose was the consideration of postsecondary goals and transition services needed to assist the student in reaching these goals.	
Transition 64 Indicator 13	Transition: Agency Invitation to Meeting {34 CFR § 300.321(b)(3)}	Yes: For transition services, there is evidence that the school has obtained parental consent (or student once the age of majority is reached) before inviting representatives from other participating agencies to attend the IEP Team meeting <u>or</u> other participating agencies were not required to provide transition services.	
Transition 65 Indicator 13	Transition: Measurable Postsecondary Goal(s) {34 CFR § 300.321(b)(1)}	Yes: There is evidence of a measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living.	
Transition 66 Indicator 13	Transition: Secondary Transition Annual IEP Goal(s) {34 CFR § 300.321(b)(1)}	Yes: There is evidence of annual IEP goal(s) that will reasonably enable the student to meet the secondary transition goal(s).	

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Transition 67 Indicator 13	Transition: Age-Appropriate Transition Assessment {34 CFR § 300.321(b)(1)}	Yes: There is evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment.	
Transition 68 Indicator 13	Transition: Academic and Functional Achievement {34 CFR § 300.321(b)(2)}	Yes: 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.	
Transition 69 Indicator 13	Transition: Courses of Study {34 CFR § 300.321(b)(2)}	Yes: 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.	
IEP Process 70 Indicator 8	Documented Student Progress {34 CFR §300.320 (a)(3)} TN R&R 0520-1-9-.12(3)}	Yes: 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. No: If one or more goal areas do not have progress reports, this item to be marked "No".	