

1018 – Special Education Monitoring Procedures

The purpose of this document is to provide procedural information regarding the monitoring of Individualized Education Programs (“IEP”) and related special education documentation for the Commission’s authorized charter schools.

School Responsibilities

Each authorized charter school shall make publicly available on its website information about how the school serves students with disabilities to make clear to parents and the community that the school welcomes and serves all students. This may include a general description of the services provided by the school and a contact for parents to reach out to if they have additional questions. Schools are responsible for adhering to all federally mandated timelines and procedural requirements.

Special Education Coordinator

Each authorized charter school shall designate one Special Education Coordinator (“Coordinator”). Every year, the school shall notify the Commission of the school’s Coordinator by submitting the individual’s name and contact information on the master contact list contained within the reporting calendar. The Coordinator will serve as the point of contact for families and students in the school as well as the Commission, and will be responsible for school-level implementation of special education procedures. The school’s Coordinator may also be responsible for completing the relevant sections of the school’s annual Sub-recipient Monitoring Self-Assessment. More information about the Sub-recipient Monitoring Self-Assessment can be found in the Commission’s Sub-recipient Monitoring Guidebook.

Obtaining Student Records

Once a student enrolls in a Commission authorized charter school, the school shall immediately request the student’s records from the student’s previous school. The school shall then follow the procedures below to obtain documentation and official records for special education students:

- Determine if the child received special education services from the previous district.
 - Ask the parent(s)/guardian(s).
 - Check the registration form/records brought by the student/family.
 - Contact the student’s last known school/district.
- Contact the school from which the student is transferring and the Special Education Lead Teacher at that school to inform them a child receiving services is enrolling in your school.



- When the records arrive, the principal must follow the same procedures to review the cumulative record as a general education student. Additionally, the principal must notify the following individuals that a student receiving special education services has enrolled:
 - Special Education Coordinator;
 - Special Education Teacher; and
 - Diagnostician (typically the Psychologist or Speech/Language Pathologist).

The Coordinator shall request a transfer of the student's special education documentation in TN Pulse by emailing the LEA Exceptional Education Coordinator. Schools shall provide an encrypted email or send a password-protected document containing the student's name, date of birth, prior district, and state ID number.

If documentation is missing from a student's prior school district, the Coordinator shall make reasonable effort to obtain the missing documentation and shall document efforts to obtain the missing documentation in the student's folder and in TN Pulse.

Should a student transfer from the authorized charter school, the current school is responsible for sending all documentation to the receiving school.

Maintenance of Student Records

Each authorized charter school shall be responsible for internally auditing student special education records and monitoring for compliance. Please see the Special Education Monitoring Checklist in the Forms and Appendices section for an example form.

At the beginning of each school year, charter schools shall audit existing special education files within the first month of school for all required documentation. Special education records, including any evaluation data, shall be kept in a separate special education folder within the student's cumulative file, or in any other location determined to be appropriate by the district or school. Each school shall be required to keep current student special education records on file in TN Pulse. Documentation shall be translated, if necessary. Any new documents that are created for a student's IEP and supporting documents throughout the school year shall be maintained and monitored by the Case Manager.

Required Documentation

Annual IEP

The following annual IEP documentation shall be present in the student's cumulative file and available for review in TN Pulse.

1. Current IEP/Addendum

- See IEP Contents in the Forms and Appendices section for a description of the requirements for each section of an annual IEP.

2. Invitation Letter

- There must be documentation that the most recent meeting invitation was sent to parent(s)/guardian(s) at least ten calendar days prior to the meeting date. The ten days, which must pass before the meeting may be convened, may be waived by the parent with documentation of a signed ten calendar day waiver.
- The most recent meeting invitation must include all applicable purposes for meeting.
- The invitation letter must be signed by the student's parent(s)/guardian(s).
 - If a student will turn 14 within the timeframe of the IEP, the student must also be invited to the IEP meeting and sign a meeting invitation.

3. Prior Written Notice

- Written notice must be given to the parent(s)/guardian(s) of the student for whom the IEP meeting has been convened ten days before the charter school proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education ("FAPE"). The ten-day notice requirement may be waived by the parent(s)/guardian(s). The notice provides the parent(s)/guardian(s) a comprehensive overview of the changes and affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.

4. Current IEP Signature Page

- Following the agreement of an IEP, the IEP Signature Page shall be signed by the following individuals:
 - Parent(s)/Guardian(s);
 - Special Education Teacher;
 - General Education Teacher;
 - LEA Representative (Principal or Director of Student Services);
 - Interpreter of Evaluation Results (Related Service Providers, School Psychologist, or Special Education Teacher);
 - Student (if 14 years or older during IEP year);
 - EL Teacher if the student is dually identified; and
 - Other service providers (if applicable).

5. Informed Parental Consent

- Following the agreement of an IEP, the Informed Parental Consent Page shall be signed by the parent(s)/guardian(s) and the student (if 14 years or older during IEP year)
- Informed consent means the following:
 - The parent/guardian has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
 - The parent/guardian understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - The parent/guardian understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time.

6. Progress Reports

- IEP Progress Reports provide a detailed narrative with data-based descriptions and percentage of progress made toward mastery for each annual goal. Progress reports shall be generated by the school in TN Pulse and tracked with progress monitoring data taken weekly or bi-weekly.
- IEP Progress Reports shall be created and sent home with students within two weeks following the end of each reporting period. A copy of each IEP Progress Report should be filed in the student's cumulative folders at the same time they are sent home.

7. Tennessee Alternate Assessment Eligibility Determination Worksheet (if applicable)

8. Functional Behavioral Assessment ("FBA") and/or Behavior Intervention Plan ("BIP") (if applicable)

9. Documentation of IEP Review by Other Teachers Not in Attendance

- All IEPs shall be reviewed by the student's teachers, if the teachers were not in attendance at the IEP meeting. This means any person(s) who did not attend the IEP meeting but is going to implement the IEP must review the IEP and sign the "Documentation of IEP Review by Other Teachers Not in Attendance" section of the IEP Signature Page.

Current Evaluation(s) and Eligibility Report

The following documentation shall be uploaded and available for review in TN Pulse from a student's current evaluation and eligibility report. This may be the initial evaluation or the re-evaluation, depending on how recently the child qualified for special education services. This documentation is used to certify a disability, such as the Psychological Report, Speech/Language Report(s), or Reevaluation Summary (if applicable).

1. Invitation Letter

- There is documentation that the most recent meeting invitation was sent to parent(s)/guardian(s) at least ten calendar days prior to the meeting date. The ten days, which must pass before the meeting may be convened, may be waived by the parent with documentation of a signed ten calendar day waiver.
- The most recent meeting invitation must include all applicable purposes for meeting.
- The invitation letter must be signed by the student's parent(s)/guardian(s).
 - If a student will turn 14 within the timeframe of the IEP, the student must also be invited to the IEP meeting and sign a meeting invitation.

2. Prior Written Notice for Re-evaluation, Eligibility Determination, and/or Eligibility Determination from the Comprehensive Re-evaluation

- Written notice must be given to the parent(s)/guardian(s) of the student for whom the meeting has been convened ten (10) days before the charter school proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The ten (10)-day notice requirement may be waived by the parent(s)/guardian(s). The notice provides the parent(s)/guardian(s) a comprehensive overview of the changes and affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.

3. Eligibility Report (with signatures)

- Eligibility shall be determined by a group of at least two (2) qualified professionals, including the interpreter of test results. At least two (2) professionals on the assessment team, including the interpreter of results, should sign the eligibility report. The parent must agree and sign the eligibility report (for initial eligibility).

4. Eligibility/Assessment Packet (supporting documentation for eligibility), including but not limited to:

- Documentation of Parent Input

- Observation by General Education Teacher
- Observation by Special Education Teacher (if applicable)
- Observation by Related Service Provider (if applicable)
- Reevaluation Summary Report (if applicable)
 - The report must show that the IEP team made an assessment decision and obtained parental permission for the assessment decision.
- Speech/Language Report, and/or Psychoeducational Report

Initial Documents

If the current evaluation is also the initial evaluation, the charter school shall copy the forms above and ensure they are located in both sections of TN Pulse. All documents which require a parent/guardian signature shall be signed and uploaded to TN Pulse.

1. Prior Written Notice of Initial Referral or Parental Request for Evaluation
2. Parental Consent for Initial Evaluation
3. Invitation for Eligibility Determination and Placement Meeting
4. Prior Written Notice for Eligibility Determination
5. Prior Written Notice for Initial IEP Meeting (if applicable)
6. Consent for Initial Placement (IEP signature page from the initial IEP)

Transition Documents

The charter school shall ensure that postsecondary transition assessment data, course of study, and IEP goals are included in the transition section of the IEPs of students ages 14 and older during the IEP year. The following transition documents are required for students ages 14 and older during the IEP year:

1. Signed Student Invitation to Meeting
2. Invitation of Outside Agency (if applicable)
3. Permission to Invite Outside Agency (if applicable)
4. Age-Appropriate Transition Assessment(s)

Other Documents (if applicable)

- Medical Documentation (diagnoses should be supported by proper documentation)
- Homebound Documentation (including thirty (30) day review of placement and medical documentation)
- Functional Behavior Assessment ("FBA") and Behavior Intervention Plan ("BIP")



Documentation Timelines

Commission-authorized charter schools shall meet the following evaluation and IEP development timelines:

1. Schools must complete an initial evaluation and eligibility determination within sixty calendar days of receiving parental consent for the initial evaluation.
2. Schools must hold an initial meeting to develop an IEP within thirty days of determining that the student is eligible for special education and related services.
3. Schools must review the student's IEP periodically, but not less than annually.
4. Schools must conduct a reevaluation at least once every three years, unless the parent and the school agree that a reevaluation is unnecessary. A school may conduct a reevaluation no more than once a year, unless the parent and the charter school agree otherwise.
5. IEP Progress Reports shall be generated in TN Pulse within two weeks of the end of each quarter.
6. Signed and finalized IEP meeting documentation must be filed in a student's cumulative file and uploaded to TN Pulse within fifteen calendar days of an IEP meeting.
7. If a draft IEP is generated prior to a student's IEP meeting, the charter school shall share a copy of the draft IEP with the student's parent or guardian no later than 48 hours prior to the IEP meeting.

IEP Review and Acknowledgment

The charter school shall ensure that all educators and staff members responsible for implementing student IEPs have access to, have reviewed and understood, and are prepared to implement the student services, accommodations, modifications, and supports included in specific students' IEPs. The school Coordinator or their designee shall notify the relevant educators and other staff of any changes to students' IEPs prior to the IEP begin date and ensure all relevant staff have access to current versions of student IEPs using a secure platform such as TN Pulse or encrypted email. The Coordinator or their designee must maintain documentation that all educators and staff are aware of their specific responsibilities regarding specific students' IEPs. Please reference the IEP Acknowledgement Form at the end of this document for a sample template that schools may use for this purpose.

Documentation of Services

The charter school shall maintain a log of related services provided to students throughout the year. The log should include services provided, name of the service provider, and service minutes provided. A copy of the log will be submitted through the reporting calendar each



semester to ensure services provided and service hours align with students' IEPs. The Commission may request additional service logs in the event of school staffing vacancy(ies).

End of Year Responsibilities

Authorized schools must make sure all IEP files are in compliance, on file at the school, and scanned into TN Pulse before recessing for the year. Please reference the Special Education Department Closing of School Directions in the Forms and Appendices section for an example monitoring form.

LEA Responsibilities

IDEA Timeline Monitoring

The Commission shall monitor compliance with federal and state special education timelines through a monthly review of timeline compliance data for each school. The Exceptional Education Coordinator shall follow up with any school out of compliance with the required timelines to support as needed. School timeline compliance shall be communicated as part of the performance review letters aligned with the School Performance Framework.

Commission authorized charter schools retain the autonomy to develop and implement their own procedures to ensure compliance with the following timelines:

1. Schools must conduct an initial evaluation within sixty calendar days after receipt of parental consent.¹
2. Schools must hold an initial placement meeting for special education services within thirty calendar days of eligibility determination.²
3. Schools must review the student's IEP periodically, but not less than annually.

Each month, the Exceptional Education Coordinator will record the number of student files marked out of timeline compliance with a red stop sign in TN PULSE and communicate these to each school during special populations check-ins. The Exceptional Education Coordinator will calculate each school's percent of compliance with IDEA timeline requirements based on the monthly data and provide this to the Director of Authorizing to include in schools' Performance Review Letters.

TEIS requires that schools participate in Transition Planning Conferences ("TPC") upon invitation no later than ninety (90) days prior to a child's third birthday. Commission-authorized charter schools do not currently serve children under three years of age. The resident district is

¹ 34 C.F.R. 300.301(c)(1)(i)

² 34 C.F.R. 300.323(c)(1)



responsible for participation in the TPC. The Commission does not have an attendance zone and therefore would not have the authority to mandate participation in the TPC for a child who is not enrolled in an authorized charter school.

On-Site File Auditing

The Charter Commission shall be responsible for auditing randomly selected IEPs and related documents on-site during annual school site visits. Additional monitoring may occur as needed.

During Audit

- Commission staff shall utilize the Special Education On-Site File Audit Checklist contained within these procedures to ensure all required elements are included in the special education folder. Staff will make note of documents that are not present and/or not signed.

Post Audit

- Commission staff will send the completed Special Education On-Site File Audit Checklist to the Exceptional Education Coordinator.
- The Exceptional Education Coordinator will incorporate the data from the Special Education On-Site File Audit Checklist with a review of the student's documentation in TN Pulse using the Special Education Monitoring Checklist.
- The Exceptional Education Coordinator will utilize the Missing or Inappropriate Special Education Documentation Memo to communicate findings and corrective action through email to each school if applicable.

Follow-Up

- After communicating with the appropriate party utilizing the memo and checklists, Commission staff will review the student's documents on TN Pulse to ensure proper corrections were made; or check to see that proper steps have been taken to reconvene the IEP team for another meeting to update the IEP, if necessary by the deadlines provided in the memo.

The Charter Commission shall maintain documentation of monitoring IEPs and related documents, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school liaison as a result of the monitoring.



Desktop Monitoring

The Charter Commission shall monitor compliance through a desktop audit of randomly selected student files to ensure schools maintain the proper documentation in TN PULSE. The Charter Commission shall utilize the Special Education Monitoring Checklist contained within these operating procedures to ensure all documents and signatures are accounted for. If proper documentation is not uploaded into TN PULSE, the Charter Commission shall notify the appropriate parties utilizing the Missing or Inappropriate Special Education Documentation Memo.

- Desktop monitoring on TN Pulse will occur between one to three times a year as determined by a school's tier of risk as outlined in the Commission's Risk Assessment Procedures.
- On-site monitoring will occur annually at minimum.

The Commission shall maintain documentation of IEP monitoring, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school liaison as a result of the monitoring.

For questions regarding the compliance monitoring process or document uploading procedures, please contact the Charter Commission.



Forms and Appendices

The following forms and appendices are included to supplement these procedures:

- IEP Contents
- Special Education Monitoring Checklist
- Special Education On-Site File Audit Checklist
- Missing or Inappropriate Special Education Documentation Memo
- Special Education Department End-of-Year Closeout Directions
- IEP Acknowledgement Form

IEP Contents

Each authorized charter school is responsible for ensuring student IEPs maintain the following contents:

Section 1: Student Information

This section should include student demographics, area of disability, servicing school, medical information, and parent/guardian information.

Section 2: Current Descriptive Information

This section should include narratives regarding student strengths, parent(s)/guardian(s) concerns, and the effect a disability has on progress in the general education curriculum. It should be completed with input from the parent(s)/guardian(s) and additional members of the IEP team as appropriate, including related service providers.

- **Overview of Current Performance.** Explicitly lists in which areas the student is strongest, including but not limited to academics. It describes “who” the student is.
(a) *Example:* “___ demonstrates a strength in reading fluency.”
- **Parent/Guardian Input and Concerns.** Prior to the meeting, parents/guardians should be asked about concerns regarding their student. These concerns should be noted in the draft form of the IEP and confirmed or updated at the IEP meeting. Both the parent input and concerns and the parent prevocational/postsecondary input and concerns sections must be complete.
- **Adverse Impact Statement.** Specifically lists the student’s disability(ies) and how the disability limits the student’s involvement and progress in the general education curriculum. The statement must be aligned to the student’s present levels of academic achievement and functional performance. Additionally, may list some of the accommodations and modifications needed to help the student access the general education curriculum.
(a) *Example:* “[Student]’s Specific Learning Disability in Reading Comprehension impacts her ability to understand and apply the content read in class, as well as on assignments and tests, throughout all of her general education classes. [Student] needs support to break down text, with frequent checks for understanding, to ensure she is following along with the class and/or material.”

Section 3: Consideration of Special Factors for IEP Development

This section should indicate “yes” or “no” for the following considerations:

- Limited English Proficiency
- Blind/Visually Impaired
- Deaf/Hard of Hearing
- Communication Needs
- Assistive Technology
- Student Behavior that impedes learning
- Student Behavior that may cause injury or harm
- Post-secondary Transition (students younger than 13)

Question 1 regarding limited English proficiency question must be marked “yes” if the student is an active English Language (“EL”) student. Questions 6-7 concerning student behavior may be marked “yes” if the student has behavior goals included in his/her IEP, has a current FBA/BIP, and/or if the IEP team has held a Manifestation Determination Review meeting for this student.

Section 4: Postsecondary Transition Plan

This process is for students and their families, as well as all members of the IEP team, to think about life after high school, to identify a student’s desired outcomes, and to plan their community and school experiences to ensure that the students acquire the knowledge and skills necessary to achieve their goals. For students turning 14 years and older during the IEP year, this process includes:

1. A transition assessment completed by the student;
2. Measurable post-secondary goals in the areas of employment, education/training and where appropriate, independent living and community participation;
3. A four-year plan of focused and purposeful high school study that meets graduation requirements;
4. Present Levels of Academic Achievement and Functional Performance (“PLAAFP”) related to transition;
5. Annual IEP goal(s) that will reasonably enable the student to meet the postsecondary transition goal(s); and
6. Transition services that focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school.

Section 5: Present Levels of Academic Achievement and Functional Performance

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child’s special education and related service needs. The PLAAFPs should include norm and/or criterion

referenced data, raw data, and descriptive information of the student's deficit area. IEPs should have at least one PLAAFP for each area of exceptionality.

This section outlines the area of need related to the student's disability and the current level of performance in those areas, and the IEP team uses the information in this section to determine appropriate annual goals and services. There are many different assessments that can be administered and included in this section. Data from these assessments should be used as the baseline upon which the IEP goals are set. The results included in this section are intended to be descriptive and specific and should be written in such a way that they can be understood by parents and teachers who may not be otherwise familiar with the student.

- *Example PLAAFP: " (student name) took the (year) (Fall/Winter/Spring) Math MAP Assessment. He/she scored a _____. This score places him in the _____ percentile. This means that in a group of 100 _____ graders, he/she would outperform _____ other students. Performance is comparable to students in the _____ grade level. He/she had strengths in _____ and _____. He/she had weaknesses in _____ and _____."*

Academic PLAAFPs should include *at least* the results of the most recent individual academic assessments (i.e. MAP data, AIMSweb data, Dibels, SRI data, etc).

Additionally, each academic PLAAFP may include any of the following data sources:

- Standardized test results, including but not limited to district benchmarks; SRI/Lexile scores; and assessments such as the Woodcock Johnson, Brigance, WIAT, Casey Life Assessment, and Curriculum Based Measures.
- Case carrier-generated data and observations, including but not limited to written informal assessment, work samples, and classroom observations completed by a case manager; and Curriculum Based Measures such as Read 180 and iReady data reports.
- Review of records and reports, including but not limited to Powerschool reports; general education teacher reports; and work samples completed in another classroom.

IEPs of students with **behavioral/social-emotional concerns and/or related disabilities** should contain the following:

- Teacher observation (to be completed by someone other than the special education teacher and preferably different from the teacher completing a Prevocational Checklist); and/or
- Social-emotional behavior assessment/inventory

Determining Exceptionality

Within each assessment or indicator of academic performance, it is necessary to note if the child is considered exceptional in the given area for planning and goal setting purposes. The Tennessee Department of Education ("TDOE") RTI² program defines "exceptional" within these areas as scoring in the 25th percentile or below in a specific academic area or one standard deviation above or below measured cognitive ability. The IEP team will determine if prevocational and/or social-emotional behaviors and characteristics are developmentally appropriate and determine if goals are appropriate, but typically goals are created when an area of concern is noted on the prevocational checklist or if a student has a current FBA/BIP.

Section 6: Measurable Annual Goals ("MAG")

Measurable Annual Goals identify what specific knowledge, skills, and/or behaviors a student is expected to be able to demonstrate within the annual IEP timeframe. Goals should address the needs that are summarized in the child's present levels of academic achievement and functional performance. Each PLAAFP marked as "exceptional" must have a corresponding goal.

A MAG must be written for the following areas, if applicable: Academics, Prevocational, Transition, and Social-Emotional Behavior. MAGs for students participating in alternate assessment require measurable goals and objectives. MAGs provide a mechanism for determining whether the child is progressing in the general education curriculum and special education program. Progress toward MAGs must be quantified on student progress reports.

Best Practices

- If possible, list the skill needed to acquire the goal so whoever picks up the IEP knows exactly what the student is working on.
- The goal should be set utilizing the baseline data from the PLAAFPs.
- If necessary, use pre-existing progress monitoring tools (for example, AIMSweb, Wilson Just Words, F & P, gen ed classroom materials etc.) that are already being given to collect data and avoid having to create teacher-made tools and/or over-assessing students.

Writing Measurable Goals

Strong MAGs have the following components:

- Condition
- Student Name
- Clearly Defined Behavior
- Performance Criteria
- Measurement Criteria

These components must be combined in the following general format:

"Given (condition/materials/setting/accommodations), (student's name) will (do what measurable/observable skill/behavior in functional terms), (to what extent/how well to determine mastery), (# of times/chances/how consistently), by (how often chances are repeated), evaluated/determined by (measurement tool)."

Examples:

- *Reading Fluency:* Given a reading passage at Joseph's instructional level, Joseph will read 80 words in one minute with 95% accuracy on three consecutive probes using a weekly reading curriculum-based measure.
- *Behavior:* During unstructured tasks, Jaqueline will remain within her desk work area, defined by tape and furniture, with no more than one prompt for 80% of the activities within the school week as measured by a biweekly teacher observation tool.
- *Social Emotional:* Given small group classroom activities, Isaac will participate as defined by sitting with his group and answering or asking two questions on topic for 80% of the opportunities given within a two-week period as measured by a biweekly teacher observation rubric.

Section 7: Statewide Assessment

In this section, IEP teams must determine whether the student will be taking the general education assessment. If the student will be participating in alternate assessment, a school psychologist must complete the Tennessee Alternate Assessment Eligibility Determination Worksheet to provide data that shows the student meets the three criterion needed to be eligible for alternate assessment.

Section 8: Program Modifications and Accommodations

This section outlines the areas in which a student will receive modifications or accommodations. It also details the specifics of those modifications or accommodations.

Modifications or accommodations can be selected for any area in which a student participates, including the core academic classroom, non-academic activities, and testing. Accommodations and modifications can be incorporated into any combination of program. Different accommodations and/or modifications can be put in place for different subjects, but should only be listed for subject areas in which the disability is present. It is important to select appropriate accommodations and modifications based on the individual child's needs and deficits as seen in the PLAAFPs.

IEPs should clarify “not applicable” if the student does not take a specific course and “no accommodations” if a student does not need accommodations for a specific course. If a student received an extended time accommodation, the accommodation must list the amount of additional time that the student will be provided.

State/District Mandated Tests

Any state or district mandated test that the student will be participating in during the duration of the IEP should be indicated in this section. Options for selection include but are not limited to:

- TCAP/TNReady Achievement tests
- End of Course Exams (EOC)
- TCAP Writing Test
- English Language Proficiency Assessment (ELPA)

Testing accommodations included in an IEP shall be provided in general and special education classroom instruction, classroom testing, and for the specific assessment(s) listed in the IEP. It is a requirement that an accommodation is consistently used in class before it is allowed on any state assessments.

Allowable Accommodations for Grades 3-8 and EOC



Allowable Accommodations for Grades 3-8 and EOC	ELA		Social Studies		Math		Science	
	IEP/504	ILP for ELs	IEP/504	ILP for ELs	IEP/504	ILP for ELs	IEP/504	ILP for ELs
Adult Transcription	x		x		x		x	
Oral Presentation	X	X	X	X	X	X	X	X
Assistive Technology	x		x		x		x	
Braille or Large Print	x		x		x		x	
Extended Time	x	x	x	x	x	x	x	x
Visual Representations for Math					x			
Rest/Breaks	x	x	x	x	x	x	x	x
Unique Accommodation Request	x		x		x		x	
Word-to-Word Dictionary		x		x		x		x

For information on universal accommodations, please consult the Tennessee Comprehensive Accessibility and Accommodation Manual.

Section 9: Special Education and Related Services

Special education and related services are individually determined by the IEP team. Service hours determined by the IEP team should reflect the areas of exceptionality in the PLAAPFs and the areas addressed in the MAGs.

Related Services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. These services include but are not limited to speech-language pathology and audiology services, occupational therapy, and counseling services.

It is the IEP team's responsibility to review all evaluation information, to identify what special education and related services the child needs, and to include them in the IEP. The IEP must also specify the following with respect to each service:

- When the service will begin;
- Who is responsible for providing services;
- How often the service will be provided and for what amount of time; and
- Where the service will be provided.

Section 10: LRE and General Education

This section explains the extent, if any, in which the student *will not* participate with non-disabled peers. The LRE statement must specify the frequency and duration of services to be provided in the special education setting in alignment with the special education or related services described in the IEP.

Section 11: Attend School of Choice

This section identifies what school a student attends and how the school is classified.

- Example format: *Student's name* attends *school's name*, a local public charter school of *Student's name* choice

Section 12: Special Transportation.

This section explains what special transportation, if any, is needed.

Section 13: Extended School Year ("ESY")

This section explains if ESY is recommended. ESY decisions must be data-driven, and a summary of the data which the recommendation is based on must be included in the Prior Written Notice (PWN).

Special Education Monitoring Checklist

Demographic Information

Student:	Date of Review:	Monitor:
Disability:	IEP Due Date:	Reevaluation Due Date:

Current Year IEP

Required Documentation	Yes/No
Signed Invitation to Meeting or Documentation of Waiver	
IEP Reviewed Annually	
Documentation of Student Strengths	
Documentation of Parent Concerns	
Adverse Impact Statement	
Consideration of Special Factors	
Present Levels of Academic Achievement and Functional Performance (PLAAFPs)	
Prevocational Assessment (Grades K-6)	
Measurable Annual Goals (MAGs) for Each Area of Exceptionality Identified in PLAAFPs	
Accommodations in the Classroom	
Accommodations on State and LEA Assessments	
Alternate Assessment Determination Worksheet (if applicable)	
Special Education and/or Related Services for Each Area of Exceptionality Identified in PLAAFPs	



Required Documentation	Yes/No
Extent the Student Will Not Participate in the Regular Classroom	
Attend School of Choice	
Special Transportation	
Extended School Year Addressed in IEP and Documented in PWN	
Signed IEP Signature Page	
Signed Notice of Procedural Safeguards (Informed Parental Consent Page)	
Draft IEP Documentation (Informed Parental Consent Page)	
Documentation of IEP Review by Other Teachers Not in Attendance	
Current Year Progress Reports	
Prior Written Notice for Change in Educational Placement/Services and/or the Provision of FAPE	

Reevaluation

Required Documentation	Yes/No
Signed Invitation to Meeting for Reevaluation	
Review of Past and Current Assessment in Reevaluation Summary Report (RSR)	
Documentation of Parent Input	
Observations by General Education Teacher, Special Education Teacher (if applicable), and Related Service Provider (if applicable)	
Signed Review of IEP Team Decision in RSR	

Required Documentation	Yes/No
Signed Notice of Procedural Safeguards in RSR	
Signed Parental Consent for Reevaluation in RSR (if applicable)	
Prior Written Notice for Reevaluation	
Signed Invitation to Meeting for Evaluation Results Review (if applicable)	
Current Eligibility	
Ruled Out Lack of Reading/Math & Limited English Proficiency as Determinant Factors	
Signed Documentation that Disability Standards Are Met	
LEA Provided Parent Copy of Written Report Used in Eligibility	
Prior Written Notice for Eligibility (if applicable)	

Initial Evaluation

Required Documentation	Yes/No
Signed Parental Consent for Initial Assessment	
Prior Written Notice for Initial Evaluation/ Assessment	
Documentation of Parent Input	
Observations by a General Education Teacher and Related Service Provider (if applicable)	
Signed Notice of Procedural Safeguards (in Parent Consent Form)	
Evaluation Report	
Signed Invitation to Meeting: Initial Eligibility	



Required Documentation	Yes/No
Signed Invitation to Meeting: Initial Placement	
Current Eligibility	
Ruled Out Lack of Reading/Math & Limited English Proficiency as Determinant Factors	
Signed Documentation that Disability Standards Are Met	
LEA Provided Parent Copy of Written Report Used in Eligibility	
Prior Written Notice: Initial Eligibility	
Signed Parental Consent for Initial Services (Informed Parental Consent Page in Initial IEP)	
Initial IEP Development Timeline Met	
Prior Written Notice: Initial Placement	

Transition

Required Documentation	Yes/No
Signed Student Invitation to Meeting	
Notification to Invite Agency to Transition Meeting and Agency Invitation to Meeting	
Measurable Postsecondary Goals	
Focused Plan of Study: Courses of Study	
Age-Appropriate Transition Assessment	
Transition Annual IEP Goals	
Transition Services	

Other Documents (if applicable)

Required Documentation	Yes/No
Medical Documentation, including Student Health Plan	
Homebound Documentation	
Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)	



Special Education On-Site File Audit Checklist

Demographic Information

Student:	Date of Review:	Monitor:
Disability:	IEP Due Date:	Reevaluation Due Date:

Current Year IEP

Required Documentation	Yes/No
Signed Invitation to Meeting or Documentation of Waiver	
Signed IEP Signature Page	
Signed Notice of Procedural Safeguards (Informed Parental Consent Page)	
Signed Documentation of IEP Review by Other Teachers Not in Attendance	
Current Year Progress Reports	
Prior Written Notice for Change in Educational Placement/Services and/or the Provision of FAPE	
Prevocational Assessment (Grades K-6 only)	
Transition Assessment (Grades 7-12 only)	

Reevaluation

Required Documentation	Yes/No
Signed Invitation to Meeting for Reevaluation	
Documentation of Parent Input	



Required Documentation	Yes/No
Observations by General Education Teacher, Special Education Teacher (if applicable), and Related Service Provider (if applicable)	
Signed Reevaluation Summary Report	
Prior Written Notice for Reevaluation	
Signed Invitation to Meeting for Evaluation Results Review (if applicable)	
Psychologist and/or Related Service Provider Report (if applicable)	
Signed Eligibility Report	
Prior Written Notice for Eligibility (if applicable)	

Initial Evaluation

Required Documentation	Yes/No
Signed Parental Consent for Initial Assessment	
Prior Written Notice for Initial Evaluation/ Assessment	
Documentation of Parent Input	
Observations by a General Education Teacher and Related Service Provider (if applicable)	
Psychologist and/or Related Service Provider Evaluation Report	
Signed Invitation to Meeting: Initial Eligibility	
Signed Invitation to Meeting: Initial Placement (if applicable)	
Signed Eligibility Report	
Prior Written Notice: Initial Eligibility	



Required Documentation	Yes/No
Signed Parental Consent for Initial Services (Informed Parental Consent Page in Initial IEP)	
Prior Written Notice: Initial Placement (if applicable)	

Missing or Inappropriate Special Education Documentation Memo

To:

From:

Date:

Re: Special Education Monitoring – School Abbreviation

Missing or Inappropriate Special Education Documentation

This memo is to notify (School Name) of missing or inappropriate documentation in TN Pulse. In accordance with the Commission's [Special Education Monitoring Procedures](#), Commission staff completed desktop monitoring of (#) students' files on MM/DD/YYYY. The findings of the (Annual/Quarter #) desktop monitoring process are outlined below.

Next Steps

Please add a copy of the completed monitoring checklist (attached) to the student's file and complete the required corrections by the deadlines indicated. If you have questions, please contact the Commission.

Student Name (State ID)

- Current IEP
 - *List specific findings. If none, remove section from list.*
- Evaluation
 - *List specific findings. If none, remove section from list.*
- Transition
 - *List specific findings. If none, remove section from list.*
- Other Documents
 - *List specific findings. If none, remove section from list.*

Required Corrections (State ID)

Current IEP	No later than MM/DD/YYYY : Upload the following missing documentation to TN Pulse: <ul style="list-style-type: none"> • <i>List missing documentation</i>
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Current IEP	No later than the Student's Next Scheduled IEP Meeting : <i>List any low- or medium-priority IEP corrections. High-priority IEP corrections should be assigned a specific deadline as appropriate.</i>
Evaluation	No later than MM/DD/YYYY : Upload the following missing documentation to TN Pulse: <ul style="list-style-type: none"> <i>List missing documentation</i>
Evaluation	No later than the Student's Next Scheduled Reevaluation Meeting : <i>List any low- or medium-priority IEP corrections. High-priority IEP corrections should be assigned a specific deadline as appropriate.</i>
Transition	No later than MM/DD/YYYY : <i>List required corrections or delete section.</i>
Other Documents	No later than MM/DD/YYYY : <i>List required corrections or delete section.</i>

(Add additional findings and required corrections tables below for each additional student monitored).



Special Education Department End-of-Year Closeout

Before leaving for the year, the following items **MUST** be done:

- IEP Desktop Monitoring Checklist is completed.
Date Verified: _____ Initials: _____
- All IEPs are current in TN Pulse (green check marks or yellow triangles).
Date Verified: _____ Initials: _____
- IEP file folders are in order according to the charter school's filing system.
Date Verified: _____ Initials: _____
- Current student roster (printout) has been received by the school office.
Date verified: _____ Initials: _____
- All IEP folders are turned into your building office manager and stored in a central location with copy of roster in bin.
Date verified: _____ Initials: _____
- Return all materials to the SPED office.
Date verified: _____ Initials: _____

Turn in completed form to principal during checkout. You will not be allowed to checkout without completed form.

Teacher Name: _____

Personal Phone Number: _____

Personal E-mail Address: _____

Building: _____

Principal Signature: _____



Individualized Education Plan (IEP) Acknowledgement Form

Individualized Education Plans (IEPs) are legally binding documents that describe the specific services and supports students with disabilities need to participate and be successful in school.

All public charter schools must ensure that each regular education teacher, special education teacher, related services provider, and any other service provider or staff member who is responsible for the implementation of student IEPs has access to the IEP(s) and is informed of their specific responsibilities related to implementing the IEP(s) and the specific accommodations, modifications, and supports that must be provided in accordance with the IEP(s).

By signing this form, I attest that I:

- Have been informed of and understand my specific responsibilities for implementing the IEPs of the students listed on this form,
- Have been informed of and understand the specific accommodations, modifications, and supports that must be provided for the students in accordance with the IEPs,
- Understand how to implement those accommodations, modifications, and supports with fidelity,
- Have access to a current copy of the IEPs I am required to implement,
- Am aware of my responsibility to inform a substitute teacher of their responsibility to implement the IEPs in my absence, and
- Will stay current on any changes to the IEPs of the students I serve and will update this form as needed.

I have reviewed the IEPs for the following students and understand my specific responsibilities to implement the accommodations, modifications, supports, and services included in the IEPs:

Student Name

IEP Review and Acknowledgement Date



TENNESSEE

PUBLIC CHARTER SCHOOL COMMISSION

I understand that if I have any questions or concerns about students' IEPs I should reach out to the following person:

School Special Education Contact at phone # or email address.

Printed Name, Role

Signature

Date