

FY23 (2022-23) Individualized Education Program (IEP) Monitoring Protocol

Protocol Overview:

This protocol outlines expectations of IEP Monitoring pertaining to students with disabilities. Expectations ensure the monitoring framework allows for cyclical, risk-informed, and focus monitoring to confirm students are receiving high-quality educational services to meet their identified needs and that local educational agencies (LEAs) comply with federal and state law. Refinement of the protocol occurs each year to more clearly identify and communicate compliance elements used when completing a review using the IEP Monitoring platform in [EasyIEP](#) while protecting Personally Identifiable Information and calibrating the process to reduce reviewer subjectivity.

Use the following protocol to determine compliance of the IEP file(s) selected. This four-level review process begins with educators (including service providers and case managers where appropriate), IDEA directors, SEA-level specialists, and lastly the IDEA compliance manager to ensure all agreements align. To determine compliance, LEAs must upload all documentation identified within the protocol into the IEP Monitoring platform for review. *Documents missing from the [Compliance Monitoring area after the submission deadline are considered non-compliant.](#)*

Resources and Points of Contact (POC):

For assistance within the platform, please see the [LEA Monitor Manual](#) (for educators/case managers) or the [LEA IDEA Director Manual](#) for IDEA directors.

Please reach out to the following department staff members for additional assistance.

- [Rob Taylor](#) | East TN IDEA and Perkins Monitoring Specialist, Lead
- [Stan Cook](#) | Middle TN IDEA and Perkins Monitoring Specialist
- [LaTrese Watson](#) | West TN IDEA and Perkins Monitoring Specialist
- [Laura Dunn](#) | IDEA Compliance Manager
- [Geneva Taylor](#) | Senior Director of Compliance

Legend:

Items	Focus Area	Requirements
I.1 - I.16	Initial Evaluation	School and LEA reviewers must complete only one of these two categories during a file review. If the focus area shown does not align to the student record, contact a POC immediately.
R.1 - R.14	Reevaluation	
17 - 39	IEP	School and LEA reviewers must complete these items for each selected file within the Monitoring Cohort.
T.40 - T.42	Transition <i>Prior to age 14 up to the IEP in which the student turns 16</i>	School and LEA reviewers must complete these items if the student was turning age 14 (or younger if determined appropriate by the IEP team) or was in grade 9 at the time of the most recently developed IEP. If the focus area shown does not align to the student record, contact a POC immediately.
S.40 - S.46	Postsecondary Transition <i>Age 16+</i>	School and LEA reviewers must complete these items if the student was turning 16 at the time of the most recently developed IEP. If the focus area shown does not align to the student record, contact a POC immediately.

Focus Area: Initial Evaluation			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
I.1	Parental Consent for Initial Evaluation 34 C.F.R. § 300.300(a) TN SBE Rule 0520-01-09-.04	Documentation of the signed ¹ informed parental (or student) ² notice and consent for the initial evaluation is in the student's file.	Parental Consent for Initial Evaluation ³
I.2	Prior Written Notice: Evaluation 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice upon initial referral, or the parent's* request for evaluation, is in the student's file. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to an LEA either proposing or refusing to initiate an evaluation.	Prior Written Notice for Evaluation
I.3	Parent Input: Evaluation 34 C.F.R. § 300.305(a)(1)(i)	There is evidence that the LEA reviewed existing evaluations and information provided by the student's parent as part of the student's evaluation (i.e., parent input form or questionnaire, parent interview documented in the written report, parental completion of evaluation scales, etc.).	Parent Input Form or Documentation of Input in Evaluation Report
I.4	Current Educational Based Assessment and Observations: Evaluation 34 C.F.R. § 300.305(a)(1)(ii)-(iii)	The initial evaluation includes current classroom-based, local, or state assessments, and classroom observations (which may not be appropriate if a student has not been in an educational setting prior to the evaluation) by teachers and related service providers.	Evaluation Report
I.5	Procedural Safeguards 34 CFR § 300.303(b)(2) 34 CFR § 300.504	The parent* acknowledged and signed the decision page, corresponding to the assessment decision option determined. The LEA provided access to a copy of the procedural safeguards ⁴ to the legal parent* (or the student at age 18). <i>If parent* did not attend, there is documentation of the person responsible for sending and explaining a copy of evaluation decisions.</i>	Signed/Completed Evaluation Summary Report
I.6	Evaluation Followed IDEA Requirements 34 C.F.R. § 300.304	The evaluation(s) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child and does not use any single measure or assessment as the sole criterion for determining eligibility, are technically sound and culturally and linguistically sensitive, and meet the individual needs of the student. Measures are valid and reliable, administered by trained personnel in accordance with publisher guidelines, and assess the student in all areas of suspected disabilities and referral concerns.	Evaluation Report

¹ A proper signature means that the parent* either physically or electronically signs the document. A proper signature does not occur when a school representative signs the document on behalf of the parent.

² All special education related rights vest in the student when the student turns 18-years-old, unless there is a valid conservatorship or power of attorney in place. See TN SBE Rule 0520-01-09-.21. An asterisk has been placed beside the term "parents" throughout this document as a reminder that the right being discussed transfers from the student's parents to the student when the student turns 18-years-old.

³ Form known in EasyIEP as Consent for Initial Assessment; listed in EasyIEP Document Library as Consent for Eligibility Evaluation.

⁴ In EasyIEP, referred to as Notice of Procedural Safeguards.

Focus Area: Initial Evaluation			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
I.7	Invitation to Meeting: Eligibility 34 C.F.R. § 300.322(a), (b)(1) TN SBE Rule 0520-01-09-.15(1)	The most recent eligibility meeting invitation includes the purpose (all applicable reasons for meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. There is documentation that the invitation was sent at least 10 calendar days prior to the meeting date, or there is documentation of a signed 10 calendar day waiver.	Meeting Invitation
I.8	Invitation to Meeting: Placement 34 C.F.R. § 300.322(a), (b)(1) TN SBE Rule 0520-01-09-.15(1)	The most recent placement meeting invitation includes the purpose (all applicable reasons for meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. The LEA must notify the parents* at least 10 calendar days prior to the meeting date (if a separate meeting for placement occurred), or there is documentation of a signed 10-calendar day waiver.	Meeting Invitation
I.9	Current Eligibility 34 C.F.R. § 300.306	The student's eligibility is current and indicates primary disability (and secondary disability if applicable) as determined by the evaluation.	Eligibility Report
I.10	Disability Eligibility Standards Met and Documented in Eligibility Report TN SBE Rule 0520-01-09-.03	The eligibility report documents that a group of qualified professionals and the parent (i.e., the IEP team) determined the student meets standards criteria for a disability consistent with at least one Tennessee disability category and that the disability adversely impacts educational performance. ⁵	Signed/Completed Eligibility Form
I.11	Ruled Out Lack of: Reading, Math, or LEP as Determinant Factor for Disability Determination 34 C.F.R. § 300.306(b)(1)	The student's eligibility report documents that a group of qualified professionals and the parent (i.e., the IEP team) concluded that the determinant factor for the student's disability was 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.	Eligibility Report
I.12	LEA Provided Parent Copy of Evaluation Report(s) and Documentation of Eligibility 34 C.F.R. § 300.306(a)(2)	There is documentation that the LEA provided the parent with a copy of the evaluation report(s) and written eligibility report, including the date provided and the name of the individual providing the reports.	Eligibility Report
I.13	Prior Written Notice: Eligibility 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice upon eligibility determination is in the student's file. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to a change of identification.	Prior Written Notice

⁵ The IEP team, included but was not limited to, the parent(s); at least one regular education teacher of the child, (if the child is, or may be, participating in the regular education environment); at least one special education teacher, or where appropriate, not less than one special education service provider of the child; an LEA representative; an individual who can interpret the evaluation results; other individuals, such as related services personnel as appropriate; and the child as required team members, determined eligibility. All required group members, including the interpreter of test results signed as a team member. The parent* signed the eligibility report, or there is documentation of attempts to obtain parental participation in the file if the parent* did not attend.

Focus Area: Initial Evaluation

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
I.14	Parental Consent for Initial Services 34 C.F.R. § 300.300(b) 34 C.F.R. § 300.323(c)(1) TN SBE Rule 0520-01-09-.04	The initial IEP that was signed by the parent* is in the student’s file, and the parent* selected “yes” to give permission for the proposed program described in the IEP.	Informed Parental Consent Page
I.15	Initial IEP Development 34 C.F.R. § 300.323(c) TN SBE Rule 0520-01-09-.12(3)	The development of the IEP took place within 30 calendar days of the eligibility meeting date if the two events did not happen on the same date.	Informed Parental Consent Page
I.16	Prior Written Notice: Parental Consent for Initial Services 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice upon initial placement is in the student’s file, if applicable. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to an LEA implementation of educational placement of the child or the provision of FAPE to the child.	Prior Written Notice

Focus Area: Reevaluation

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
R.1	Invitation to Meeting: Reevaluation 34 C.F.R. § 300.322(a), (b)(1) TN SBE Rule 0520-01-09-.15(1)	The most recent meeting invitation includes purposes (all applicable reasons for meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. There is documentation that the most recent meeting invitation sent to parents* was at least 10 calendar days prior to the meeting date, or there is documentation of a signed 10- calendar day waiver.	Meeting Invitation
R.2	Review of Past and Current Assessment: Reevaluation 34 C.F.R. § 300.305(a)(1)	All applicable components of the state reevaluation summary report or an LEA-level version with all state components of the reevaluation summary report are completed, including, but not limited to, background, IEP service history, past evaluation components leading to eligibility decisions, other evaluations (including, but not limited to, formative or summative evaluations), information provided by the parent*; and current classroom-based, local, or state assessments.	Proof of Components of Reevaluation ⁶
R.3	Review of Observations: Reevaluation 34 CFR § 300.305(a)(1)(iii)	The reevaluation includes a review of existing evaluation data on the student, including observations by general education and special education teachers <u>and</u> all related service providers.	Reevaluation Summary Report
R.4	Review of IEP Team Decisions: Reevaluation 34 C.F.R. § 300.305	The IEP team determined one of the following and obtained parental permission for the assessment decision: <ol style="list-style-type: none"> 1. the student continues to remain eligible, and no additional assessment is needed; 2. the student continues to be eligible but requires assessment for program planning; 3. the student continues to be eligible but requires assessment to determine a secondary disability; or 4. a comprehensive evaluation is needed to determine if the student continues to have an educational disability and need for services. If the parent* did not attend, attempts to obtain consent are in the file.	Signed/Completed Reevaluation Summary Report
R.5	Procedural Safeguards for Reevaluation 34 CFR § 300.303(b)(2) 34 CFR § 300.504	The parent* acknowledged and signed the decision page, corresponding to the assessment decision option determined. The LEA provided access to a copy of the procedural safeguards ⁷ to the legal parent* (or the student at age 18). If parent* did not attend, there is documentation of the person responsible for sending and explaining a copy of reevaluation decisions.	Signed/Completed Reevaluation Summary Report

⁶ Such as Reevaluation Summary Report, including the Parent Information for Reevaluation form

⁷ In EasyIEP, referred to as Notice of Procedural Safeguards.

Focus Area: Reevaluation

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
R.6	Prior Written Notice: Reevaluation 34 C.F.R. § 300.305 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Prior written notice was provided and specified one of the determination choices: <ol style="list-style-type: none"> 1. a comprehensive evaluation to determine continued eligibility; 2. assessments for program planning; 3. assessments for presence of a secondary disability; 4. no assessments were needed; the child is still eligible. If a comprehensive evaluation is needed, documentation verifies that prior written notice was sent <i>before</i> the evaluation was conducted. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to an LEA implementation of a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.	Prior Written Notice
R.7	Parental Consent for Reevaluation (Comprehensive) 34 C.F.R. § 300.300(c) TN SBE Rule 0520-01-09-.04	If the determination choice was “a comprehensive evaluation to determine continued eligibility,” <ol style="list-style-type: none"> 1. consent for the comprehensive reevaluation is present in the file, signed, and dated prior to conducting the evaluation <i>or</i> 2. there is documentation of reasonable attempts to obtain consent in the file if the parent* did not attend. Note: See footnote for exceptions. ⁸	Signed/Completed Reevaluation Summary Report
R.8	Invitation to Meeting: Comprehensive Evaluation Results Review (if applicable) 34 C.F.R. § 300.322(a) TN SBE Rule 0520-01-09-.15(1)	If a separate meeting occurs, the <i>comprehensive evaluation results review</i> meeting invitation includes purposes (all applicable reasons for meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. There is documentation that the invitation sent to parents* was at least 10 calendar days prior to the meeting date, or there is documentation of a signed 10- calendar day waiver. Note: If a separate meeting did not occur, mark the item “Not Applicable” and proceed with the review.	Meeting Invitation
R.9	Current Eligibility 34 CFR § 300.306	The student's eligibility based on the reevaluation is current and indicates the current primary disability (and, if applicable, the secondary disability) as determined by the reevaluation.	Signed/Completed Eligibility Form
R.10	Disability Standards Met and in Eligibility Report 34 CFR § 300.306	The eligibility is based on the reevaluation report and documents that the IEP team determined the student meets the criteria for a disability consistent with Tennessee disability categories and that this disability adversely impacts educational performance.	Eligibility Form

⁸ 34 C.F.R. § 300.300(d)(1) Parental consent is not required before -

(i) Reviewing existing data as part of an evaluation or a reevaluation; or

(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Focus Area: Reevaluation			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
R.11	Ruled Out Lack of Reading/Math & LEP as Determinant Factor for Disability Determination 34 C.F.R. § 300.306(b)(1)	There is evidence in the file that the IEP team concluded that the determinant factor for the student's disability was not due to a lack of appropriate instruction in reading, including the essential components of reading instruction, lack of appropriate instruction in math, or limited English proficiency.	Eligibility Form
R.12	Disability Eligibility Standards Met and Documented in Eligibility Report 34 C.F.R. § 300.306	The eligibility report documents that a group of qualified professionals and the parent (i.e., the IEP team) determined the student meets standards criteria for a disability consistent with at least one disability category and that the disability adversely impacts educational performance. ⁹	Signed/Completed Eligibility Form
R.13	LEA Provided Parent Copy of Written Report Used in This Eligibility 34 C.F.R. § 300.306(a)(2)	There is documentation that the LEA provided a copy of the reevaluation report and documentation of eligibility.	Signed/Completed Eligibility Form
R.14	Prior Written Notice: Eligibility 34 C.F.R. § 300.306 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice upon the eligibility determination from the comprehensive evaluation is in the student's file. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to an LEA implementation of a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.	Prior Written Notice
		<i>R.15 and R.16 are not used in the FY23 IEP Monitoring Protocol.</i>	

⁹ The IEP team, included but was not limited to, the parent(s); at least one regular education teacher of the child, (if the child is, or may be, participating in the regular education environment); at least one special education teacher, or where appropriate, not less than one special education service provider of the child; an LEA representative; an individual who can interpret the evaluation results; other individuals, such as related services personnel as appropriate; and the child as required team members, determined eligibility. All required group members, including the interpreter of test results signed as a team member. The parent* signed the eligibility report, or there is documentation of attempts to obtain parental participation in the file if the parent* did not attend.

Focus Area: IEP

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
17	Invitation to Meeting 34 C.F.R. § 300.322(a), (b)(1) TN SBE Rule 0520-01-09-.15(1)	The most recent meeting invitation includes the purpose (all reasons for meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. There is documentation that the most recent meeting invitation sent to parents* was at least 10 calendar days prior to the meeting date, or there is documentation of a signed 10- calendar day waiver.	Meeting Invitation
18	IEP Reviewed Annually 34 C.F.R. § 300.324(b)(1)	No more than one calendar year has passed since reviewing and revising, as appropriate, the most recent IEP.	First Page of the Previous Annual IEP
19	Student Strengths 34 C.F.R. § 300.324(a)(1)(i)	In developing each child's IEP, the IEP Team must consider - (i) the strengths of the child.	Current IEP
20	Parent Concerns 34 C.F.R. § 300.324(a)(1)(ii)	Documentation included evidence that concerns of the parents* for enhancing the education of their child have been considered.	Current IEP
21	Adverse Impact Statement 34 C.F.R. § 300.320(a)(1)(iv)	There is a statement of how the child's disability(ies) affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) and the statement is aligned to <u>the child's present levels of academic achievement and functional performance.</u> <i>Note: The statement must describe <u>specifically</u> (not hypothetically or subjectively) how the <u>individual student's</u> disability(ies) affects participation and progress in the general curriculum.</i> <i>Note: For preschool children, as appropriate, the statement must describe "how the disability affects the child's participation in appropriate activities."</i>	Current IEP
22	Consideration of Special Factors Addressed in Areas of IEP 34 C.F.R. § 300.324(a)(2)	All special factors are identified and appropriately addressed in the IEP, and documentation of these items is in the student's IEP. Special factors are as follows: (i) behavior; (ii) limited English proficient; (iii) blind or visually impaired; (iv) communication needs, including deaf or hard of hearing; and (v) assistive technology; and cognitive processing deficit.	Current IEP
23	Present Levels of Academic Achievement and Functional Performance 34 C.F.R. § 300.320(a)(1)	The IEP includes sources and descriptions of the child's present (current) levels of academic achievement and functional performance. <i>Note: Academic Readiness is not an appropriate present level after a student completes Pre-K.</i>	Current IEP

Focus Area: IEP

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
24	Measurable Annual Goals 34 C.F.R. § 300.320(a)(2)-(4)	<p>The measurable annual goals address each area identified as exceptional in the present levels of performance and contain the criteria for mastery and method of evaluation to provide, at a minimum:</p> <ul style="list-style-type: none"> • given conditions to advance toward attaining the annual goals, • the student name, • what the student will do, • to what extent, • how many chances, • frequency of measurement (how often chances are repeated), and • the method of measurement. <p><i>Note: Alternate assessment requires measurable goals and objectives.</i></p>	Current IEP
25	Accommodations in the Classroom 34 C.F.R. § 300.320(a)(6)(i)	The IEP documented that classroom accommodations allowed student demonstration of academic and functional achievement and are aligned with the student's LEA and statewide assessments.	Current IEP
26	Accommodations on State and LEA Assessments 34 C.F.R. § 300.320(a)(6)(i)	The IEP documented accommodations needed to measure the academic achievement and functional performance of the student on state and LEA assessments and are aligned to classroom accommodations for testing.	Current IEP
27	Tennessee Alternate Assessment 34 C.F.R. § 300.320(a)(6)(ii) TN SBE Rule 0520-01-09-.09(1)(c)	The student's Tennessee Alternate Assessment participation requirements were completed and documented that the child cannot participate in the regular assessment and that the alternate assessment is appropriate.	Current IEP
28	Special Education Direct and/or Related Services 34 C.F.R. § 300.320(a)(7)	<p>The IEP contains the projected date for the beginning of the services and modifications (special education and related services and supplementary aids and services), and the anticipated frequency, location, and duration of those services and modifications.</p> <p><i>Note: Provide the specific type and category of service that best matches each student's needed services and modifications.</i></p>	Current IEP
29	Review of Educational Homebound Placement TN SBE Rule 0520-01-09-.07	The IEP must contain evidence that the student cannot receive an educational benefit in a less restrictive setting. The student's IEP must be reviewed at intervals of thirty school days by the IEP team to ensure the appropriateness of instruction and continuation of the homebound placement. The student's IEP must contain a goal of returning the student to a less restrictive environment within the school year.	Current IEP

Focus Area: IEP

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
30	Review of Medical Homebound Placement TN SBE Rule 0520-01-02-.10	The student's file must contain evidence that the student's treating physician certified in writing that the student has a medical condition that requires the student to miss more than ten consecutive instructional days over the course of the school year due to the medical condition. The IEP includes at least three hours of instruction per week while school is in session.	Current IEP
31	Extent the Student Will Not Participate in the Regular Classroom 34 C.F.R. § 300.320(a)(5)	There is an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and activities, which aligns with the special education, related services, and supplementary aids and services that are to be provided to the child.	Current IEP
32	Attend School of Zone 34 C.F.R. § 300.116	The student is educated in the school that he or she would attend if non-disabled unless the IEP team determines services are to be provided through an alternate placement. School is as close as possible to the child's home and based on IEP. Note: <i>If the student does not attend the Home School, include justification of team decision for a different Serving School.</i>	Current IEP
33	Special Transportation 34 C.F.R. § 300.34(c)(16)	The IEP documented and addressed the need for special transportation services.	Current IEP
34	Extended School Year (ESY) 34 C.F.R. § 300.106	The IEP documented and addressed ESY services. The LEA does not limit the services to particular categories of disability, nor unilaterally limits the type, amount, or duration of services. The team determined that the services are necessary for the provision of FAPE to the child (through the use of data referenced in the IEP) and included in the decision statement.	Current IEP
35	IEP Team Members 34 C.F.R. § 300.321	All required IEP team members, including the parent(s)* of the child, a special education teacher, a general education teacher, an LEA representative, an interpreter of results, the student (as appropriate), and others with knowledge or special expertise about the student, were present, and there is documentation of participation.	Current IEP Signature Page
36	Procedural Safeguards 34 C.F.R. § 300.504	There is documentation in the "Informed Parental Consent" section of the IEP that the IEP team provided access to a copy of the procedural safeguards to the legal parent* (or the student at age 18) at the annual IEP meeting. If the parent* did not attend, there is documentation of the person responsible for sharing access to procedural safeguards.	Informed Parental Consent Page
37	Student Progress 34 C.F.R. § 300.320(a)(3)	Special education progress reports were included in the student's file to document his/her progress toward each annual goal and objective.	Progress Report (Most Recent)

Focus Area: IEP

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
38	Prior Written Notice for Change in Educational Placement/Services and/or the Provision of FAPE 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice for the current IEP, if there were any changes in educational placement/services or the provision of FAPE, is in the student's file. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to an LEA implementation of an educational placement of the child or the provision of FAPE to the child.	Prior Written Notice
39	Draft IEP TN SBE Rule 0520-01-09-.15(2)	Documentation in the student's file that: 1) if a draft IEP was created, it was provided to the parent(s)* at least 48 hours prior to the scheduled meeting time; 2) indicate disposition of draft IEP (i.e., that the parent(s)* declined a copy of the draft); or 3) no draft was created.	Informed Parental Consent Page

Focus Area: Transition			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
T.40	Student Invitation to Meeting 34 C.F.R. § 300.321(b)(1) 34 C.F.R. § 300.322(b)(2)(i) TN SBE Rule 0520-01-09-.12	Prior to the 9th grade or age fourteen (14) (or younger, if determined appropriate by the IEP team), the LEA provided written documentation inviting the student to the IEP meeting and stated the purpose (all applicable reasons for meeting must be listed and/or checked) was the consideration of postsecondary goals and transition services needed to assist the student in reaching these goals.	Student Invitation to Meeting
T.41	Focused Plan of Study by Age 14 or Grade 9: Courses of Study 34 C.F.R. § 300.320(b)(1) TN SBE Rule 0520-01-09-.12	Prior to the 9th grade or age fourteen (14) (or younger, if determined appropriate by the IEP team), all students must develop an initial four (4)-year plan of focused and purposeful high school study. The plan must be reviewed annually and amended as necessary and must connect the student's goals for high school including, the <i>specific</i> courses and/or training and/or skills necessary to meet their potential after high school. This required plan must include identifying possible transition service needs of the student under the applicable components of the student's IEP. This plan may be developed through a process in general education, but a copy must be in the student's IEP after approval by the IEP team.	Current IEP
T.42	Measurable Postsecondary Goals at Age 14 or Grade 9 34 C.F.R. § 300.320(b)(2) TN SBE Rule 0520-01-09-.12	Prior to the 9th grade or age fourteen (14) (or younger, if determined appropriate by the IEP team), the student's IEP included measurable postsecondary goals in the areas of employment and education/training (plus, if earning the alternate academic diploma, independent living and community participation.)	Current IEP

Focus Area: Secondary Transition			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
S.40	Student Invitation to Meeting 34 C.F.R. § 300.321(b)(1) 34 C.F.R. § 300.322(b)(2)(i)	The LEA provided written documentation inviting the student to the IEP meeting and stated the purpose was the consideration of postsecondary goals and transition services needed to assist the student in reaching these goals. Note: <i>All applicable reasons for meeting must be listed and/or checked.</i>	Student Meeting Invitation
S.41	Permission to Invite Agency to Transition Meeting and Agency Invitation to Meeting 34 C.F.R. § 300.321(b)(3) 34 C.F.R. § 300.322(b)(2)(ii)	Note: <i>Only applicable for students who are served by outside agencies (not employed by the LEA). If the LEA contracts with an outside agency and a release is signed, not applicable.</i> For transition services, there was evidence that the school obtained parental consent (or student's consent once the age of majority was reached) before inviting representatives from other participating agencies (e.g., voc. rehab) to attend the IEP team meeting or other participating agencies were not required to provide transition services.	Current IEP Permission Form, if applicable
S.42	Measurable Postsecondary Goals 34 C.F.R. § 300.320(b)(1)	The IEP included measurable postsecondary goals in the areas of employment, education/training, and where appropriate, independent living and community participation.	Current IEP
S.43	Focused Plan of Study: Courses of Study 34 C.F.R. § 300.320(b)(2)	Written documentation that a four-year plan of focused and purposeful high school study was in the student's file. There was evidence that transition services included <i>specific</i> courses of study that focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school.	Current IEP
S.44	Age-Appropriate Transition Assessment 34 C.F.R. § 300.320(b)(1) TN SBE Rule 0520-01-09-.12(2)(b)	There was evidence that age-appropriate transition assessment(s) were the basis of the measurable postsecondary goal(s) as documented by a survey or assessment.	Current IEP, <i>including a copy of a survey or assessment</i>
S.45	Academic and Functional Achievement 34 C.F.R. § 300.43 34 C.F.R. § 300.320	There was evidence that transition services in the IEP were focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school. The LEA ensured that postsecondary goals were considered and updated as appropriate on an annual basis. ¹⁰	Current IEP Signed Assurance
S.46	Postsecondary Transition Annual IEP Goal(s) 34 C.F.R. § 300.320	There was evidence of annual IEP goal(s) aligning to and enabling the student to meet the measurable postsecondary transition goal(s) that addressed education or training, employment, and, as needed, independent living. Note: <i>Measurement criteria must be the same as other IEP goals.</i> Note: <i>For students earning an Alternate Academic Diploma, all four services must be addressed.</i>	Current IEP

¹⁰ If SEA monitors have strong reason to believe that goals have not been updated annually, additional file reviews may take place, including prior year IEPs.