

# FY24 (2023-24) 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 unique learning needs and that local educational agencies (LEAs) comply with federal and state special education 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 [TN PULSE](#) while protecting personally identifiable information and calibrating the process to reduce reviewer subjectivity.

Use the following protocol to determine compliance of the selected IEP file(s). This four-level review process begins with educators (including service providers and case managers where appropriate), Individuals with Disabilities Education Act (IDEA) directors, State Education Agency (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 IEP 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 Tennessee Department of Education (department) staff members for additional assistance.

- [Ashley Colbert](#) | East TN IDEA and Perkins Monitoring Specialist
- [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 <b>only</b> one of these two categories during a file review. <b>If the focus area shown does not align with the student record, contact a point of contact (POC) immediately.</b>
R.1 - R.13	Reevaluation	
17 - 39	IEP	School and LEA reviewers must complete these items for <b>each selected file within the Monitoring Cohort.</b>
T.40 - T.42	Transition <i>Applicable for students 14-16 years of age.</i>	School and LEA reviewers must complete these items if the student is age 14-16 (or younger if determined appropriate by the IEP team). <b>If the focus area shown does not align with the student record, contact a POC immediately.</b>
S.40 - S.45	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. <b>If the focus area shown does not align with the student record, contact a POC immediately.</b>

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 Assessment <a href="#">34 C.F.R. § 300.300(a)</a> <a href="#">TN SBE Rule 0520-01-09-.04</a>	Documentation of the signed <sup>1</sup> informed parental (or student) <sup>2</sup> notice and consent for the initial evaluation is in the student's file.	Parental Consent for Initial Assessment <sup>3</sup>
I.2	Prior Written Notice: Initial Evaluation/Assessment <a href="#">34 C.F.R. § 300.503</a> <a href="#">TN SBE Rule 0520-01-09-.15(4)</a>	Documentation of provided prior written notice upon <b>initial</b> 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 at least ten (10) school days prior to an LEA either proposing or refusing to initiate an evaluation.	Prior Written Notice for Initial Evaluation/Assessment
I.3	Parent Input: Evaluation <a href="#">34 C.F.R. § 300.305(a)(1)(i)</a>	There is evidence that the LEA reviewed existing evaluations and information provided by the student's parent as part of the student's evaluation (e.g., 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 <a href="#">34 C.F.R. § 300.305(a)(1)(ii)-(iii)</a> <a href="#">34 C.F.R. § 300.310</a>	The initial evaluation includes current classroom-based, local, or state assessments, <b>and</b> classroom observations or observations completed by a group member [teacher(s) or related service providers] in an environment appropriate for the child who is less than school age or out of school by teachers and related service providers.	Evaluation Report
I.5	Procedural Safeguards <a href="#">34 CFR § 300.504(a)(1)</a>	The parent* acknowledged and signed the Parental Consent for Assessment acknowledging receipt and agreement of procedural safeguards. The LEA provided access to a copy of the procedural safeguards <sup>4</sup> to the legal parent* (or the student at age 18). <b><i>If the parent* did not attend, there is documentation of the person responsible for sending and explaining a copy of procedural safeguards for the parent.</i></b>	Signed/Completed Parental Consent for Initial Assessment
I.6	Evaluation Followed IDEA Requirements <a href="#">34 C.F.R. § 300.304</a>	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 <b>all</b> areas of suspected disabilities and referral concerns.	Evaluation Report

<sup>1</sup> 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.

<sup>2</sup> 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, unless a determination otherwise has been made in accordance with T.C.A. §§ 34-1-101 et seq. and §§ 34-3-101 et seq.

<sup>3</sup> Form known in PULSE as Consent for Initial Assessment; listed in PULSE Document Library as Consent for Eligibility Evaluation.

<sup>4</sup> Unless a determination otherwise has been made in accordance with T.C.A. §§ 34-1-101 et seq. and §§ 34-3-101 et seq. In PULSE, referred to as Notice of Procedural Safeguards.

<b>Focus Area: Initial Evaluation</b>			
<b>Item</b>	<b>Category</b>	<b>Response Criteria:</b> Meet response criteria for compliance for each item.	<b>Required Document(s)</b>
<b>I.7</b>	Invitation to Meeting: Initial Eligibility <a href="#">34 C.F.R. § 300.322(a), (b)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.15(1)</a>	The most recent eligibility meeting invitation includes the purpose (all applicable reasons for meeting must be listed and/or checked), meeting time and location, and who will be in attendance. There is documentation that the invitation was sent at least 10 calendar days prior to the meeting date, <b>or</b> there is documentation of a signed 10- calendar day waiver.	Meeting Invitation
<b>I.8</b>	Invitation to Meeting: Initial Placement <a href="#">34 C.F.R. § 300.322(a), (b)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.15(1)</a>	The most recent placement meeting invitation includes the purpose (all applicable reasons for meeting must be listed and/or checked), meeting time and location, 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
<b>I.9</b>	Current Eligibility <a href="#">34 C.F.R. § 300.306</a>	The student's eligibility is current and indicates primary disability (and secondary disability if applicable) as determined by the evaluation.	Eligibility Report
<b>I.10</b>	Ruled Out Lack of: Reading, Math, or LEP as Determinant Factor for Disability Determination <a href="#">34 C.F.R. § 300.306(b)(1)</a> <a href="#">34 C.F.R. § 300.308</a>	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 adverse educational impact (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
<b>I.11</b>	Disability Eligibility Standards Met and Documented in Eligibility Report <a href="#">34 C.F.R. § 300.306</a> <a href="#">34 C.F.R. § 300.308</a> <a href="#">TN SBE Rule 0520-01-09-.03</a>	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. <sup>5</sup>	Signed/Completed Eligibility Form
<b>I.12</b>	LEA Provided Parent Copy of Evaluation Report(s) and Documentation of Eligibility <a href="#">34 C.F.R. § 300.306(a)(2)</a>	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

<sup>5</sup> 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.

<b>Focus Area: Initial Evaluation</b>			
<b>Item</b>	<b>Category</b>	<b>Response Criteria:</b> Meet response criteria for compliance for each item.	<b>Required Document(s)</b>
<b>I.13</b>	Prior Written Notice: Initial Eligibility <a href="#">34 C.F.R. § 300.503</a> <a href="#">TN SBE Rule 0520-01-09-.15(4)</a>	Documentation of provided prior written notice upon <b>eligibility determination</b> is in the student's file. Written notice must be given to the parents* of a child suspected of having a disability or a child with a disability at least ten (10) school days prior to a change of identification.	Prior Written Notice for Initial Eligibility
<b>I.14</b>	Parental Consent for Initial Services <a href="#">34 C.F.R. § 300.300(b)</a> <a href="#">34 C.F.R. § 300.323(c)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.04(b)</a>	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
<b>I.15</b>	Initial IEP Development <a href="#">34 C.F.R. § 300.323(c)</a> <a href="#">TN SBE Rule 0520-01-09-.12(3)</a>	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
<b>I.16</b>	Prior Written Notice: Parental Consent for Initial Services <a href="#">34 C.F.R. § 300.503</a> <a href="#">TN SBE Rule 0520-01-09-.15(4)</a>	Documentation of provided prior written notice upon <b>initial placement</b> 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 for Parental Consent for Initial Services

<b>Focus Area: Reevaluation</b>			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
R.1	Invitation to Meeting: Reevaluation <a href="#">34 C.F.R. § 300.322(a), (b)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.15(1)</a>	The <b>most recent</b> 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.	Reevaluation Meeting Invitation
R.2	Review of Past and Current Assessment: Reevaluation <a href="#">34 C.F.R. § 300.305(a)(1)(i-ii)</a>	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 and summative evaluations), information provided by the parent*; and current classroom-based, local, or state assessments.	Proof of Components of Reevaluation <sup>6</sup>
R.3	Review of Observations: Reevaluation <a href="#">34 C.F.R. § 300.305(a)(1)(iii)</a> <a href="#">34 C.F.R. § 300.310</a>	The reevaluation includes a review of existing evaluation data on the student, including observations by general education and special education teachers <b>and</b> all related service providers.	Copies of observations as part of the Reevaluation Summary Report
R.4	Review of IEP Team Decisions: Reevaluation Assessment <a href="#">34 C.F.R. § 300.305</a>	The IEP team determined <b>one of the following</b> and obtained parental permission for the assessment decision: <ol style="list-style-type: none"> <li>1. the student continues to remain eligible, and no additional assessment is needed;</li> <li>2. the student continues to be eligible but requires assessment for program planning;</li> <li>3. the student continues to be eligible but requires assessment to determine a secondary disability; or</li> <li>4. a comprehensive evaluation is needed to determine if the student continues to have an educational disability and the need for services.</li> </ol> <p><b><i>If the parent* did not attend, attempts to obtain consent are in the file.</i></b></p>	Signed/Completed Reevaluation Summary Report
R.5	Procedural Safeguards for Reevaluation <a href="#">34 C.F.R. § 300.303</a> <a href="#">34 C.F.R. § 300.504</a>	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 <sup>7</sup> to the legal parent* (or the student at age 18). <p><b><i>If parent* did not attend, there is documentation of the person responsible for sending and explaining a copy of reevaluation decisions.</i></b></p>	Signed/Completed Reevaluation Summary Report Decision Page

<sup>6</sup> Such as Reevaluation Summary Report, including the Parent Information for Reevaluation form

<sup>7</sup> In PULSE, referred to as Notice of Procedural Safeguards.

<b>Focus Area: Reevaluation</b>			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
<b>R.6</b>	Prior Written Notice: Reevaluation <a href="#">34 C.F.R. § 300.305</a> <a href="#">34 C.F.R. § 300.503</a> <a href="#">TN SBE Rule 0520-01-09-.15(4)</a>	<p>Prior written notice was provided and specified one of the determination choices:</p> <ol style="list-style-type: none"> <li>1. a comprehensive evaluation to determine continued eligibility;</li> <li>2. assessments for program planning;</li> <li>3. assessments for presence of a secondary disability;</li> <li>4. no assessments were needed; the child is still eligible.</li> </ol> <p>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.</p>	Reevaluation Prior Written Notice
<b>R.7</b>	Parental Consent for Reevaluation (Comprehensive) <a href="#">34 C.F.R. § 300.300(c)</a> <a href="#">TN SBE Rule 0520-01-09-.04(1)(a)</a>	<p>If the determination choice was “a comprehensive evaluation to determine continued eligibility,”</p> <ol style="list-style-type: none"> <li>1. consent for the comprehensive reevaluation is present in the file, signed, and dated prior to conducting the evaluation, <i>or</i></li> <li>2. there is documentation of reasonable attempts to obtain consent in the file if the parent* did not attend.</li> </ol> <p><b>Note:</b> See footnote for exceptions.<sup>8</sup></p>	Signed/Completed Reevaluation Summary Report
<b>R.8</b>	Invitation to Meeting: Comprehensive Evaluation Results Review (if applicable) <a href="#">34 C.F.R. §§ 300.322(a-b)</a> <a href="#">TN SBE Rule 0520-01-09-.15(1)</a>	<p>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.</p> <p><b>Note:</b> If a separate meeting did not occur, mark the item “Not Applicable” and proceed with the review.</p>	Meeting Invitation for Comprehensive Results Review (if applicable)
<b>R.9</b>	Current Eligibility <a href="#">34 C.F.R. § 300.306</a>	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 a group of qualified professionals and the parent (i.e., the reevaluation team).	Signed/Completed Eligibility Form

<sup>8</sup> 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.10	Ruled Out Lack of Reading/Math & LEP as Determinant Factor for Disability Determination <a href="#">34 C.F.R. § 300.306(b)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.03</a>	There is evidence in the file that the IEP team concluded that the determinant factor for the student's adverse educational impact (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.	Signed/Completed Eligibility Form
R.11	Disability Eligibility Standards Met and Documented in Eligibility Report <a href="#">34 C.F.R. § 300.306</a> <a href="#">34 C.F.R. § 300.308</a>	The eligibility report documents that a group of qualified professionals and the parent (i.e., the IEP team) determined the student meets the standards criteria for a disability consistent with at least one disability category and that the disability adversely impacts educational performance. <sup>9</sup>	Signed/Completed Eligibility Form
R.12	LEA Provided Parent Copy of Written Report Used in This Eligibility <a href="#">34 C.F.R. § 300.306(a)(2)</a>	There is documentation that the LEA provided a copy of the reevaluation report and documentation of eligibility.	Signed/Completed Eligibility Form
R.13	Prior Written Notice: Eligibility( <i>if applicable</i> ) <a href="#">34 C.F.R. § 300.306</a> <a href="#">34 C.F.R. § 300.503</a> <a href="#">TN SBE Rule 0520-01-09-.15(4)</a>	Documentation of provided prior written notice upon the <b>eligibility determination from the comprehensive evaluation</b> 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 for Comprehensive Results Review Eligibility (if applicable)
		<i>R.14, R.15, and R.16 are not used in the FY24 IEP Monitoring Protocol.</i>	

<sup>9</sup> 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 <a href="#">34 C.F.R. § 300.322(a), (b)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.15(1)</a>	The most recent meeting invitation includes the purpose (all reasons for meeting must be identified), meeting time and location, and who will attend. 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 <a href="#">34 C.F.R. § 300.324(b)(1)</a>	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 <a href="#">34 C.F.R. § 300.324(a)(1)(i)</a>	Documentation included evidence the IEP team has considered the strengths of the child.	Current IEP
20	Parent Concerns <a href="#">34 C.F.R. § 300.324(a)(1)(ii)</a>	Documentation included evidence that concerns of the parents* for enhancing the education of their child have been considered. <b>Note:</b> <i>Concerns were directly attributed to the parent and documented as such.</i>	Current IEP
21	Adverse Impact Statement <a href="#">34 C.F.R. § 300.320(a)(1)</a>	There is a statement of <b>how</b> the child's disability(ies) affects the child's involvement and progress in the general education curriculum, and the statement is aligned to <u>the child's present levels of academic achievement and functional performance.</u> <b>Note:</b> <i>The statement must describe <u>specifically</u> (not hypothetically or subjectively) how the individual student's disability(ies) affects participation and progress in the general curriculum.</i> <b>Note:</b> <i>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 <a href="#">34 C.F.R. § 300.324(a)(2)</a>	All special factors are identified and appropriately addressed in the IEP, <b>and</b> documentation of these items is in the student's IEP. Special factors are as follows: (i) behavior; (ii) limited English proficiency; (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 <a href="#">34 C.F.R. § 300.320(a)(1)</a>	The IEP includes sources and descriptions of the child's <b>present</b> (current) levels of academic achievement and functional performance. <b>Note:</b> <i>Academic Readiness is not an appropriate present level after completing preschool.</i> <b>Note:</b> <i>Students K-6 require a pre-vocational assessment.</i>	Current IEP
24	Measurable Annual Goals <a href="#">34 C.F.R. § 300.320(a)(2)-(4)</a>	The IEP includes annual goals that are objective and measurable, <sup>10</sup> a statement on how the child's progress will be measured, and when progress reports will be provided. <b>Note:</b> <i>See footnote for components of objective and measurable annual goals.</i> <b>Note:</b> <i>Alternate assessment requires measurable goals <b>and</b> objectives.</i>	Current IEP

<sup>10</sup> 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 the following: 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.



**Focus Area: IEP**

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
25	Accommodations in the Classroom <a href="#">34 C.F.R. § 300.320(a)(6)(i)</a>	The IEP documented that classroom accommodations allowed student demonstration of academic and functional achievement and are <b>aligned</b> with the student's LEA and statewide assessments.	Current IEP
26	Accommodations on State and LEA Assessments <a href="#">34 C.F.R. § 300.320(a)(6)(i)</a> <a href="#">TN SBE Rule 0520-01-09-.09(1)(c)</a>	The IEP documented accommodations needed to measure the academic achievement and functional performance of the student on state and LEA assessments <b>and</b> are aligned to classroom accommodations for testing.	Current IEP
27	Tennessee Alternate Assessment <a href="#">34 C.F.R. § 300.320(a)(6)(ii)</a> <a href="#">TN SBE Rule 0520-01-09-.09(1)(c)</a>	The student's Tennessee Alternate Assessment participation requirements were completed and documented that the child cannot participate in the regular state and LEA assessment and that the alternate assessment is appropriate.	Current IEP
28	Review of Educational Homebound Placement <a href="#">TN SBE Rule 0520-01-09-.07</a>	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
29	Review of Medical Homebound Placement <a href="#">TN SBE Rule 0520-01-02-.10</a>	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
30	Special Education Direct and/or Related Services <a href="#">34 C.F.R. § 300.320(a)(7)</a>	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. <b>Note:</b> Provide the specific type and category of service that best matches each student's needed services and modifications.	Current IEP
31	Extent the Student Will Not Participate in the Regular Classroom <a href="#">34 C.F.R. § 300.320(a)(5)</a>	There is an explanation of the extent, if any, to which the child will <b>not</b> participate with nondisabled children in the regular class and activities, which <b>aligns</b> with the special education, related services, and supplementary aids and services that are to be provided to the child.	Current IEP

Focus Area: IEP			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
32	Attend School of Zone <a href="#">34 C.F.R. § 300.116</a>	The student is educated in the school (Home School) that he or she would attend if non-disabled unless the IEP team determines services are to be provided through an alternate placement (or Serving School). The school is as close as possible to the child's home and based on the IEP. <b>Note:</b> <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 <a href="#">34 C.F.R. § 300.34(a)</a> <a href="#">34 C.F.R. § 300.34(c)(16)</a>	The IEP documented and addressed the need for special transportation services.	Current IEP
34	Extended School Year (ESY) <a href="#">34 C.F.R. § 300.106</a>	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 determination statement.	Current IEP
35	IEP Team Members <a href="#">34 C.F.R. § 300.321</a>	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. <sup>11</sup>	Current IEP Signature Page
36	Procedural Safeguards <a href="#">34 C.F.R. § 300.504</a>	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. <b>If the parent* did not attend, there is documentation of the person responsible for sharing access to procedural safeguards.</b>	Informed Parental Consent Page of the IEP
37	Student Progress <a href="#">34 C.F.R. § 300.320(a)(3)</a>	Special education progress reports were included in the student's file to document his/her progress toward each annual goal and objective. <sup>12</sup>	Progress Report (Most Recent)
38	Prior Written Notice for Change in Educational Placement/Services and/or the Provision of FAPE <a href="#">34 C.F.R. § 300.503</a> <a href="#">TN SBE Rule 0520-01-09-.15(4)</a>	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 for the IEP Meeting
39	Draft IEP <a href="#">TN SBE Rule 0520-01-09-.15(2)</a>	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 of the IEP

<sup>11</sup> Alternatively, documentation that a mandatory IEP team member was properly excused in accordance with 34 C.F.R. § 300.321(e) is on file.

<sup>12</sup> There is documentation that the LEA has issued periodic progress reports, such as a quarterly report or concurrently with report cards."

Focus Area: Transition			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
T.40	Student Invitation to Meeting <a href="#">34 C.F.R. § 300.321(b)(1)</a> <a href="#">34 C.F.R. § 300.322(b)(2)(i)</a> <a href="#">TN SBE Rule 0520-01-09-.12</a>	<b>At age fourteen (14) (or younger, if determined appropriate by the IEP team),</b> 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 the transition assessment. <b>Note:</b> <i>All applicable reasons for meeting must be listed and/or checked.</i>	Student Invitation to Meeting
T.41	Focused Plan of Study at Age 14: Courses of Study <a href="#">34 C.F.R. § 300.320(b)</a> <a href="#">TN SBE Rule 0520-01-09-.12</a>	<b>At age fourteen (14) (or younger, if determined appropriate by the IEP team),</b> 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 practicable transition service(s) needs of the student under the applicable components of the student's IEP. <b>Note:</b> <i>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.</i>	Current IEP
T.42	Measurable Postsecondary Goals at Age 14 <a href="#">34 C.F.R. § 300.320(b)(2)</a> <a href="#">TN SBE Rule 0520-01-09-.12</a>	<b>At age fourteen (14) (or younger, if determined appropriate by the IEP team),</b> the student's IEP included measurable postsecondary goals in the areas of employment and education/training. <b>Note:</b> <i>If earning the alternate academic diploma, the following areas are required: employment, education/training, independent living, and community participation.</i>	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 <a href="#">34 C.F.R. § 300.321(b)(1)</a> <a href="#">34 C.F.R. § 300.322(b)(2)(i)</a>	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. <b>Note:</b> All applicable reasons for meeting must be listed and/or checked.	Student Meeting Invitation
S.41	Notification to Invite Agency to Transition Meeting and Agency Invitation to Meeting <a href="#">34 C.F.R. § 99.30</a> <a href="#">34 C.F.R. § 300.321(b)(3)</a> <a href="#">34 C.F.R. § 300.322(b)(2)(ii)</a> <a href="#">34 C.F.R. § 300.622</a>	<b>Note:</b> 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. For transition services, there was evidence that the school informed the parent of agency invitations and/or participation (or student once the age of majority was reached) and received permission to release personally identifiable information to an outside provider <b>or</b> other participating agencies were not required to provide transition services.	FERPA Release Form, Invitation to Meeting with Agency Listed, if applicable
S.42	Measurable Postsecondary Goals <a href="#">34 C.F.R. § 300.320(b)(1)</a>	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 <a href="#">34 C.F.R. § 300.320(b)(2)</a>	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 <a href="#">34 C.F.R. § 300.320(b)(1)</a> <a href="#">TN SBE Rule 0520-01-09-.12(2)(b)</a>	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 <a href="#">34 C.F.R. § 300.4334</a> <a href="#">C.F.R. § 300.320</a>	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. <sup>13</sup>	Current IEP Signed Assurance

<sup>13</sup> 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.