

FY26 (2025-26) Individualized Education Program (IEP) Monitoring Protocol

Protocol Overview:

This protocol outlines expectations of IEP Monitoring pertaining to students with disabilities. The monitoring framework allows for cyclical, risk-informed, and focused monitoring to confirm that students receive 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 using the IEP Monitoring platform in TN PULSE while protecting personally identifiable information and calibrating the process to reduce reviewer subjectivity. It is each LEA's responsibility to follow the Individuals with Disabilities Education Act (IDEA), Tennessee Code Annotated (T.C.A.), and Tennessee State Board of Education (SBE) Rules and Policies to meet compliance minimums while thoughtfully meeting the individual needs of each student.

Use the 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), IDEA directors, State Education Agency (SEA)-level specialists, and the IDEA compliance manager to ensure that agreements align. 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):

Access the LEA Monitor Manual (for educators/case managers) or LEA IDEA Director Manual for IDEA directors in the TN PULSE Resource Library.

Please reach out to the following Tennessee Department of Education (department) staff members for additional assistance.

- [Stan Cook](#) | IDEA Monitoring Specialist
- [LaTrese Watson](#) | IDEA Monitoring Specialist
- [Laura Dunn](#) | IDEA Compliance Manager
- [Michael Gateley](#) | Perkins Compliance Manager
- [Geneva Taylor](#) | Senior Director of Compliance

Legend:

Items	Focus Area	Requirements
I.1 - I.17	Initial Evaluation	School and LEA reviewers must complete only one of these two categories during a file review.
R.1 - R.15	Reevaluation	
18 - 40	IEP	School and LEA reviewers must complete these items for each selected file within the Monitoring Cohort.
T.41 - T.47	Transition	School and LEA reviewers must complete these items for the first IEP that will be in effect when the student turns fourteen (14) years old (or younger if determined appropriate by the IEP team).

If the focus area shown for a student does not align with 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/Assessment 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 (assessment) are in the student's file. ensure that (1) the notice is in the parent's native language or another mode of communication, (2) the notice describes the activity that will be carried out, and (3) the notice explains that granting consent is voluntary and may be revoked.	Consent for Initial Assessment
I.2	Prior Written Notice ³ for Initial Evaluation/Assessment 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice for initial evaluation/assessment . Written notice must be given to the parents of a child suspected to have a disability or a child with a disability within at least ten (10) school days of the following: (a) Proposal to initiate or change the identification, evaluation, or educational placement of the child or the provision of free appropriate public education (FAPE) to the child; or (b) Refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a FAPE to the child.	Prior Written Notice for Initial Evaluation/Assessment
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 (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 (if appropriate) 34 C.F.R. § 300.305(a)(1)(ii)–(iii) 34 C.F.R. § 300.310	The initial evaluation includes current classroom-based, local, or state assessments, and classroom observations or observations completed by a group member (teacher(s) and/or related service providers) in an environment appropriate for the child, including those who are less than school age or out of school, if appropriate.	Evaluation Report including observations (if appropriate)

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

³ Prior Written Notices must include both the decision/meeting date and the date sent to the parent*.

Focus Area: Initial Evaluation			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
I.5	Procedural Safeguards 34 C.F.R. § 300.504(a)(1)	The parent* acknowledged and signed the Parental Consent for Assessment, acknowledging receipt of procedural safeguards upon initial referral or parent request for evaluation. The LEA provided access to a copy of the procedural safeguards ⁴ to the legal parent* (or the student at age 18).	Signed/Completed Consent for Initial Assessment
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 are sufficiently comprehensive to identify all special education and related service needs.	Evaluation Report
I.7	Invitation to Meeting: Initial 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), 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, or there is documentation of a signed 10-calendar-day waiver.	Meeting Invitation
I.8	Invitation to Meeting: Initial 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), 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
I.9	Current Eligibility 34 C.F.R. § 300.306	The student's eligibility is current and indicates primary disability (and secondary/tertiary disability, if applicable) as determined by the evaluation.	Eligibility Report
I.10	Copy of Evaluation Report T.C.A. § 49-10-103(d)	There is documentation that the LEA provided a copy of the evaluation report used in the determination of the student's eligibility for special education to the student's parent at least forty-eight (48) hours prior to the scheduled team meeting.	Signed Eligibility Report

⁴ 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.

Focus Area: Initial Evaluation			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
I.11	Ruled Out: Lack of instruction in Reading and/or Math, or limited English proficiency as Determinant Factor for Disability Determination 34 C.F.R. § 300.306(b)(1) 34 C.F.R. § 300.308	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
I.12	Disability Eligibility Standards Met and Documented in Eligibility Report 34 C.F.R. § 300.306 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 Special Education Evaluation and Eligibility standards criteria for a disability consistent with at least one federal or state recognized disability category, and that the disability adversely impacts educational performance. ⁵	Signed/Completed Eligibility Report
I.13	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 completed eligibility report, including the date given and person responsible for forwarding and explaining to the parent* if not in attendance ⁶	Eligibility Report
I.14	Prior Written Notice: Initial 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 with a disability within 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 Initial Eligibility

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 of the child, 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.

⁶ 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.

⁶ Prior Written Notices must include both the decision/meeting date and the date sent to the parent*.

Focus Area: Initial Evaluation			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
I.15	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(b)	The initial IEP that was signed by the parent* is in the student's file, and the parent* consented to the proposed program described in the IEP.	IEP Informed Parental Consent Page
I.16	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. If the 30-calendar-day timeline was not met due to parents choosing the Tennessee Early Intervention System (TEIS) extended option, a notification of exit must be provided.	IEP Informed Parental Consent Page or Notification of Exit if applicable
I.17	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 within 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

If the focus area shown for a student does not align with the student record, contact a POC immediately.

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.	Reevaluation Meeting Invitation
R.2	Review of Past and Current Assessment: Reevaluation 34 C.F.R. § 300.305(a)(1)(i-ii)	All applicable components of the state reevaluation summary report or an LEA-level version with all federal components of the reevaluation summary report are completed, including, but not limited to, past evaluation components leading to eligibility decisions; other evaluations (must include, but is 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 ⁷
R.3	Parent Input Form 34 C.F.R. § 300.305(a)(1)(i-ii)	There is evidence of parental* input included in the student's reevaluation.	Parent Input Form
R.4	Review of Observations: Reevaluation 34 C.F.R. § 300.305(a)(1)(iii) 34 C.F.R. § 300.310	The reevaluation includes a review of existing evaluation data on the student, including observations by general education and special education teachers and all related service providers, if applicable.	Copies of observations as part of the Reevaluation Summary Report
R.5	Review of IEP Team Decisions: Reevaluation Assessment 34 C.F.R. § 300.305	The IEP team determined at least one of the following and obtained parental permission for the assessment decision: 1. Yes, additional data is needed to determine if this student continues to have an educational disability or is suspected of having other educational disabilities. 2. Yes, additional data is needed to determine the student's continued need for special education and/or related services. 3. Yes, additional data is needed to determine present levels of academic achievement and related educational needs of this student. 4. Yes, additional data is necessary to determine whether any additions or modifications to the special education services and/or related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum. 5. Yes, the Team agreed that no additional assessments are necessary. If the parent* did not attend, attempts to obtain consent are in the file.	Signed/Completed Reevaluation Summary Report

⁷ Such as Reevaluation Summary Report, including the Parent Information for Reevaluation form.

Focus Area: Reevaluation

Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
R.6	Procedural Safeguards for Reevaluation 34 C.F.R. § 300.303 34 C.F.R. § 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 ⁸ 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 a copy of the reevaluation decisions.</i>	Signed/Completed Reevaluation Summary Report Decision Page
R.7	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 why additional assessments were or were not needed. If an evaluation (additional assessment) is needed, documentation verifies that prior written notice was sent before 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 within 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.	Reevaluation Prior Written Notice
R.8	Parental Consent for Reevaluation 34 C.F.R. § 300.300(c) TN SBE Rule 0520-01-09-.04(1)(a)	1. Consent for an evaluation (additional assessment) is present in the file, signed, and dated prior to conducting the evaluation, <u>or</u> 2. There is documentation of reasonable attempts to obtain consent in the file, if the parent* did not attend. <i>Note: See footnote for exceptions.⁹</i>	Signed/Completed Reevaluation Summary Report
R.9	Invitation to Meeting: Evaluation Results Review (if applicable) 34 C.F.R. §§ 300.322(a-b) TN SBE Rule 0520-01-09-.15(1)	If a separate meeting occurs, the <u>evaluation results review</u> meeting invitation includes the purpose (all applicable reasons for the 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-day waiver. <i>Note: If a separate meeting did not occur, mark the item "Not Applicable" and proceed with the review.</i>	Meeting Invitation for Comprehensive Results Review (if applicable)
R.10	Current Eligibility 34 C.F.R. § 300.306	The student's eligibility based on the reevaluation is current and indicates the current primary disability (and, if applicable, the secondary/tertiary disability) as determined by a group of qualified professionals and the parent (i.e., the reevaluation team).	Signed/Completed Eligibility Form

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

⁹ 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 Instruction in Reading/Math & LEP as Determinant Factor for Disability Determination 34 C.F.R. § 300.306(b)(1) TN SBE Rule 0520-01-09-.03	There is evidence in the file that the IEP team concluded that the determining factor for the student's adverse educational impact (disability) was not due to a lack of instruction in reading, a lack of instruction in math, or limited English proficiency.	Signed/Completed Eligibility Form
R.12	Disability Eligibility Standards Met and Documented in Eligibility Report 34 C.F.R. § 300.306 34 C.F.R. § 300.308	The eligibility report documents that a group of qualified professionals and the parent (i.e., the IEP team) determined the student meets Special Education Evaluation and Eligibility standards criteria for a disability consistent with at least one federal or state recognized disability category, and that the disability adversely impacts educational performance. ¹⁰	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 the determination of eligibility.	Signed/Completed Eligibility Form
R.14	Draft Evaluation Notice TCA § 49-10-103(d)	If additional evaluations are conducted, there is documentation that the LEA provided a copy of the evaluation report used in the determination of the student's eligibility for special education to the student's parent at least forty-eight (48) hours prior to the scheduled IEP team meeting.	Eligibility Report, Signed IEP or Parent Contact
R.15	Prior Written Notice: Eligibility (<i>if applicable</i>) 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 evaluation is in the student's file. Written notice must be given to the parent* of a child suspected to have a disability or a child with a disability within 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 Results Review Eligibility (if applicable) ¹¹

¹⁰ 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 of the child, 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 members, including the interpreter of test results, signed as a team member. The parent* signed the eligibility report, or documented attempts to obtain parental participation is in the file if the parent* did not attend.

¹¹ R. 16 and 17 are not used in the FY26 IEP Monitoring Protocol.

If the focus area shown for a student does not align with the student record, contact a POC immediately.

Focus Area: IEP			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
18	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 identified, including transition, when applicable), 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
19	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
20	Student Strengths 34 C.F.R. § 300.324(a)(1)(i)	Documentation included evidence that the IEP team has considered the strengths of the child as part of the "overview of current student's performance."	Current IEP
21	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. Note: <i>Concerns were directly attributed to the parent and documented as such.</i>	Current IEP
22	Adverse Impact Statement 34 C.F.R. § 300.320(a)(1)	There is a statement of how the child's disability(ies) affects the child's involvement and progress in the general education curriculum. Note: <i>The statement must describe <u>specifically</u> (not hypothetically or subjectively) how the <u>individual</u> student's disability(ies) affects participation and progress in the general curriculum.</i> Note: <i>For preschool children, as appropriate, the statement must describe "how the disability affects the child's participation in appropriate activities."</i>	Current IEP
23	Consideration of Special Factors Addressed in Areas of IEP 34 C.F.R. § 300.324(a)(2)	All special factors are considered, identified, and appropriately addressed in the IEP, and documentation of these items is in the student's IEP. Special factors include the following: limited English proficiency, blind or visually impaired, deaf or hard of hearing, communication, assistive technology, and behavior.	Current IEP
24	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. Note: <i>Academic Readiness is not an appropriate present level after completing preschool, as it aligns with early childhood outcomes assessed at preschool exit only.</i>	Current IEP
25	Prevocational Assessment TN SBE Rule 0520-01-09-.12(2)(a)	Except when a written explanation to the contrary is included, the IEP of a child must include a prevocational assessment for students in kindergarten through grade six (K-6) (or until the student is required to have a transition assessment at age 14).	Current IEP

Focus Area: IEP			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
26	Measurable Annual Goals 34 C.F.R. § 300.320(a)(2)-(4)	The IEP includes annual goals that are objective and measurable, ¹² a statement on how the child's progress will be measured, and when progress reports will be provided. Note: <i>Components of objective and measurable goals include: target behavior or skill, condition, and criterion.</i> Note: <i>Alternate assessment requires measurable goals and objectives.</i>	Current IEP
27	Accommodations on State and LEA Assessments 34 C.F.R. § 300.320(a)(6)(i) TN SBE Rule 0520-01-09-.09(1)(c)	The IEP documented individual and appropriate accommodations needed to measure the academic achievement and functional performance of the student on state and LEA assessments. ¹³	Current IEP
28	Tennessee Alternate Assessment 34 C.F.R. § 300.320(a)(6)(ii) TN SBE Rule 0520-01-09-.09(1)(c)	If the child will participate in an alternate assessment, the IEP includes a statement of why the child cannot participate in the regular state and LEA assessment and why the alternate assessment is appropriate.	Current IEP
29	Review of Educational Homebound Placement TN SBE Rule 0520-01-09-.07(c)	If the student's placement is educational homebound, 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. ¹⁴	Current IEP
30	Special Education and/or Related Services 34 C.F.R. § 300.320(a)(7)	The IEP contains the projected date for the beginning of the services (special education and related services and supplementary aids and services), and the anticipated frequency, location, and duration of those services and modifications. Note: <i>Each service should include both the provider and setting.</i>	Current IEP
31	Extent the Student Will Not Participate in the Regular Classroom and Preschool Justification, if applicable. 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. There is a preschool LRE justification, if applicable, based on age of student.	Current IEP

¹² The measurable annual goals address each area identified as exceptional in the present levels of performance and contain the following: Target behavior or skill, condition, criterion.

¹³ Assessment accommodations should be aligned with classroom accommodations.

¹⁴ Medical homebound change of placement should be documented in the prior written notice and/or least restrictive environment statement.

Focus Area: IEP			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
32	Attend School of Zone 34 C.F.R. § 300.116	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. 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(a) 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 extended school year (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 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 at the discretion of the parent, others with knowledge or special expertise about the student, were present, and there is documentation of participation. ¹⁵	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 least once during the school year. <i>If the parent* did not attend, there is documentation of the person responsible for sharing access to procedural safeguards.</i>	Informed Parental Consent Page of the IEP
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. ¹⁶	Progress Report (Most Recent)
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 for the IEP Meeting

¹⁵ Alternatively, documentation that a mandatory IEP team member was properly excused in accordance with 34 C.F.R. § 300.321(e) is on file.

¹⁶ There is documentation that the LEA has issued periodic progress reports, such as a quarterly report or concurrently with report cards.

Focus Area: IEP			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
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 of the IEP
40	LEA Provided Parent Copy of Evaluation Report(s) and Documentation of Eligibility 34 C.F.R. § 300.306(a)(2)	An LEA shall provide the following to the parent or guardian of the student who is the subject of the IEP team meeting at least forty-eight (48) hours prior to the scheduled IEP team meeting: A copy of the student's evaluation report that is to be used in the determination of the student's eligibility for special education or in the development of the draft IEP; There is documentation that the LEA provided a copy of the evaluation report used in the determination of the student's eligibility for special education to the student's parent at least forty-eight (48) hours prior to the scheduled team meeting.	Informed Parental Consent Page of the IEP

If the focus area shown for a student does not align with the student record, contact a POC immediately.

Focus Area: Postsecondary Transition			
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Document(s)
T.41	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(2)(c)	For the first IEP that will be in effect when the student turns 14 years old, and for each IEP team meeting thereafter at which postsecondary goals and transition services will be considered, the LEA provided written documentation inviting the student to the IEP meeting and stated the purpose was the consideration of postsecondary goals and transition planning 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
T.42	Notification to Invite Agency to Transition Meeting and Agency Invitation to Meeting 34 C.F.R. § 99.30 34 C.F.R. § 300.321(b)(3) 34 C.F.R. § 300.322(b)(2)(ii) 34 C.F.R. § 300.622	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 planning and 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 or other participating agencies were not required to provide transition planning and services.	FERPA Release Form, Invitation to Meeting with Agency Listed, if applicable
T.43	Measurable Postsecondary Goals (MPSGs) 34 C.F.R. § 300.320(b)(1) TN SBE Rule 0520-01-09-.12(2)(b)	For the first IEP that will be in effect when the student turns 14 years old, and for each IEP team meeting thereafter at which postsecondary goals and transition services will be considered, the IEP included measurable postsecondary goals in the areas of employment, education/training, and where appropriate, independent living and community participation. Note: <i>For students earning an Alternate Academic Diploma, all four MPSGs must be addressed.</i>	Current IEP
T.44	Focused Plan of Study: Courses of Study 34 C.F.R. § 300.320(b)(2) TN SBE Rule 0520-01-09-.12(2)(c)	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 planning and services included <i>specific</i> courses of study that focused on improving the academic and functional achievement of the student to facilitate that reasonably enabled his/her movement from school to post-school.	Current IEP
T.45	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 updated annually and were the basis of the measurable postsecondary goal(s) as documented by a survey or assessment.	Current IEP, <u>including a copy of a survey or assessment</u>

T.46	Academic and Functional Achievement 34 C.F.R. § 300.43 34 C.F.R. § 300.320(b)	There was evidence that transition services in the IEP 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 annually. ¹⁷	Current IEP
T.47	Transition Annual IEP Goal(s) 34 C.F.R. § 300.320 TN SBE Rule 0520-01-09-.12(2)(b)	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 and training, employment, and, as needed, independent living.	Current IEP

¹⁷ If SEA monitors have strong reason to believe that the transition plan components have not been updated annually, additional file reviews may take place, including prior year IEPs.