

STUDENT RECORDS REVIEW PROTOCOL 2012-2013 SCHOOL YEAR

11.8.2012

Review Focus Area and Item Number	Authority	Yes	No	Response Criteria	Recommendations
<p align="center">IEP Process 1 IEP File Content <u><i>Easy IEP</i></u></p>	<p align="center">IEP Revised Annually {34 CFR §300.324(b)(1)(i)}</p>			<p>Yes: No more than 365 days have passed since the most recent IEP was written.</p>	<p>Individual Level: Convene IEP team within 10 school days of report to develop a new IEP. Note: Invitation to Meeting must be included in the file. (Student is inactivated from Census until correction is made.) District Level (< 90%): There must be training/ communications with special education personnel regarding IEP development and timelines.</p>
<p align="center">IEP Process 2 Eligibility <u><i>Easy IEP / Eligibility Report</i></u></p>	<p align="center">Evaluation Procedures for Primary Disability {34 CFR §300.304}</p>			<p>Yes: The Eligibility Report documents that the student meets the requirements for identification with a disability and is eligible for services in special education.</p>	<p>Individual Level: Convene the Eligibility/IEP Team to review the Eligibility Report and make corrections. District Level (< 90%): There must be training of special education and assessment personnel on eligibility determination and correct completion of the Eligibility Report.</p>
<p align="center">IEP Process 2a Eligibility <u><i>Easy IEP / Eligibility Report</i></u></p>	<p align="center">Current Eligibility {34 CFR §300.303(b)(2)}</p>			<p>Yes: The student's Eligibility Report is current.</p>	<p>Individual Level: Convene the Eligibility/IEP Team to conduct a reevaluation and determine Eligibility. (Student is inactivated from Census until new Eligibility is completed.) District Level (< 90%): There must be training of special education and assessment personnel on timeliness of eligibility determination and correct completion of the Eligibility Report.</p>

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<p align="center">IEP Process 3 Eligibility <u>EasyIEP / Eligibility Report</u></p>	<p align="center">Ruled out Lack of: Reading / Math / LEP as Determinant Factor for Disability Determination {34 CFR §300.306(b)(1)(i)(ii)(iii)}</p>			<p>Yes: Evidence in the file that the IEP Team determined that: The determinant factor for the student's disability determination is not due to lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.</p>	<p>Individual Level: Convene the Eligibility/IEP Team to determine and document in the Eligibility Report if the student's disability determination is not due to lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency. Review the assessment components and make corrections.</p> <p>District Level (< 90%): There must be training of special education and assessment personnel on evaluation procedures/requirements and correct completion of the Eligibility Report.</p>
<p align="center">IEP Process 4 <u>EasyIEP (paperclip)</u></p>	<p align="center">Eligibility Determination (2+ Professionals) {34 CFR §300.306(a)(1)}</p>			<p>Yes: Eligibility was determined by a group of qualified professionals. The parent must agree and sign the Eligibility Report when it is an initial eligibility.</p>	<p>Individual Level: Convene the Eligibility/IEP Team to review the Eligibility Report and make corrections. (Student is inactivated until IEP Team is convened and proper signatures are noted.)</p> <p>District Level (< 100%): There must be training of special education and assessment personnel on eligibility determination and correct completion of the Eligibility Report.</p>
<p align="center">IEP Process 5 <u>EasyIEP (paperclip)</u></p>	<p align="center">Parent Received Copy of Written Report Used in This Eligibility {34 CFR §300.306(a)(2)}</p>			<p>Yes: There is documentation of parental receipt of the Written Report. When parent (or the student if age 18) was not in attendance, the date and name of the person providing the report must be documented.</p>	<p>Individual Level: District must send the Written Report to the parent or student if age 18 or older and document the date and provider on the Eligibility Report.</p> <p>District Level (< 100%): There must be training of special education and assessment personnel on procedural safeguards for eligibility determination.</p>

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<p align="center">CM Initial 6 Eligibility <u><i>EasyIEP, Eligibility Report, Assessment, Etc.</i></u> <i>(paperclip)</i></p>	<p align="center">Disability Eligibility Standards Are Met and Documented in the Evaluation Report {34 CFR §300.305(a)(2)(i)} {TN R&R 0520-1-9-.02 and 0520-1-9-.11}</p>			<p>Yes: All disability standards and procedures have been met and documented in the student's Evaluation Report or file.</p>	<p>Individual Level: The district must obtain all required component(s) for the evaluation and document in the student's file. (Note: When student has not met the disability standards; s/he will be inactivated from Census until evaluation requirements have been met.) Pre-referral standards are not correctable at the individual student level. District Level (< 90%): There must be training of special education and assessment personnel on disability assessment and determination for initial evaluations. This training must include pre-referral interventions required for specific disabilities.</p>
<p align="center">CM Initial 7 Eligibility <u><i>EasyIEP / Eligibility Report / Assessment Tab</i></u></p>	<p align="center">Current Classroom Based Assessment for Initial Evaluation {34 CFR §300.305 (a)(1)(ii)}</p>			<p>Yes: As part of an initial evaluation (if appropriate) and as part of any reevaluation, there is evidence of current classroom based, local or state assessment included in the student's evaluation (i.e., work samples, grade cards, state assessment scores and curriculum-based assessment, etc.).</p>	<p>Individual Level: Obtain classroom-based assessment and document in the student's file. District Level (< 90%): There must be training of special education and assessment personnel on disability assessment standards and requirements.</p>

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CM Initial 8 <u>EasyIEP</u> (paperclip)	Parent Input for Initial Evaluation {34 CFR §300.305 (a)(2)}			Yes: There is evidence of parental input included in the student's evaluation (i.e., parent input form or questionnaire, parent interview documented in the Written Report, parental completion of evaluation scales, etc.) May be waived when the student transferred from an in-state LEA or from another state where the evaluation and eligibility were determined but the supporting documentation was not included in the transfer records.	Individual Level: Obtain parent input and document in the student's file. District Level (< 100%): There must be training of special education and assessment personnel on assessment standards and requirements.
CM Initial 9 <u>EasyIEP</u> (paperclip)	Prior Written Notice for Initial Evaluation {34 CFR §300.503}			Yes: Prior Written Notice was provided upon initial referral or the parent's request for evaluation.	Individual Level: Not correctable at the individual student level. District Level (< 100%): There must be training of special education and assessment personnel on procedural safeguards for initial evaluation, including Prior Written Notice.
CM Initial 10 Eligibility (paperclip)	Consent for Initial Evaluation {34 CFR §300.300, 34 CFR §300.503}			Yes: The signed Informed Parental Notice and Consent for Initial Evaluation is documented in the student's file.	Individual Level: Obtain Notice and Consent for Evaluation from parent and document in the student's file. District Level (<100%): There must be training of special education and assessment personnel on procedural safeguards for initial evaluation, including Informed Parental Notice and Consent for Evaluation.
CM Initial 11 Eligibility Informed Parental Consent <u>EasyIEP</u>	Consent for Initial Placement {34 CFR §300.300(b)(1)}			Yes: The Initial IEP signed by the parent is in the student's file.	Individual Level: When the consent is not present on the initial or any subsequent IEPs, the student is inactivated from Census until correction is made. District Level (< 90%): There must be training of special education and assessment personnel on procedural safeguards for initial evaluation, including Consent for Initial Placement.

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<p align="center">CM Reeval 12 Reevaluation <u>Reevaluation Summary</u> <u>Report Sections I - IV</u> <u>(paperclip)</u></p>	<p align="center">Reevaluation Review Process {34 CFR §300.305(a)(1)}</p>			<p>Yes: All applicable components of the State Reevaluation Summary Report, Sections I through IV, are complete <u>OR</u> there is written documentation by the IEP Team and other qualified professionals of the following: (1) Review of existing evaluation data on the child, including— (i) Evaluations and information provided by the parents of the child; (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and (iii) Observations by teachers and related services providers.</p>	<p>Individual Level: Conduct a Reevaluation Review and document missing information <u>OR</u> complete the Reevaluation Summary Report per instructions on TDOE/DSE website. (http://www.tn.gov/education/speced/doc/3111reevalsummary.pdf) District Level (< 90%): There must be training of special education and assessment personnel on procedures for reevaluation.</p>
<p align="center">CM Reeval 13 <u>EasyIEP(paperclip)</u></p>	<p align="center">Parent Input for Reevaluation {34 CFR §300.305 (a) (2)}</p>			<p>Yes: There is evidence of parental input (or the student, if age 18) included in the student’s reevaluation (i.e., parent input form or questionnaire, parent interview, parental completion of evaluation scales, etc.).</p>	<p>Individual Level: Obtain parent or student input if age 18 or older for reevaluation and document in the student’s file. District Level (< 100%): There must be training of special education and assessment personnel on reevaluation requirements.</p>
<p align="center">CM Initial 13a Eligibility EasyIEP (paperclip)</p>	<p align="center">Prior Written Notice for Initial Placement {34 CFR §300.503}</p>			<p>Yes: Prior Written Notice was provided upon initial placement.</p>	<p>Individual Level: Not correctable at the individual student level. District Level (< 100%): There must be training of special education and assessment personnel on procedural safeguards for initial evaluation, including Prior Written Notice.</p>

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<p>CM Reeval 14 Reevaluation <u>Reevaluation Summary</u> <u>Report Section V</u> <u>(paperclip)</u></p> <p>IEP Process 15 IEP Procedures <u>EasyIEP</u></p>	<p>Parental Consent for Additional Evaluation {34 CFR §300.300(c)(d)}</p> <p>Invitation to Meeting {34 CFR §300.322(a)(1)} {TN R&R 0520-1-9-.14,15}</p>			<p>Yes: Consent for Additional Evaluation for program planning or a suspected second disability is present in the file and dated prior to the evaluation being conducted <u>OR</u> the IEP Team determined Comprehensive Evaluation was not needed <u>OR</u> there is documentation of attempts (including certified mail with return receipt) to obtain consent in the file if the parent did not attend the meeting.</p> <p>Yes: Documentation that the most recent invitation was <u>received by parents at least 10 days prior to the meeting date</u>. The 10 days, which must pass before the meeting may be convened, <u>may be waived by the parent (with documentation) after the parent has received notice</u> that the LEA wants to convene an IEP meeting. Thereafter, the meeting may be held prior to the expiration of the 10 days. NOTE: Through desktop monitoring, it may be necessary to see the uploaded document to verify parent waived the meeting.</p>	<p>Individual Level: Not correctable at the individual student level. District Level (< 90%): There must be training of special education personnel on State-Mandated procedures for reevaluation.</p> <p>Individual Level: Not correctable at the individual student level. District Level (< 90%): There must be training of special education personnel on procedures required prior to a meeting.</p>

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<p align="center">CM Reeval 16 Reevaluation EasyIEP (paperclip)</p>	<p align="center">Prior Written Notice for Reevaluation {34 CFR §300.503}</p>			<p>Yes: Documentation verifies that parents (or the student if age 18) received Prior Written Notice of a Comprehensive Reevaluation before the assessment was conducted <u>OR</u> IEP Team determined Comprehensive Evaluation was not needed.</p>	<p>Individual Level: Not correctable at the individual student level. District Level (< 100%): There must be training of special education and assessment personnel on State-mandated procedures for reevaluation.</p>
<p align="center">IEP Process 17 IEP File Content <u>EasyIEP</u></p>	<p align="center">Student Strengths {34 CFR §300.324 (a)(1)(i)}</p>			<p>Yes: There is a statement of the student's strengths.</p>	<p>Individual Level: Convene the IEP Team to review and complete the statement of student strengths in the IEP. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>

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<p align="center">IEP Process 18 IEP File Content <u>EasyIEP</u></p>	<p align="center">Parental Concerns {34 CFR §300.324 (a)(1)(ii)}</p>			<p>Yes: There is a statement of the concerns of the parents (or the student if age 18) for enhancing the education of their child. If the parent(s) did not attend the meeting in person or by telephone, parental concerns were documented from- previous IEP Team meetings or through other parent contacts such as observations, conferences, or informal meetings.</p>	<p>Individual Level: Convene the IEP Team to review and complete the statement of parental concerns (or student if age 18 or older) in the IEP. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">IEP Process 19 IEP File Content <u>EasyIEP</u></p>	<p align="center">How the Child's Disability affects his/her performance in the classroom {34 CFR §300.320(a)(1)(i)(ii)}</p>			<p>Yes: There is a statement of how the disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children). For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.</p>	<p>Individual Level: Convene the IEP Team to review and complete the statement of how the child's disability affects his/her performance in the classroom. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">IEP Process 20 IEP Goals/ Objectives <u>EasyIEP</u></p>	<p align="center">Source/Date of Information and exceptional areas {34 CFR §300.320(a)(1)}</p>			<p>Yes: The source of information used for determining the child's present levels of academic achievement and functional performance was obtained NO MORE than three years prior to the current IEP.</p>	<p>Individual Level: Convene IEP Team to review and update the source of information based on recent evaluation of academic, developmental and functional needs of the child. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>

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<p align="center">IEP Process 21 IEP Goals/ Objectives <u>EasyIEP</u></p>	<p align="center">Present Levels of Academic Achievement and Functional Performance: All Areas Assessed {34 CFR §300.320 (a) (1)}</p>			<p>Yes: The Present Level of Performance is recorded in the IEP for each area assessed. (Note: Present Level of Performance information can be obtained from multiple sources, including standardized or curriculum-based evaluation, documentation of observations and work samples and pre- and post-achievement.)</p>	<p>Individual Level: Convene IEP Team to review and address each area assessed. District Level (<100%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">IEP Process 22 IEP Goals/ Objectives <u>EasyIEP</u></p>	<p align="center">Consideration of Special Factors: Addressed in Areas of IEP {34 CFR §300.324 (a)(2)}</p>			<p>Yes: All Special Factors are identified and appropriately addressed in the IEP <u>OR</u> there are no Special Factors identified in the IEP.</p>	<p>Individual Level: Convene IEP Team to address identified Special Factors. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">IEP Process 23 IEP Goals/ Objectives <u>EasyIEP</u></p>	<p align="center">Annual Goal and Short Term Objectives: Address All Present Levels of Performance Areas {34 CFR §300.320 (a)(2)}</p>			<p>Yes: The goals and short-term objectives address each area identified as exceptional in the Present Levels of Performance</p>	<p>Individual Level: Convene IEP Team to review and address in annual goals and short term objectives all areas identified as exceptional in the PLOP. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">IEP Process 24 <u>EasyIEP</u></p>	<p align="center">Annual goals and Short Term Objectives: Measurable {34 CFR §300.320(a)(2)} {TN R&R 0520-01-09-.12(2)(3)}</p>			<p>Yes: The goals and short-term objectives are measurable. All educational needs that result from the child's disabilities are addressed in one or more measurable annual goals.</p>	<p>Individual Level: Convene IEP Team to review and update measurable goals and short-term objectives. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">IEP Process 25 IEP Goals / Objectives <u>EasyIEP</u></p>	<p align="center">Criteria for Mastery of Goals {34 CFR §300.320(a)(3)(i)}</p>			<p>Yes: The IEP includes a description of how the child's progress toward meeting the annual goals will be measured.</p>	<p>Individual Level: Convene IEP Team to review and address criteria for mastery of goals. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>

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<p align="center">IEP Process 26 Statewide Assessment <u>EasyIEP</u></p>	<p align="center">Program Participation {34 CFR §300.320(a)(6)(i)}</p>			<p>Yes: The IEP includes classroom accommodations that allow student demonstration of academic and functional achievement aligned with the student's district and statewide assessments <u>OR</u> no accommodations are needed <u>OR</u> there are no statewide or district-wide assessments required for this student which is documented in the IEP.</p>	<p>Individual Level: Convene IEP Team to align district and statewide assessment accommodations with classroom accommodations. District Level (< 90%): There must be training of special education personnel on IEP determination of appropriate accommodations for statewide assessments.</p>
<p align="center">General TCAP 27 Statewide Assessment <u>EasyIEP</u></p>	<p align="center">Student Participation in State/District Mandated Assessments {34 CFR §300.320(a)(6)(ii)(A)(B)}</p>			<p>Yes: The IEP indicates how the child will participate in the statewide assessment.</p>	<p>Individual Level: Convene IEP Team to review and address the student's participation in statewide assessments. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p align="center">General TCAP 28 Indicator 3 <u>EasyIEP</u></p>	<p align="center">Accommodations on State and Districtwide Assessments {34 CFR §300.320(a)(6)(i)}</p>			<p>Yes: Accommodations needed to measure the academic achievement and functional performance of the student on state and district wide assessments are documented in the IEP <u>OR</u> there are no statewide or district wide assessments required for this student.</p>	<p>Individual Level: Convene IEP Team to review and address the student's participation in statewide assessments. District Level (< 100%): There must be training of special education personnel on development of the IEP.</p>

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<p>TCAP-Alt 29 Statewide Assessment <u><i>TCAP Alt - PA Signature</i></u> <u><i>Page (paperclip in sampling)</i></u></p>	<p>TCAP-Alt PA: Participation Requirements {34 CFR §300.320(a)(6)(ii)(A)(B)}</p>			<p>Yes: The student's TCAP-Alt Participation Requirements are completed and documented in the IEP. (Note: The Principal's signature is required and agreement must be indicated by a 'yes' check mark.) No: Student is participating in the TCAP-Alt, but documentation is incomplete.</p>	<p>Individual Level: Convene IEP Team to review and address the TCAP-Alt Participation Requirements. District Level (< 90%): There must be training of special education personnel on the TCAP-Alt Portfolio Assessment Participation Guidelines.</p>
<p>TCAP-Alt 30 Statewide Assessment EasyIEP (paperclip in sampling)</p>	<p>TCAP-Alt PA: Alternate Achievement Standards Goals {34 CFR §300.320(a)(6)(ii)(A)(B)}</p>			<p>Yes: The student's instruction and IEP goals and objectives are based primarily on the Alternate Achievement Standards, benchmarks and indicators. No: Student is participating in the TCAP-Alt, but IEP goals and objectives do not support TCAP-Alt participation.</p>	<p>Individual Level: Convene IEP Team to review and address student involvement in the TCAP-Alt Portfolio Assessment. District Level (< 90%): There must be training of special education personnel on the TCAP-Alt Portfolio Assessment Participation Guidelines.</p>
<p>TCAP-MAAS 31 Statewide Assessment <u><i>EasyIEP (paperclip in sampling)</i></u></p>	<p>TCAP-MAAS: Annual Goals {34 CFR §200.1}</p>			<p>Yes: The student's participation in the TCAP-MAAS is appropriate based on the annual goals that address the skills specified in the content standards for the grade in which the student is enrolled. No: Annual goals do not support student's participation in the TCAP-MAAS.</p>	<p>Individual Level: Convene IEP Team to review and address student involvement in the TCAP Modified Academic Achievement Standards Assessment. District Level (< 90%): There must be training of special education personnel on the determination of TCAP-MAAS Participation Guidelines.</p>

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<p>Homebound 32 (None) <u>EasyIEP (paperclip)</u></p>	<p>Review of Homebound IEP {TN R&R 0520-1-9-.07 (3) (b)}</p>			<p>Yes: There is documentation of IEP placement review at intervals of 30 school days by the IEP Team when the student is receiving homebound services.(Documentation will vary depending on reason for placement. Examples may include medical documentation or behavior documentation.</p>	<p>Individual Level: Convene IEP Team every 30 days to review the student's IEP and need for homebound services. District Level (< 90%): There must be training of special education personnel on requirements for homebound services.</p>
<p>IEP Process 33 IEP File Content <u>EasyIEP</u></p>	<p>Extent the Student Will Not Participate in the Regular Classroom {34 CFR §300.320(a)(5)}</p>			<p>Yes: There is an explanation of the extent, if any, that the student <u>will not be participating with nondisabled children in the regular class</u> .</p>	<p>Individual Level: Convene IEP Team to review and address the student's participation in the general education program. District Level (< 90%): There must be training of special education personnel on development of the IEP.</p>
<p>IEP Process 34 IEP File Content <u>EasyIEP</u></p>	<p>Attend School of Zone {34 CFR §300.116(c)}</p>			<p>Yes: The student is educated in the school that he or she would attend if nondisabled, unless the IEP Team determines services are to be provided through an alternate placement. Preschool: School may be as close as possible to the child's home and based on IEP.</p>	<p>Individual Level: Convene IEP Team to review and determine appropriate school placement for the student's program. District Level (< 90%): There must be training of special education personnel on IEP requirements.</p>

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<p align="center">IEP Process 35 IEP File Content <u>EasyIEP</u></p>	<p align="center">Extended School Year {34 CFR §300.106}</p>			<p>Yes: The IEP documents ESY services were addressed.</p>	<p>Individual Level: Convene IEP Team to review and address the need for Extended School Year. District Level (< 90%): There must be training of special education personnel on IEP requirements.</p>
<p align="center">IEP Process 36 IEP Team Composition/ Attendance <u>EasyIEP</u></p>	<p align="center">IEP Team – Parent {34 CFR §300.322}</p>			<p>Yes: Parent was in attendance (in person or by other means, e.g., conference call) or there was reasonable evidence of the school's attempts (meeting notice; record of telephone calls, correspondence or visits to the parents' home or place of employment) to schedule the IEP meeting at a time when the parent could attend <u>OR</u> student has reached the age of majority.</p>	<p>Individual Level: Provide documentation of the school's attempts to include the parents in the IEP Team meeting. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 37 IEP Team Composition/ Attendance <u>EasyIEP</u></p>	<p align="center">IEP Team Composition LEA Representative {34 CFR §300.321(a)(4)(i)(ii)(iii)}</p>			<p>Yes: The current IEP contains evidence of complete IEP Team participation including a representative of the LEA.</p>	<p>Individual Level: Convene IEP Team and include the LEA Representative. Student is inactivated from Census until correction is made. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 38 IEP Team Composition/ Attendance <u>EasyIEP</u></p>	<p align="center">IEP Team Composition Special Education Teacher {34 CFR §300.321(a)(3)}</p>			<p>Yes: The current IEP contains evidence of complete IEP Team participation including at least one appropriately certified special education teacher of the child.</p>	<p>Individual Level: Convene IEP Team and include the Special Education teacher. Student is inactivated from Census until correction is made. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>

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<p align="center">IEP Process 39 IEP Team Composition/ Attendance <u>EasyIEP</u></p>	<p align="center">IEP Team Composition General Education Teacher {34 CFR §300.321(a)(2)}</p>			<p>Yes: The current IEP contains evidence of complete IEP Team participation including at least one regular education teacher of the child.</p>	<p>Individual Level: Convene IEP Team and include the General Education Teacher. Student is inactivated from Census until correction is made. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 40 IEP Team Composition/ Attendance <u>EasyIEP</u></p>	<p align="center">IEP Team Composition Interpreter of Test Results {34 CFR §300.321(a)(2)(3)(4)(5)(6)}</p>			<p>Yes: The current IEP contains evidence of complete IEP Team participation including district staff to interpret instructional implications of evaluation results upon completion of the initial evaluation or comprehensive reevaluation <u>OR</u> interpretation of instructional implications of evaluation was not required at IEP Team meeting.</p>	<p>Individual Level: Convene IEP Team to include Interpreter of Test Results. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 41 IEP Team Composition/ Attendance <u>EasyIEP (paperclip)</u></p>	<p align="center">IEP Team Membership – Student, as Appropriate {34 CFR §300.321(a)(7)} {TN R&R 0520-01-09-.12(4)}</p>			<p>Yes: There is written documentation the student provided input in IEP development prior to 9th grade <u>OR</u> student attendance is not appropriate.</p>	<p>Individual Level: Obtain documentation of student input in the IEP. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>

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<p align="center">IEP Process 42 IEP Procedures <u>EasyIEP (paperclip)</u></p>	<p align="center">Informed Parental Consent – Proposed Program in IEP {34 CFR §300.300}</p>			<p>Yes: There is documentation the legal parent (or the student if age 18) has been informed of procedural safeguards, has been involved in the development of the IEP <u>OR</u> there was reasonable evidence of attempts (meeting notice; record of telephone calls, correspondence or visits to the parents' home or place of employment) to schedule the IEP meeting at a time when the parent could attend.</p>	<p>Individual Level: Provide documentation the legal parent (or the student if age 18) has been informed of procedural safeguards and has been involved in the development of the IEP or document the school's attempts to obtain Informed Parental Consent. District Level (< 90%): There must be training of special education personnel on procedural safeguards and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 43 IEP Process <u>EasyIEP (paperclip)</u></p>	<p align="center">Parent Notification: Transfer of Student's Rights {34 CFR §300.320(c)}</p>			<p>Yes: The parent has been informed of the transfer of rights to the student upon his or her 18th birthday <u>OR</u> the student has not reached age 17 and notification of transfer of rights is not required.</p>	<p>Individual Level: Provide documentation that the parent was notified of transfer of rights (e.g.) new IEP with parent's signature, certified mail restricted delivery to parent, signature indicating parent's receipt of notice.) District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 44 IEP Process <u>EasyIEP (paperclip)</u></p>	<p align="center">Student Notification: Transfer of Rights {34 CFR §300.520(a)}</p>			<p>Yes: The student has been informed of transfer of rights at least one year prior to the age of majority (18th birthday) <u>OR</u> the student's age is less than seventeen (17).</p>	<p>Individual Level: Provide documentation that the student was notified of transfer of rights. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 45 IEP Procedures <u>EasyIEP (paperclip)</u></p>	<p align="center">Date IEP was Provided to the Parent {34 CFR §300.322(f)}</p>			<p>Yes: The date the written IEP was provided to the parent (or to the student if the student has reached age of majority) is documented.</p>	<p>Individual Level: Provide documentation that the IEP was provided to the parent or student, as appropriate. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>

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Review Focus Area and Item Number	Authority	Yes	No	Response Criteria	Recommendations
<p align="center">IEP Process 46 IEP Procedures <u>EasyIEP (paperclip)</u></p>	<p align="center">LEA Person Responsible for Providing IEP, if Parent Did Not Attend {34 CFR §300.322}</p>			<p>Yes: The name of the person responsible for providing the written IEP to the parent (or the student if age 18) is documented OR the parent was in attendance at the IEP Meeting.</p>	<p>Individual Level: Provide documentation of the name of the person responsible for providing the IEP to the parent or student, as appropriate. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">IEP Process 47 IEP Team Composition/ Attendance <u>EasyIEP (paperclip)</u></p>	<p align="center">IEP Review by Teachers Not in Attendance {34 CFR §300.323 (d)}</p>			<p>Yes: Documentation that all teachers responsible for implementing the IEP, but not in attendance at the IEP Team meeting, have been informed of their specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP <u>OR</u> the IEP documents all teachers responsible for implementing the IEP were present at the meeting. This area of the IEP must be addressed for compliance.</p>	<p>Individual Level: Provide documentation that teachers not in attendance at the IEP meeting have reviewed the IEP. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP Team Meetings.</p>
<p align="center">Transition Planning 48 (None) EasyIEP</p>	<p align="center">Focused Plan of Study by Age 14 or 9th Grade {TN R&R 0520-01-09-.12(4)}</p>			<p>Yes: There is written documentation the IEP Team developed a four year plan of focused and purposeful high school study prior to the student's 9th grade or by age 14 or the student is not in the 9th grade or reached the age of 14.</p>	<p>Individual Level: Convene the IEP Team to write and include in the student's IEP the Focused Plan of Study. District Level (< 90%): There must be training of special education personnel on procedures and requirements for the requirement of a Focused Plan of Study.</p>

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Review Focus Area and Item Number	Authority	Yes	No	Response Criteria	Recommendations
Transition Planning 49 (None) <u>EasyIEP</u>	Measurable Post Secondary Goals Age 14 or 9th Grade {TN R&R 0520-01-09-.12(4)}			Yes: Prior to the 9th grade, the student's IEP includes Measurable Post Secondary Goals in the areas of employment, education/training and where appropriate, independent living and community participation by age 14 or the student is not in the 9th grade or reached the age of 14.	Individual Level: Convene IEP Team to review with the student the consideration of measurable postsecondary goals and transition services needed to assist him/her in reaching these goals. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of measurable postsecondary goals and transition services.
Secondary Transition 50 Indicator 13 <u>EasyIEP</u>	Transition: Student Invitation to Meeting {34 CFR § 300.321(b)(1)}			Yes: The school provided written documentation inviting the student to the IEP meeting when the purpose was the consideration of postsecondary goals and transition services needed to assist the student in reaching these goals.	Individual Level: Convene IEP Team to review with the student the consideration of measurable postsecondary goals and transition services needed to assist him/her in reaching these goals. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of measurable postsecondary goals and transition services.
Secondary Transition 51 Indicator 13 <u>EasyIEP</u>	Transition: Agency Invitation to Meeting {34 CFR § 300.321(b)(3)}			Yes: For transition services, there is evidence that the school has obtained parental consent (or student's consent once the age of majority is reached) before inviting representatives from other participating agencies to attend the IEP Team meeting <u>OR</u> other participating agencies were not required to provide transition services.	Individual Level: Provide documentation of assurance that parental or student consent (if age of majority is reached) will be obtained prior to any subsequent invitations to other participating agencies. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of postsecondary goals and transition services.
Secondary Transition 52 Indicator 13 <u>EasyIEP</u>	Transition: Measurable Postsecondary Goal(s) {34 CFR § 300.321(b)(1)}			Yes: There is evidence of a measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living.	Individual Level: Convene IEP Team to revise postsecondary goal(s) to be measurable for education or training, employment, and, as needed, independent living. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of postsecondary goals and transition services.

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Review Focus Area and Item Number	Authority	Yes	No	Response Criteria	Recommendations
Secondary Transition 53 Indicator 13 <u>EasyIEP</u>	Transition: Secondary Transition Annual IEP Goal(s) {34 CFR § 300.321(b)(1)}			Yes: There is evidence of annual IEP goal(s) that will reasonably enable the student to meet the secondary transition goal(s).	Individual Level: Convene IEP Team to review and revise annual transition goal(s) that will reasonably enable the student to meet the secondary transition goal(s). District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of postsecondary goals and transition services.
Secondary Transition 54 Indicator 13 <u>EasyIEP</u>	Transition: Age-Appropriate Transition Assessment {34 CFR § 300.321(b)(1)}			Yes: There is evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment.	Individual Level: Convene IEP Team to review and revise measurable postsecondary goal(s) based on age-appropriate transition assessment. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of postsecondary goals and transition services.
Secondary Transition 55 Indicator 13 <u>EasyIEP</u>	Transition: Academic and Functional Achievement {34 CFR § 300.321(b)(2)}			Yes: There is evidence of transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.	Individual Level: Convene IEP Team to revise transition services to focus on improving academic and functional achievement needed to facilitate the student's movement from school to post-school. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of postsecondary goals and transition services.
Secondary Transition 56 Indicator 13 <u>EasyIEP</u>	Transition: Courses of Study {34 CFR § 300.321(b)(2)} {TN R&R 0520-01-09-.12(4)}			Yes: There is evidence that transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.	Individual Level: Convene IEP Team to revise transition services to include courses of study that focus on improving academic and functional achievement needed to facilitate the student's movement from school to post-school. District Level (< 90%): There must be training of special education personnel on procedures and requirements for IEP development of postsecondary goals and transition services.

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Review Focus Area and Item Number	Authority	Yes	No	Response Criteria	Recommendations
<p>IEP Process 57 IEP Procedures <u>EasyIEP</u></p>	<p>Documented Student Progress {34 CFR §300.320 (a)(3)(ii)} {TN R&R 0520-01-09-.12(3)}</p>			<p>Yes: Progress reports in the file document student progress toward each annual goal and objective and have been sent to parents at least as often as students without disabilities. No: If one or more goal areas do not have progress reports, this item is to be marked "No".</p>	<p>Individual Level: Provide documentation of the student's progress toward each annual goal and objective and that it has been sent to parents at least as often as students without disabilities. District Level (< 90%): There must be training of special education personnel on requirements for reporting of student progress.</p>