

# TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

## Special Education Monitoring Procedures

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The purpose of this document is to provide procedural information regarding the monitoring of Individualized Education Programs (IEPs) and related special education documentation for the Commission's authorized charter schools. These procedures cover the following:

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### **School Responsibilities**

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

**Special Education Coordinator.** Each authorized charter school shall have one (1) Special Education Coordinator ("Coordinator"), at minimum. The Coordinator will serve as the contact between the Commission and the school. The school's Special Education Coordinator may also be responsible for completing the relevant sections of the school's annual Sub-recipient Monitoring Self-Assessment. More information about the Sub-recipient Monitoring Self-Assessment can be found in the Commission's Sub-recipient Monitoring Guidebook.

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

- (1) Determine if the child received special education services from previous district.
  - (a) Ask the parent(s)/guardian(s).
  - (b) Check the registration form/records brought by the student/family.
  - (c) Contact the student's last known school/district.
- (2) Contact the school from which the student is transferring and the Special Education Lead Teacher at that school to inform them a child receiving services is enrolling in your school.
- (3) When the records arrive, the principal must follow the same procedures to review the cumulative record as a general education student. Additionally, the principal must notify the following individuals that a special education student has enrolled:
  - (a) Special Education Supervisor;
  - (b) Special Education Teacher; and
  - (c) Diagnostician (typically the Psychologist or Speech/Language Pathologist).

The school special education coordinator or case manager shall request a transfer of the student's documents in TN Pulse through the following step:

1. Email the LEA Exceptional Education Coordinator at to request the student's file be transferred in TN Pulse.
  - a. Use an encrypted email or send a password-protected document containing the student's name, date of birth, prior district, and state ID number.

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

**School Expectations for Auditing Files.** Each authorized charter school shall be responsible for internally auditing student IEPs and monitoring for compliance. Please see the [Special Education Monitoring Checklist](#) at the end of this document for an example form.

At the beginning of each school year, charter schools shall audit existing IEP files within the first month of school for all required documentation. Any new documents that are created for a student's IEP and supporting documents throughout the school year shall be maintained and monitored by the Case Manager.

- (1) Signed and finalized copy of IEP/addendum should be added to student's file the day of the IEP meeting, or as soon as all of the signatures are obtained.
- (2) Progress Reports should be added within two (2) weeks of end of quarter.

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- (3) Existing documents should be moved to the next applicable section of the IEP (i.e. Current IEP moved to Previous IEP section, and Previous IEP moved to the Old EE Document section)

**Maintenance of Documentation in TN Pulse.** Each authorized charter school is responsible for completing, uploading, and maintaining all documentation for students receiving special education services. Documentation should be translated, if necessary. Each school shall be required to keep current student records on file in TN Pulse. The following documents should be scanned and uploaded, with appropriate signatures where needed:

### **Current IEP.**

The following documentation shall be uploaded and available for review in TN Pulse from a student's current IEP:

- (1) Current IEP/Addendum

- (a) See [IEP Contents](#) at the end of this document for a description of the requirements for each section of the IEP.

- (2) Invitation Letter

- (a) Documentation that the most recent invitation was received by a student's parent(s)/guardian(s) at least ten (10) days prior to the meeting date. The ten (10) days, which must pass before the meeting may be convened, may be waived by the parent (with documentation) after the parent has received notice that the charter school wants to convene an IEP meeting. If a waiver is obtained, the meeting may be held prior to the expiration of the ten (10) days. If parent(s)/guardian(s) choose to waive the ten (10)-day notice, documentation of this waiver must be noted on the signed copy of the invitation letter.
- (b) The invitation letter must be signed by the student's parent(s)/guardian(s).
  - a. If a student will turn 14 within the timeframe of the IEP, the student must also be invited to the IEP meeting.

- (3) Prior Written Notice

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

- (4) Current IEP Signature Page

- (a) Following the agreement of an IEP, the IEP shall be signed by the following individuals:
  - (i) Parent(s)/Guardian(s);

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- (ii) Special Education Teacher;
  - (iii) Regular Education Teacher;
  - (iv) LEA Representative (Principal or Director of Student Services);
  - (v) Interpreter of Evaluation Results (Related Service Providers, School Psychologist, or Special Education Teacher);
  - (vi) Student (if 14 years or older during IEP year);
  - (vii) EL Teacher if the student is dually identified; and
  - (viii) Other service providers (if applicable).
- (5) Informed Parental Consent (located in IEP Signature section)
- (a) Informed consent means the following:
    - (i) The parent/guardian has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
    - (ii) The parent/guardian understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
    - (iii) The parent/guardian understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time.
- (6) Progress Reports
- (a) IEP Progress Reports are semesterly or quarterly documents that provide a detailed narrative with data-based descriptions and percentage of progress made toward mastery for each annual goal. Progress reports shall be generated by the school and tracked with progress monitoring data taken weekly or bi-weekly.
  - (b) IEP Progress Reports shall be created and sent home with students within two (2) weeks following the end of each reporting period. A copy of each IEP Progress Report should be put in the student's cumulative folders at the same time they are sent home.
- (7) Tennessee Alternate Assessment Eligibility Determination Worksheet (if applicable)
- (8) Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) (if applicable)
- (9) Documentation of IEP Review by other teachers not in attendance (IEP Signature section)
- (a) All IEPs shall be reviewed by the student's teachers, if the teachers were not in attendance at the IEP meeting. This means any person(s) who did not attend the IEP meeting but is going to implement the IEP shall sign the last page of the IEP after reviewing the IEP. On the TN Pulse documents, this is stated as "Documentation of IEP Review of Other Teachers Not in Attendance".

### **Current Evaluation(s) and Eligibility Report.**

The following documentation shall be uploaded and available for review in TN Pulse from a student's current evaluation and eligibility report. This may be the initial evaluation or the re-evaluation, depending on which one is the current document. This documentation is used to certify a disability,

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such as the Psychological Report, Speech/Language Report(s), or Reevaluation Summary (if applicable).

### (1) Invitation Letter

(a) Documentation that the most recent invitation was received by a student's parent(s)/guardian(s) at least ten (10) days prior to the meeting date. The ten (10) days, which must pass before the meeting may be convened, may be waived by the parent (with documentation) after the parent has received notice that the charter school wants to convene a meeting. If a waiver is obtained, the meeting may be held prior to the expiration of the ten (10) days. If parents choose to waive the ten (10)-day notice, documentation of this waiver must be noted on the signed copy of the invitation letter.

(b) The invitation letter must be signed by the student's parent(s)/guardian(s).

a. If a student will turn 14 within the timeframe of the IEP, the student must also be invited to the IEP meeting.

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

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

### (3) Eligibility Report (with signatures)

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

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

(a) Parent Input

(b) Observation by General Education Teacher

(c) Observation by Special Education Teacher (if applicable)

(d) Observation by Related Service Provider (if applicable)

(e) Reevaluation Summary Report (if applicable)

(f) Speech/Language Report, and/or Psychoeducational Report

(g) Parental Consent for Comprehensive Re-evaluation (if applicable)

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**Initial Documents.**

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

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

**Transition Documents.**

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

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

**Other Documents (if applicable).**

If necessary, the following documents should be uploaded to TN Pulse:

- (1) Medical Documentation (diagnoses should be supported by proper documentation)
- (2) Homebound Documentation (thirty (30)-day review of placement & medical documentation)
- (3) Tennessee Alternate Assessment Eligibility Determination Worksheet

**Expectations for Adding Documents throughout Year:**

- Documents will only need to be uploaded for each student one (1) time.
- Signed and finalized copy of IEP/addendum is added the day of the IEP meeting, or as soon as all of the signatures are obtained.
- Progress reports are added within two (2) weeks of end of reporting period.
- If a draft IEP is made prior to the student's IEP meeting, the charter school shall share a copy of the draft IEP with the student's parent or guardian no later than 48 hours prior to the IEP meeting.

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

**Documentation of Services.** The charter school shall maintain a log of services provided to students throughout the year. The log should include services provided, name of the service provider, and service minutes provided.

- A copy of the log will be requested and reviewed as part of the quarterly monitoring process to ensure services provided and service hours align with students' IEPs.

**End of Year Responsibilities.** Authorized schools must make sure all IEP files are in compliance, on file at the school, and scanned into TN Pulse before recessing for the year. Please reference the [Special Education Department Closing of School Directions](#) at the end of this document for an example monitoring form.

### LEA Responsibilities

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

Commission authorized charter schools retain the autonomy to develop and implement their own procedures to ensure compliance with these timelines. The Exceptional Education Coordinator monitors compliance with these timelines as follows:

Action	Timeline and Legal Authority	Monitoring Process
Schools must conduct an initial evaluation after receipt of parental consent.	60 calendar days of receiving parental consent (34 C.F.R. 300.301(c)(1)(i))	The Exceptional Education Coordinator (EEC) will record the number of student files

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Schools must hold the initial placement meeting for special education services.	30 calendar days from eligibility determination (34 C.F.R. 300.323(c)(1))	marked out of compliance with timeline requirements (red stop sign) in TN PULSE monthly and communicate these to each school during the monthly special populations check-ins.
Participate in Transition Planning Conference (TPC) upon invitation by TEIS no later than 90 days prior to child’s third birthday.	TPCSC schools do not currently serve children under three years of age. The resident district is responsible for participation in the TPC. The TPCSC does not have an attendance zone and therefore would not have authority to mandate participation in the TPC for a child who is not enrolled in an authorized charter school.	The SPC will calculate each school’s percent of compliance with IDEA timeline requirements based on the monthly data and provide this to the Director of Authorizing to include in schools’ Quarterly Review Letters.

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

**During Audit.**

- (1) Utilize the Current Year IEP section of the [Special Education Monitoring Checklist](#) contained within these procedures to ensure all required elements are included in the special education folder. Make note of what is missing or not instructionally appropriate.
- (2) Use the remaining applicable sections of the [Special Education Monitoring Checklist](#) to check the student’s file in TN Pulse to ensure all required documents have been uploaded.
- (3) If a section is missing content, is instructionally inappropriate, or is missing required signatures, document this using the [Missing or Inappropriate Special Education Documentation Memo](#).

**Post Audit.**

- (1) Send completed [Special Education Monitoring Checklist](#) to the special education director.
- (2) If [Missing or Inappropriate Special Education Documentation Memo](#) was utilized, attach and send with checklist.

**Follow Up.**

- (1) Two (2) weeks after communicating with the appropriate party utilizing the memo and checklist, check the student’s documents on TN Pulse to ensure proper corrections were made; or check to



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see that proper steps have been taken to reconvene the IEP team for another meeting to update the IEP, if necessary (check for invitation letter).

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

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

- (1) Desktop monitoring on TN Pulse will occur annually at minimum, but at a frequency determined by a school’s tier of risk as outlined in the Risk Assessment Procedures.

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

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

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### Forms and Appendices

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

- [IEP Contents](#)
- [Special Education Monitoring Checklist](#) – *required*
- [Missing or Inappropriate Special Education Documentation Memo](#) – *required, if applicable*
- [Special Education Department End-of-Year Closeout Directions](#) – *sample template*
- [IEP Acknowledgement Form](#) – *sample template*

### IEP Contents

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

#### **Section 1: Student Information**

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

#### **Section 2: Current Descriptive Information**

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

- (1.) **Overview of Current Performance.** Explicitly lists in which areas the student is strongest, including but not limited to academics. Describes “who” the student is.

*Example: “ \_\_\_ demonstrates a strength in reading fluency.”*

- (2.) **Parent/Guardian Concerns.** Prior to the meeting, parents/guardians should be asked about concerns regarding their student. These concerns should be noted in the draft form of the IEP and reconfirmed at the meeting, as well as addressing any additional concerns.

- (3.) **Adverse Impact Statement.** Specifically lists the student’s disability(ies) and how the disability limits the student’s involvement and progress in the general education curriculum. The statement must be aligned to the student’s present levels of academic achievement and functional performance. Additionally, it lists some of the accommodations and modifications needed to help the student access the general education curriculum.

*Example: “[Student]’s Specific Learning Disability in Reading Comprehension impacts her ability to understand and apply the content read in class, as well as on assignments and tests, throughout all of her general education classes. [Student] needs support to break down text, with frequent checks for understanding, to ensure she is following along with the class and/or material.”*

#### **Section 3: Consideration of Special Factors for IEP Development**

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

- (1) Limited English Proficiency\*
- (2) Blind/Visually Impaired
- (3) Deaf/Hard of Hearing
- (4) Communication Needs
- (5) Assistive Technology
- (6) Student Behavior that impedes learning\*\*

- (7) Student Behavior that may cause injury or harm\*\*
- (8) Post-secondary Transition (students younger than 13)

\* This would be marked “yes” if the student was a current English Language (EL student).

\*\* These may be marked “yes” if the student had behavior goals on his/her IEP, an FBA/BIP, and/or if the student has had a Manifestation Determination Review meeting.

**Section 4: Present Levels of Academic Achievement and Functional Performance (PLAAFPs)**

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child’s special education and related service needs. The PLAAFPs should include norm and/or criterion referenced data, raw data, and descriptive information of the student’s deficit area. IEPs should have at least 1 PLAAFP for each area of exceptionality.

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

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

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

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

<b>GROUP 1: Standardized Testing</b>	<b>GROUP 2: Case Carrier Generated Data and Observations</b>	<b>GROUP 3: Review of Records and Reports</b>
<input type="checkbox"/> District benchmarks	<input type="checkbox"/> Written informal assessment completed by case manager	<input type="checkbox"/> PowerSchool reports from other classrooms

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<input type="checkbox"/> SRI/Lexile score	<input type="checkbox"/> Work samples completed with case manager	<input type="checkbox"/> General Education or other teacher report
<input type="checkbox"/> Standardized testing <ul style="list-style-type: none"> <li>▪ Woodcock Johnson</li> <li>▪ Brigance</li> <li>▪ WIAT</li> <li>▪ Casey Life Assessment</li> <li>▪ Curriculum Based Measures</li> </ul>	<input type="checkbox"/> Classroom observation completed by case manager <input type="checkbox"/> Curriculum Based Measures (Read 180 and iReady data reports)	<input type="checkbox"/> Work samples completed in another other classroom

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

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

**Determining Exceptionality.** Within each assessment or indicator of academic performance, it is necessary to note if the child is exceptional in the given area for planning and goal setting purposes. The Tennessee Department of Education RTI<sup>2</sup> program defines “exceptional” within these areas as scoring in the 25<sup>th</sup> percentile or below in a specific academic area or one standard deviation above or below measured cognitive ability. The IEP Team will determine if prevocational and/or social-emotional behaviors and characteristics are developmentally appropriate and determine if goals are appropriate, but typically goals are created when an area of concern is noted on the prevocational checklist or if a student has an FBA/BIP.

*Example: “A 6<sup>th</sup> grade student scored in the 18<sup>th</sup> percentile on a grade-level passage on a nationally normed reading fluency benchmark.”*

**Section 5: Measurable Annual Goals**

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

A measurable annual goal must be written for the following areas, if applicable: Academics, Prevocational, Transitional, and Social-Emotional Behavior. Measurable annual goals provide a mechanism for determining whether the child is progressing in the general education curriculum and special education program. Progress on the measurable annual goals must be quantified on the Quarterly Progress Reports.

**Best Practices.**

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

**Writing Measurable Annual Goals.** Strong measurable annual goals have the following components:

- (1) Condition
- (2) Student Name
- (3) Clearly Defined Behavior
- (4) Performance Criteria
- (5) Measurement Criteria

Examples:

“Given (condition/materials/setting/accommodations), (student’s name) will (do what measurable/observable skill/behavior in functional terms), (to what extent/how well to determine mastery), (# of times/frequency/how consistency), by (how often) evaluated/determined by (measure).”

*Reading:* Given a reading passage at Joseph’s instructional level, Joseph will read 80 words in 1 minute with 95% accuracy on 3 consecutive probes using a weekly R-CBM (reading curriculum-based measure).

*Behavior:* During unstructured tasks, Jaqueline will remain within her desk work area, defined by tape and furniture, with no more than 1 prompt for 80% of the activities within the school week as measured by a biweekly teacher observation tool.

*Social Emotional:* Given small group activities, Isaac will participate as defined by sitting with his group and answering or asking 2 questions on topic for 80% of the opportunities given within a 2-week period as measured by a biweekly teacher observation rubric.

## Section 6: Program Participation

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

- (1) Modifications or accommodations can be selected for any area in which a student participates: core academic classroom, enrichment opportunities, extracurricular activities, lunch, recess, etc.
- (2) Accommodations and modifications can be incorporated into any combination of program and different accommodations and/or modifications can be put in place for different subjects.

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- (3) It is important to select appropriate accommodations and modifications based on the individual child’s needs and deficits as seen in the PLAAFPs.
- (4) Accommodations and modifications should only be listed for subject areas in which the disability is present.
- (5) Clarify between “not applicable” if the student does not take a specific course OR “no accommodations” if a student does not need accommodations for a specific course

**Section 7: State/District Mandated Tests and Accommodations**

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

- (1) TCAP/TNReady Achievement tests
- (2) End of Course Exams (EOC)
- (3) English Simplified Assessment (ELSA)
- (4) TCAP Writing Test
- (5) English Language Proficiency Assessment (ELPA)

**State/District Tests Accommodations.** Accommodations listed must be provided in general and special education classroom instruction, classroom testing, and for the specific assessment(s) listed in this section. The chart below outlines allowable accommodations for students with an IEP, 504, or active EL ILP Plan in grades 3-8 or students taking EOCs. It is a requirement that an accommodation is consistently used in class before it is allowed on any state assessments.

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

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

### Section 8: Special Education and Related Services

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

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

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

- (1) *When* the service will begin;



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- (2) *Who* is responsible for providing services;
- (3) *How often* it will be provided and for what amount of time; and
- (4) *Where* it will be provided.

### Section 9: Transition Services

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

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

### Section 10: LRE and General Education

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

### Section 11: Attend School of Choice.

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

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

### Section 12: Special Transportation.

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

### Section 13: Extended School Year (ESY).

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

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### Special Education Monitoring Checklist

Student:

Date:

Monitor Initials:

Primary/Secondary Disability:

IEP Due Date:

Re-evaluation Due Date:

1. Current Year IEP fulfilled	Check if
Invitation for Meeting <i>OR</i> Documentation of Waiver	
Prior Written Notice for Change in Educational Placement and/or the Provision of FAPE	
<b>IEP Contains:</b>	
• Overview of Student’s Current Performance (strengths)	
• Documentation of Parent Concerns	
• Adverse Impact Statement	
• Consideration of Special Factors	
• Present Levels of Academic Achievement and Functional Performance (PLAAFPs)	
• Measurable Annual Goals (for each area of exceptionality identified in present levels of performance)	
• Academic/Non-Academic Accommodations and/or Modifications in the Classroom	
• State and District Testing Accommodations and/or Modifications	
• Special Education Direct and/or Related Services (for each area of exceptionality identified in present levels of performance)	
• LRE Statement Including Extent the Student Will Not Participate in the Regular Classroom (aligns with direct and/or related services which should be listed)	
• Attend School of Choice	
• Special Transportation Needs Addressed in IEP	
• Extended School Year (ESY) Addressed in IEP	
IEP Signature Page	
Informed Parental Consent (IEP signature section)	
Current Year Progress Reports	1 2 3 4

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Alternate Assessment Eligibility Determination Worksheet, <i>if applicable</i>	
Functional Behavioral Assessment (FBA) and/or Behavioral Intervention Plan (BIP), <i>if applicable</i>	
Documentation of IEP review by other teachers not in attendance (IEP signature section)	

### 2. Current Evaluation(s) and Eligibility Report

Invitation to Meeting: Reevaluation	
Re-evaluation Summary Report (includes previous eligibility decisions and current classroom based, local, or state formative and summative assessments)	
Documentation of Parent Input	
Observation by General Education Teacher	
Observation by Special Education Teacher <i>(if applicable)</i>	
Observation by Related Service Provider <i>(if applicable)</i>	
Prior Written Notice for Re-evaluation	
Prior Written Notice for Comprehensive Re-evaluation/ Program Planning Results <i>(if applicable)</i>	
Signed Eligibility Report	
Prior Written Notice for Eligibility Determination and Placement	

### 3. Initial Evaluation and IEP\*

Prior Written Notice for Initial Referral or Parent Request for Evaluation	
Parental Consent for Initial Evaluation	
Documentation of Parent Input	
Observation by General Education Teacher	
Observation by Special Education Teacher <i>(if applicable)</i>	
Observation by Related Service Provider <i>(if applicable)</i>	
Evaluation Report (includes current classroom based, local, or state assessments)	
Signed Eligibility Report	
Invitation to Meeting: Eligibility/Placement	
Prior Written Notice for Eligibility and Initial IEP Meeting	
Consent for Initial Placement (IEP signature page from the initial IEP)	

\* This section to be completed if the initial evaluation is the most recent evaluation.

### 4. Transition Documents (ages 14 & older)

Student Invitation to Meeting	
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Invitation of Outside Agency <i>(if applicable)</i>	
Permission to Invite Outside Agency <i>(if applicable)</i>	
Focused Plan of High School Study	
Measurable Post-secondary Goals in the Areas of Employment, Education/Training, Independent Living, and Community Participation	
Post-Secondary Transition Annual IEP Goals	
Transition Services	
Age-Appropriate Transition Assessment	

**5. Other Documents *(if applicable)***

Medical Documentation	
Homebound Documentation	

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**Missing or Inappropriate Special Education Documentation Memo**

To: Network SPED Coordinator Name (email address)

From:

Date: Month Day, Year

Re: Special Education Monitoring – School Abbreviation

**Missing or Inappropriate Special Education Documentation**

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

**Next Steps**

- Complete the required corrections by the deadlines indicated. If you have questions, please contact the TN Public Charter School Commission.

**Student Name (State ID)**

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

<b>Required Corrections (State ID)</b>	
1.	Add a copy of the completed monitoring checklist (attached) to the student’s file.
Current IEP	
2.	No later than MM/DD/YYYY: Upload the following missing documentation to TN Pulse: <ul style="list-style-type: none"> <li>• List missing documentation</li> </ul>
3.	No later than <b>Student’s Next Scheduled IEP Meeting</b> : List any low- or medium-priority IEP corrections. High-priority IEP corrections should be assigned a specific deadline as appropriate.
Re-Evaluation	
5.	No later than MM/DD/YYYY: Upload the following missing documentation to TN Pulse: <ul style="list-style-type: none"> <li>• List missing documentation</li> </ul>
6.	No later than <b>Student’s Next Scheduled Re-evaluation Meeting</b> : List any low- priority re-evaluation corrections. These should be items which do not have an impact on the student’s eligibility or services. High-priority re-evaluation corrections should be assigned a specific deadline as appropriate.
Transition	
7.	No later than <b>deadline</b> : List required corrections or delete section.
Other Documents	

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8. No later than **deadline**: *List required corrections or delete section.*

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

**Special Education Department End-of-Year Closeout**

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

1. IEP Desktop Monitoring Checklist is completed.  
 Date Verified: \_\_\_\_\_ Initials: \_\_\_\_\_
  
2. All IEPs are current in TN Pulse (green check marks or yellow triangles).  
 Date Verified: \_\_\_\_\_ Initials: \_\_\_\_\_
  
3. IEP file folders are in order according to the charter school’s filing system.  
 Date Verified: \_\_\_\_\_ Initials: \_\_\_\_\_
  
4. Current student roster (printout) has been received by the school office.  
 Date verified: \_\_\_\_\_ Initials: \_\_\_\_\_
  
5. All IEP folders are turned into your building office manager and stored in a central location with copy of roster in bin.  
 Date verified: \_\_\_\_\_ Initials: \_\_\_\_\_
  
6. Return all materials to the SPED office.
  - Brigance
  - Woodcock Johnson Brief
  - Any additional materials

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

Teacher Name: \_\_\_\_\_

Personal Phone Number: \_\_\_\_\_

Personal E-mail Address: \_\_\_\_\_

Building: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

**Individualized Education Plan (IEP) Acknowledgement Form**

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

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

**By signing this form, I attest that I:**

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

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

<b>Student Name</b>	<b>IEP Review and Acknowledgement Date</b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>Student Name</b>	<b>IEP Review and Acknowledgement Date</b>
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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

School Special Education Contact at phone # or email address.

\_\_\_\_\_

*Printed Name, Role*

\_\_\_\_\_

*Signature*

\_\_\_\_\_

*Date*