

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Special Populations On-Site Monitoring Procedures

1019

The purpose of this document is to provide procedural information regarding the LEA's responsibilities for on-site monitoring to ensure compliance in the following areas: IEP monitoring, 504 monitoring, EL monitoring, ILP-D monitoring, gifted monitoring, and child find monitoring. On-site monitoring will occur annually, at minimum. Additional monitoring may occur as needed. These procedures cover:

- [IEP Monitoring](#)
- [504 Monitoring](#)
- [ILP Monitoring](#)
- [ILP-D Monitoring](#)
- [Gifted IEP Monitoring](#)
- [Child Find Monitoring](#)
- [Forms and Appendices](#)

IEP Monitoring

Each authorized charter school is responsible for completing, uploading, and maintaining all documentation for students receiving special education services. Documentation should be translated into the appropriate language, as necessary. Special education records, including any evaluation data, shall be kept in a separate special education folder as part of the student's cumulative folder, or in any other location determined to be appropriate by the District or school.

During an on-site monitoring visit, the LEA shall follow the procedures outlined in the Special Education Monitoring Procedures to monitor compliance of at least two (2) randomly selected student special education files. The Commission shall utilize the [Special Education Monitoring Checklist](#) contained within these procedures to ensure all documents and signatures are accounted for. If proper documentation is not accounted for in a student's cumulative file, the Commission shall notify the appropriate parties utilizing the [Missing or Inappropriate Special Education Documentation Memo](#).

504 Monitoring

Each authorized charter school assumes responsibility for the development and implementation of 504 plans for students identified as eligible for disability accommodations. 504 plans must document how schools are identifying and addressing the needs of qualified students with disabilities. The 504 plans must also communicate to school personnel the information needed for successful implementation. Student 504 records shall be kept in a separate folder as part of the student's cumulative folder, or in any other location determined to be appropriate by the District or school.

During an on-site monitoring visit, the LEA shall follow the procedures outlined in the [504 Plan Monitoring Procedures](#) to monitor compliance of at least two (2) randomly selected student 504 files. The Commission shall utilize the [504 Desktop Monitoring Checklist](#) contained within these procedures to ensure all documents and signatures are accounted for. If proper documentation is not accounted for in a student's cumulative file, the Commission shall notify the appropriate parties utilizing the [Missing 504 Documentation Memo](#).

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Individualized Learning Plan (ILP) Monitoring

Each authorized charter school assumes responsibility for maintaining records for English Learners (EL). EL records, including any evaluation data, shall be kept in a separate EL folder as part of the student's cumulative folder, or in any other location determined to be appropriate by the District or school. Documentation shall be translated into the appropriate language, as necessary.

During an on-site monitoring visit, the LEA shall follow the procedures outlined in the [English Learner \(EL\) Monitoring Procedures](#) to monitor compliance of at least two (2) randomly selected student EL files. The Commission shall utilize the [ILP Monitoring Checklist](#) contained within these operating procedures to ensure all documents and signatures are accounted for. If proper documentation is not accounted for in a student's cumulative file, the Commission shall notify the appropriate parties utilizing the [Missing ILP Documentation Memo](#).

ILP-D Monitoring

Each authorized charter school assumes responsibility for the development and implementation of individualized learning plans for students with Characteristics of Dyslexia (ILP-Ds). ILP-D plans must document how schools are identifying and addressing the needs of students who meet identification criteria as outlined in the [LEA Dyslexia Reporting Procedures](#). The ILP-D plans must also communicate to school personnel the information needed for successful implementation.

During an on-site monitoring visit, the LEA shall follow the procedures outlined in the [LEA Dyslexia Reporting Procedures](#) to monitor compliance of at least one (1) randomly selected student ILP-D files. The Commission shall utilize the ILP-D Monitoring Checklist contained within these procedures to ensure all documents and signatures are accounted for. If proper documentation is not accounted for in a student's cumulative file, the Commission shall notify the appropriate parties utilizing the Missing ILP-D Documentation Memo.

Gifted IEP Monitoring

Each authorized charter school is required to develop and implement a written plan for serving gifted students. The components of this plan incorporate the requirements of the Title VI Resolution Agreement between the U.S. Department of Education Office for Civil Rights and the Tennessee Department of Education.

During an on-site monitoring visit, the LEA shall follow the procedures outlined in the [Procedures for Providing Services to Gifted Students](#) to monitor compliance of at least two (2) randomly selected student files. The 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 accounted for in a student's file, the Commission shall notify the appropriate parties utilizing the [Missing or Inappropriate Special Education Documentation Memo](#).

Child Find Monitoring

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Under the Individuals with Disabilities Education Act Child Find requirements, all school districts must identify, locate, and evaluate all children with disabilities from birth through age twenty-one (21), regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

As outlined in the Commission’s [Child Find Procedures](#), each authorized charter school is required to publicize and disseminate information describing its child find program, including a description of the school’s special education program, supports, and services, as well as the school contact person and his/her functions, including the manner by which he/she might be contacted for further information or referral.

Additionally, the Commission shall look for evidence of publicized child find information in a clearly visible, high traffic area of the charter school.

If proper documentation is not accounted for, the Commission shall notify the appropriate parties utilizing the [Missing Child Find Information Memo](#).

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Forms and Appendices

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

- [Special Education Desktop Monitoring Checklist](#) – *required*
- [Missing or Inappropriate Special Education Documentation Memo](#) – *required, if applicable*
- [504 Desktop Monitoring Checklist](#) – *required*
- [Missing 504 Documentation Memo](#) – *required, if applicable*
- [ILP Monitoring Checklist](#) – *required*
- [Missing ILP Documentation Memo](#) – *required, if applicable*
- [ILP-D Desktop Monitoring Checklist](#) - *required*
- [Missing ILP-D Documentation Memo](#) - *required, if applicable*
- [Missing Child Find Information Memo](#) – *required, if applicable*

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Special Education Monitoring Checklist

Student:
Primary/Secondary Disability:

Date:
IEP Due Date:

Monitor Initials:
Re-evaluation Due Date:

1. Current Year IEP	Check if fulfilled
Invitation for Meeting <i>OR</i> Documentation of Waiver	
Prior Written Notice for Change in Educational Placement and/or the Provision of FAPE	
IEP Contains:	
• 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)	
• 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
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	

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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	
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:

From:

Date:

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

- Please add these documents to the student's cumulative file by (date) .
If you have questions, please contact the Tennessee Public Charter School Commission.

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

504 Monitoring Checklist

Student: _____

Date: _____

Monitor Initials: _____

504 Plan	Check if fulfilled
Invitation to 504 Meeting (dated within the past calendar year)	
Notice & Consent for Initial 504 Evaluation	
Initial Eligibility Report	
Notice & Consent for 504 Re-evaluation (every three (3) years)	
Re-evaluation Eligibility Report (every three (3) years)	
Notice of Procedural Safeguards	
Service Plan (<i>if eligible</i>)	
Parental Consent for Services (<i>if student has Service Plan</i>)	

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Missing 504 Documentation Memo

To:

From:

Date:

Re: 504 Monitoring – School Abbreviation

Missing or Inappropriate 504 Documentation

This memo is to notify (School Name) of missing or inappropriate 504 documentation in TN Pulse. In accordance with the Commission's [504 Monitoring Procedures](#), Charter 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 Tennessee Public Charter School Commission.

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Individualized Learning Plan (ILP) Monitoring Checklist Active and Waived English Learners

Student:	ELB:	Date:	Monitor Initials:
Required ILP Components			Check if fulfilled
Demographic Information, including years of ESL service, Long Term English Learner status, and additional services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Initial English Language Proficiency Level (screener)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Current English Language Proficiency Level (most recent ELPA)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Growth Trajectory			<input type="checkbox"/> Yes <input type="checkbox"/> No
State/Local Assessment Info			<input type="checkbox"/> Yes <input type="checkbox"/> N/A
Goals			<input type="checkbox"/> Yes <input type="checkbox"/> No
Instructional Scaffolds (Indirect ESL Services)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Assessment Accommodations			<input type="checkbox"/> Yes <input type="checkbox"/> No
Direct ESL Services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Readiness Data (grades 4-12)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Team Member Signatures (including parent/guardian)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Notification of EL Services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Quarterly Progress Monitoring with input from general education teacher <u>and</u> EL teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No

**Individualized Learning Plan (ILP) Monitoring Checklist
Transitional Students**

Student:	ELB:	Date:	Monitor Initials:
Required ILP Components			Check if fulfilled
Demographic Information, including years of ESL service, Long Term English Learner status, and additional services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Initial English Language Proficiency Level (screener)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Current English Language Proficiency Level (most recent ELPA)			<input type="checkbox"/> Yes <input type="checkbox"/> No
State/Local Assessment Info			<input type="checkbox"/> Yes <input type="checkbox"/> N/A
Academic Goals			<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Readiness data (grades 4-12)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Instructional Scaffolds			<input type="checkbox"/> Yes <input type="checkbox"/> No
Team Member Signatures (including parent/guardian)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Notification of Program Exit			<input type="checkbox"/> Yes <input type="checkbox"/> No
Quarterly Progress Monitoring with input from general education teacher <u>and</u> EL teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No

Missing ILP Documentation Memo

To: Network EL Coordinator Name (Email)
From: TPCSC EL Coordinator
Date: Month Day, Year
Re: Individualized Learning Plan (ILP) Monitoring – School Abbreviation

Missing or Inappropriate ILP Documentation

This memo is to notify School Name of missing or inappropriate ILP documentation in TN Pulse. In accordance with the Commission’s [ILP Monitoring Procedures](#), Charter Commission staff completed desktop monitoring of two (2) 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 EL Coordinator at the TN Public Charter School Commission.

Student Name (State ID)

- *List specific findings and required corrections. If none, state “No findings” and delete the required corrections table below.*

Required Corrections (State ID)	
1.	No later than deadline: <i>List required corrections. Add additional rows for each correction.</i>

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

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Individual Learning Plan – Dyslexia Desktop Monitoring Checklist

Student	Date	Monitor Initials		
Individualized Learning Plan - Dyslexia		Check if fulfilled		
The ILP-D has been reviewed and revised within the past calendar year.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Universal Reading Screener data (grades 4-8) or Risk Area (grades 9-12)				
<ul style="list-style-type: none"> • Composite Score (percentile) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<ul style="list-style-type: none"> • Identified Deficits 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • Early Warning System Risk Indicator(s) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Intervention information				
<ul style="list-style-type: none"> • Primary Skills Targeted 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • Selected Intervention(s) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • Progress Monitoring Frequency (<i>must be minimum of biweekly</i>) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Classroom Access: Supports and Accommodations				
<ul style="list-style-type: none"> • Assistive Technology 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<ul style="list-style-type: none"> • Access Considerations and Scaffolds 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Signatures		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Exit criteria		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Parent Notification		Check if fulfilled		
Parental Notification and Consent for ILP-D implementation		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Progress monitoring data				
<ul style="list-style-type: none"> • Quarter 1 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

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• Quarter 2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
• Quarter 3	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
• Quarter 4	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Coordination of Services	Check if fulfilled		
If student is an English Learner, the school provided service schedules demonstrating that the student receives all required EL services and dyslexia interventions according to their ILP and ILP-D.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
If student is eligible for special education, the school provided service schedules demonstrating that the student receives all required special education and related services and dyslexia interventions according to their ILP and IEP.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

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Missing ILP-D Documentation Memo

To:

From:

Date:

Re: ILP-D Monitoring – School Abbreviation

Missing or Inappropriate ILP-D Documentation

This memo is to notify (School Name) of missing or inappropriate ILP-D documentation in TN Pulse. In accordance with the Commission’s [LEA Dyslexia Reporting Procedures](#), Charter 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 Tennessee Public Charter School Commission.

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Missing Child Find Information Memo

To:

From:

Date:

Re: Child Find Monitoring – Missing Documentation

Missing Child Find Documentation

This memo is to make notice of missing child find information. The Commission completed on-site monitoring on (date) and found that public child find information is missing. Information on child find must be publicly displayed in a clearly visible, high traffic area of the charter school.

Please display this information by (date) .

If you have questions, please contact the Tennessee Public Charter School Commission.