



REEVALUATION AND IEP MONITORING PROCEDURE (INS-P049)

Clarksville-Montgomery County School System

1.0 SCOPE:

- 1.1 This procedure outlines the procedure for monitoring and correcting IDEA compliance regarding initial evaluations, reevaluations, and IEP meetings adhering to federally mandated timelines and procedural requirements. (34 CRF 300.303 (a) and 34 CFR 300.324)

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 **Director of Special Populations**

3.0 APPROVAL AUTHORITY:

- 3.1 **Chief Academic Officer**

4.0 DEFINITIONS:

- 4.1 Compliance Symbol – “Every student in EasyIEP™ has a compliance symbol associated with their name. The compliance symbol can be found in two places: the ‘Select a Student’ page and the ‘Eligibility’ tab for that student. Both are found next to the student’s name. When viewing your caseload, the compliance symbols are a quick way for you to see which students are in or out of compliance, as well as students who have approaching deadlines.” [Quoted from Public Consulting Group, Inc. - EasyIEP™ End User Manual]. A green checkmark indicates compliance. A yellow triangle indicates an upcoming due date. A red stop sign indicates non-compliance.
- 4.2 IAIEP – “An instructionally appropriate individual education program (IAIEP) is an individualized plan for a student with an educational disability, which is developed, reviewed, and revised annually by the individual education program (IEP) team. Federal and state laws and regulations specify the information that must be documented in each student’s IEP. Generally, the IEP identifies the student’s individual needs based on his/her specific area(s) of exceptionality (deficit) and how the school will strategically address those needs. It also identifies how providers will provide specially-designed instruction, support students in the general education curriculum, and provide access to the same grade-level learning standards as the student’s nondisabled peers, all within the student’s least restrictive environment.” [Quoted from TNDOE IAIEP Self-Assessment Tool]
- 4.3 Reevaluation (34 CFR 300.303)
- (a) General. A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with 300.304 through 300.311
- (1) If the public agency determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- (2) If the child’s parent or teacher requests a reevaluation
- i. May occur not more than once a year unless the parent and the public agency agree otherwise; and



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- ii. Must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.
- 4.4 IDEA Compliance Monitoring – the Individuals with Disabilities Education Act [IDEA] requires the local education agency [LEA] to monitor the compliance of federally mandated timelines and IEP meeting procedural requirements. CMCSS adheres to all components included in 34 CRF 300.324, Development, review, and revision of IEP. This procedure is intended to facilitate compliance as well as continual improvement. The component so the IEP

5.0 PROCEDURE:

5.1 Professional Development

Annual professional development will be required for special education teachers, school administrators, and any other personnel involved in facilitating initial evaluations, reevaluations, and IEP meetings:

5.1.1 Annual training will be provided by the Special Populations Department for all special education lead teachers before the end of the second week of school. This annual professional development will review mandated timelines, processes for evaluations, reevaluations, and IEP meetings. The information delivered during the training is included in CMCSS Special Education Manual. The training information and materials are then redelivered by Special education lead teachers to appropriate school personnel.

5.1.2 Annual self-paced professional development online module completion will be required for all CMCSS special education teachers, certifying/assessment specialists, and school administrators by the first Tuesday in September [first workday after Labor Day]. All individuals required to complete the online module will be mass enrolled by August 1st each year. [Beginning August 2023]

5.1.2.1 Special Populations coordinators will verify the annual completion of the online training.

- i. Coordinators will contact individuals who did not complete the online training by the due date to reiterate the expectation and offer support and guidance as needed.
- ii. Coordinators will seek the support of the school principal, as necessary, to ensure the completion of the annual training.

5.2 Compliance Monitoring Roles

IEP compliance monitoring is a team process involving special education teachers, special education lead teachers, school administrators, certifying/assessment specialists, the CMCSS Special Populations Department (special populations administrative assistants, the special population' data specialist, records specialist, consulting teachers, special populations coordinators, and Director of Special Populations). To ensure IDEA compliance, all individuals involved in the initial evaluations, reevaluations, and IEP meeting process must work together to implement the procedure with fidelity. IDEA compliance supports students' academic, behavioral, and emotional growth.



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5.2.1 Special Education Lead Teachers perform the following monitoring duties:

- 5.2.1.1 Read and reference CMCSS Special Populations Manual
 - 5.2.1.2 Re-deliver annual IDEA compliance training to their special education team of teachers.
 - 5.2.1.3 Redelivering information from special education lead teacher meetings back to school teams, modeling compliance practice best practices, and providing informal day-to-day support.
 - 5.2.1.4 Check EasyIEP™ monthly to ensure awareness of the status of IEP compliance regarding reevaluation and IEP due dates in the building.
 - i. Follow up with case managers as needed.
 - ii. Seek support from the school principal or the special populations consulting teacher as needed to assist in ensuring that corrective steps are taken.
 - 5.2.1.5 Collaborate monthly with the certifying/assessment specialist to track timely preparation and delivery of items needed by the certifying/assessment specialist for initial evaluations and reevaluations.
 - i. Follow up with case managers as needed.
 - ii. Seek support from the school principal or the special populations consulting teacher as needed to assist in ensuring that corrective steps are taken.
 - 5.2.1.6 Once each quarter, work with the special populations consulting teacher to perform a random IDEA compliance check on a minimum of three (3) students' IEP files using EasyIEP™. Ensure that the three (3) files are from different case managers. Items to check include current eligibility, current IEP, prior written notice, current behavior plan review [if applicable], upload of signature pages [with appropriate signatures] for all relevant forms, adherence to the progress monitoring specified in the IEP, documentation of progress monitoring being shared with the parent at the mid-point of each grading period and at the end of each grading period, adherence to 48-hour rule for sharing the draft IEP, adherence to 10-day notice or documentation of waiver for 10-day notice, appropriate contacts documented, and evidence of adherence to timelines regarding evaluation [if applicable].
 - i. Share the findings, protecting confidentiality for students and case managers in a department meeting.
 - ii. Use the findings to guide support for continued improvement.
 - 5.2.1.7 Seek clarification, guidance, and support as needed.
- 5.2.2 Special Education Teachers perform the following monitoring duties:
- 5.2.2.1 Use EasyIEP™ to track and self-monitor required IDEA procedural requirements, including but not limited to

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- i. Initial Evaluation Timelines referenced in the CMCSS Special Education Manual and Special Education Framework.
- ii. Reevaluation Timelines referenced in the CMCSS Special Education Manual and Special Education Framework.
- iii. Appropriate timeline IEP development, review, and revision can be found in the CMCSS Special Education Manual and Special Education Framework

- 5.2.2.2 Check EasyIEP™ monthly to ensure awareness of the status of IEP compliance regarding reevaluation and IEP due dates of assigned caseload.
- 5.2.2.3 Utilize the list of upcoming reevaluations provided by the certifying/assessment specialist to plan and self-monitor the completion and delivery of items needed by the certifying/assessment specialist for the reevaluation process.
- 5.2.2.4 Read and reference CMCSS Special Populations Manual and Special Education Framework.
- 5.2.2.5 Seek clarification, guidance, and support as needed.
- 5.2.3 School Administrators perform the following monitoring duties:
 - 5.2.3.1 Read and reference CMCSS Special Populations Manual and Special Education Framework
 - 5.2.3.2 Provide release time for the special education lead teacher to attend lead teacher professional development and/or meetings.
 - 5.2.3.3 Provide structures that ensure time for the special education lead teacher to meet with the special education department.
 - 5.2.3.4 Check EasyIEP™ monthly to ensure awareness of the status of IEP compliance regarding reevaluation and IEP due dates in the building.
 - i. Follow up with case managers who have “Red Stop Sign” compliance symbols in EasyIEP™ to reiterate expectations.
 - ii. Work with the special populations consulting teacher to ensure that any necessary support is provided.
 - iii. If a pattern of non-compliance is noted, after appropriate support has been provided, work with the special population coordinator to develop a plan for improvement.
 - 5.2.3.5 Share any concerns, regarding IDEA compliance, with your special populations consulting teacher and/or special populations coordinator.
 - 5.2.3.6 Seek clarification, guidance, and support as needed.
- 5.2.4 Certifying/Assessment Specialists perform the following monitoring duties:
 - 5.2.4.1 Read and reference CMCSS Special Populations Manual
 - 5.2.4.2 Prior to the end of the second week of school, provide all case managers with a list of upcoming reevaluations indicating the items that you will need them to complete and deliver to you including the due date.
 - 5.2.4.3 Check EasyIEP™ monthly to ensure awareness of the status of IEP compliance regarding reevaluation and IEP due dates in the building(s) where you work.
 - 5.2.4.4 Collaborate monthly with the special education lead teachers to track timely preparation and delivery of items that you needed for initial evaluations and

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- 5.2.4.5 Share any concerns, regarding IDEA compliance, with the school principal, the special populations consulting teacher, and/or special populations coordinator.
- 5.2.4.6 Seek clarification, guidance, and support as needed.
- 5.2.5 Special Populations Administrative Assistants perform the following monitoring duties:
 - 5.2.5.1 Develop a schedule for a routine review, at least monthly, of the compliance report from EasyIEP™ for each school.
 - i. Develop a system for tracking the findings of the routine reviews.
 - ii. If a pattern of non-compliance is found, send an email, regarding the “Red Stop Sign” compliance symbols noted to the school principal, school special education lead teacher, the special populations consulting teacher, and the special population coordinator.
- 5.2.6 Special Populations Data Specialists perform the following monitoring duties:
 - 5.2.6.1 Conduct a quarterly random monitoring fidelity check in each school. The checks can be on a revolving schedule and do not have to occur at the end of the grading period.
 - i. Develop a tracking system.
 - ii. If a pattern of non-compliance is found, send an email, regarding the non-compliance to the school principal, the special populations consulting teacher, and the special population coordinator.
- 5.2.7 Special Populations Consulting Teachers perform the following monitoring duties:
 - 5.2.7.1 Use coaching conversations, modeling, guided practice, and reference/resource information to support teachers in their work.
 - 5.2.7.2 Monthly conduct a fidelity check on each case manager within assigned schools using the IEP compliance checklist. Items to confirm include current eligibility, current IEP, prior written notice, current behavior plan review [if applicable], upload of signature pages [with appropriate signatures] for all relevant forms, adherence to the progress monitoring specified in the IEP, documentation of progress monitoring being shared with the parent at the midpoint of each grading period and at the end of each grading period, adherence to 48-hour rule for sharing the draft IEP, adherence to 10-day notice or documentation of waiver for 10-day notice, appropriate contacts documented, and evidence of adherence to timelines regarding evaluation [if applicable].
 - i. Provide actionable feedback that the special education lead teacher can use to guide his/her team.
 - ii. Use the findings to guide support for continued improvement.
 - iii. Share the findings with the special population coordinators to guide the improvement of professional development.
 - 5.2.7.3 Seek clarification, guidance, and support as needed.
- 5.2.8 Special Populations Coordinators perform the following monitoring duties:
 - 5.2.8.1 Oversee the IEP Compliance Monitoring Procedure
 - i. Develop/revise annual in-person and online modules for professional



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- development regarding the IDEA Compliance Monitoring Procedure.
- ii. Ensure the completion of the annual professional development by all appropriate personnel.
 - iii. Provide ongoing professional development to special education lead teachers and building administrators based on formal and informal data.
 - iv. Check for understanding and provide clarification and support as needed.
- 5.2.8.2 Develop/revise checklist for CMCSS IDEA Compliance Monitoring EasyIEP™ file review.
- 5.2.8.3 Work with school principals to facilitate appropriate support and/or plans for improvement.
- 5.2.8.4 Review this procedure annually, seeking input, and checking for changes in federal, state, or LEA guidelines. Make necessary revisions.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Special Education In-State Transfers Procedure ([SPE-P001](#))
- 6.2 Special Education Out of State Transfer Procedure ([SPE-P002](#))
- 6.3 [§ 300.303 Reevaluations.](#)
- 6.4 [34 CFR § 300.324 Development, review, and revision of IEP](#)
- 6.5 Parent Request for Evaluation ([SPE-P005](#))
- 6.6 CMCSS Special Education Manual linked [here](#)
- 6.7 Special Education Framework linked [here](#)
- 6.8 IAIEP Self-Assessment Rubric linked [here](#)
- 6.9 High-Quality IAIEP Development Rubric [here](#)

7.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
7/15/2022		Initial Release

***** End of Procedure*****