Early Childhood Education Division
Guidebook 2021-22

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Achievement School District, Special Education Specialist
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in partnership with Early Childhood Education Division
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Preface
Why are ECE Programs so important?

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Early Childhood Education (ECE) programs promote a high-quality academic environment, fostering the love and joy of learning and promoting success in Kindergarten and throughout life. Children who participate in high-quality early childhood education develop better language skills, score higher in school-readiness tests and have better social skills and fewer behavioral problems once they enter school. Children with high-quality early learning experiences are 40% less likely to need special education or be held back a grade. A child who enters school reading below grade level has only a one in eight chance of catching up. Children from low-income families who participate in high-quality early childhood education programs show the most benefits - they repeat fewer grades and learn at higher levels.

**What do children do in Early Childhood Education Programs?**

The goal of every Tennessee Preschool and Pre-K classroom is to instill a love of learning in all children ages 3-5 years old while helping them to develop critical academic and social skills.

Achievement School District Early Childhood Education Programs are designed to offer a wide range of learning experiences that cover all sorts of interests and abilities. Teachers must be trained to work with children in various settings, offering individual attention, along with individualized, small, and large group activities and instruction.

Most classrooms are set up with several learning areas or “centers.” Each center includes age-appropriate books, learning materials, and equipment. These learning centers offer activities that help build important skills, including:

- Language and reading
- Math
- Science
- Social studies
- Creativity and imagination
- Physical development and health
- Social or emotional skills

**Purpose**

The purpose of this manual is to provide additional clarification for the Achievement School District Early Childhood Education Programs portfolio operators, to encourage best practices in serving children. The Early Childhood Education Division’s mission is to intentionally build a collaborative learning community between families, schools, and partnering stakeholders. We aim to effectively support all schools in developing nurturing environments that promote developmental milestones for all children of all abilities from ages 3 through 5 based on the continuum of early intervention family services in grades Preschool (P3) - Kindergarten.

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Achievement School District - Operator Sites

The Achievement School District operates direct-run sites and charter-operated sites. Some Charter Operators utilize a third-party vendor to administer their ECE programs on a contractual basis. ASD early childhood education sites must comply with all applicable state and federal laws, rules, regulations, and requirements stated herein, whether operating program directly or through a third party.

*Use this link to access https://www.tn.gov/education/early-learning/voluntary-pre-k.html

First Eight Memphis PreK Program Overview

Promoting school readiness for children ages 0 to 5 years.
Starting school can be stressful for young children. They must have the tools to manage the transition to kindergarten. And pre-K provides their most important introduction to the classroom. Being kindergarten ready means being able to adapt and achieve in school. In pre-K, children develop social, emotional, physical and behavioral skills — skills that help them become students. They gain vital experience talking, listening and interacting with others. But above all, pre-K engages children’s creativity and curiosity in the classroom. And an early love of learning puts them on the path for school success.

https://first8memphis.org/early-childhood-system/pre-k/

Early Childhood Special Education  For Ages 3 through 5

Early Childhood Special Education addresses individual needs within the context of developmentally appropriate early learning experiences, including early literacy, math, play, and social areas. Preschool special education is a state and federally mandated program for children ages three through five who are experiencing challenges in their learning and development and meet eligibility criteria for special education and related services. Every school district provides special education services to young children. Over 13,000 children in Tennessee receive individualized special education services each year as a part of IDEA 619 preschool or services offered.

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**ASD Grant and Reimbursement Funding Sources SY 21-22**

1) Voluntary Pre-K (VPK)
2) First 8 Memphis (F8M)
3) 619 IDEA Preschool and PreK (all elementary operators)
4) Title I (funding assistance for all Title I operators)
5) Private Funding

**Achievement School District Early Childhood Education (ECE) Program Sites**

**Corning Achievement Elementary School** 1602 Dellwood Ave, Memphis TN 38127
(Frist Eight Memphis Funded)

**Frayser Achievement Elementary School** 1602 Dellwood Ave, Memphis TN 38127
(Frist Eight Memphis Funded)

**Whitney Achievement Elementary School** 1219 Whitney Avenue, Memphis, TN 38127
(VPK/619 IDEA Services and Frist Eight Memphis Funded)

**Georgian Hills Achievement Elementary School** 3930 Lewir St. Memphis TN 38127
(Frist Eight Memphis Funded and 619 IDEA Services/Preschool)

**Cornerstone Prep Denver** 1940 Frayser Blvd. Memphis, TN 38127
(Frist Eight Memphis Funded)

**Cornerstone Prep Lester** 32 Carpenter St. Memphis, TN 38112
(VPK Funded)

**Libertas School of Memphis** 3777 Edenburg Dr. Memphis, TN 38127
(Private and Frist Eight Memphis)

**Journey** 680 Hanley St. Memphis, TN 38114 38127
(Frist Eight Memphis Funded and 619 IDEA Services/Preschool)

**Memphis Academy Shannon** 248 Shannon Ave. Memphis, TN 38108
(619 IDEA Services)

**Promise Academy at Springhill** 3796 Frayser-Raleigh Rd. Memphis, TN 38128
(Frist Eight Memphis & VPK Funded and 619 IDEA Services/Preschool)

**Charter Operators that contract with Porter-Leath**

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All Early Childhood Education programs must adhere to the Tennessee State Board of Education School Administered Child Care Rules

This is a section-by-section summary of the State Board of Education School Administered Child Care Rules, Chapter 0520-12-01. Childcare centers inspected by the Department of Education must meet the requirements defined by the rules in Chapter 0520-12-01 to receive a Certificate of Approval. Chapter 0520-12-01 was revised to parallel Chapter 1240-4-03 except for sections of the rules specifically addressed in Title 49 of state law: school bus transportation criminal history background reports/ fingerprinting process, and restraint of children with special needs. Chapter 0520-12-01 was revised in accordance with T.C.A. §§ 49-6-2101-2107, (Transportation), T.C.A. § 49-5-413 (Criminal History Background Reports), and T.C.A. §§ 49-10-1301-1305 (Restraint of Children). The unabridged School Administered Child Care rules are available on the Tennessee Secretary of State website, www.tn.gov/sos, or by writing the Office of School-based Support Services, Tennessee Department of Education, 9th floor Andrew Johnson Tower, 710 James Robertson Pkwy, Nashville, Tennessee 37243-0375.

A new section was added to adequately address the adolescents participating in the Lottery Afterschool Education Programs (LEAPS), T.C.A. § 49-6-707.

*All ASD ECE Programs are recognized as State Board of Education School Administered Child Care. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/meetingfiles2/4-21-17_III_B_Standards_for_School_Administered_Child_Care_Programs_Rule_Attachment_Clean_Copy.pdf

Family/Child Eligibility for Achievement School District ECE Programs SY 21-22

Operators shall enroll children residing in the geographic area served by the LEA who are 3 or 4 years of age on or before August 15 for the current school year and who are at risk. For purposes of this program, at-risk shall be defined as follows: a) Children who qualify as economically disadvantaged per the Income Eligibility application and income guidelines set by the U.S. Department of Health and Human Services, regardless of the student’s Individualized Education Program (IEP) status; or b) Are dependent children, as defined by T.C.A. § 49-6-101(f)(1)(A) whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action.

Subject to availability of space and resources after exhausting all efforts to enroll at-risk children (as defined by A.1. Student Eligibility), the Operator may enroll additional students who do not meet the income eligibility requirements but are residing in the geographic area served by the LEA in accordance with the following priorities and in accordance with guidelines set by Achievement School District: a) Children who are 3 or 4 years of age on or before August 15 for the current school year with disabilities, students identified as English Learners (EL), in state custody, or who are screened and identified as educationally at-risk, determined pursuant to 20 U.S.C. § 1400 et seq.; b) Children who are...
3 years of age on or before August 15 for the current school year who have been in the Tennessee Early Intervention Program (TEIS) or Even Start program; c) Children who are 3 or 4 years of age on or before August 15 for the current school year and meet the requirements set forth by the Community Pre-K Advisory Council (C-PAC) by the process established by the C-PAC. These students are considered unserved or underserved and may be enrolled by the process established by the C-PAC.

**ASD Early Childhood Program Regulations**
- Students must be three or four years old on or before August 15.
- Families in financial need will receive first consideration- see income guidelines (Appendix)
- Parents must provide a current physical and immunization record.
- Priority will be given to students considered "at-risk," as defined by the state's guidelines.
- Parents of children admitted into the ECE program are required to participate in a mandatory parent orientation

**Requirements for Enrolling in the ASD Early Childhood Program:**
- Submission of full application (including developmental and health history)
- Certified original of birth certificate (mother's copy not accepted)
- Child's social security card (must be original)
- Copy of IEP (if applicable)
- Child must live in LEA school zone area – 2 proofs of residency
- Copy of child's insurance card (if applicable)
- Parent's photo ID (must be state or government-issued)
- Income verification

**Acceptable Proof of Residence/Address:**
- Bring at least 2 of the following possible documentation items:
- Lease agreement in the parent/guardian's name
- Mortgage statement in the parent/guardian's name
- Parent/guardian driver's license
- MLGW or telephone bill
- Any governmental or official court documents with parent/guardian name and address (WIC, Families First, child support, etc.)
- If proof is not in the parent/guardian's name, a notarized Shared Residence Affidavit form must be submitted along with the above documents
- If leasing adult or homeowner does not reside in the home, a notarized letter from the lessor or homeowner must be submitted stating that they do not live in the home
Acceptable Proof of Income (Possible documentation includes):
*Refer to chart below for qualification of economically disadvantaged per income guidelines set by the U.S. Department of Health and Human Services

- Check stubs that indicate previous 12 months’ income for all household members
- 2018 W-2 form
- 2018 income tax returns
- TDOE (Tennessee Department of Education) “zero income” verification form
- Unemployment eligibility
- Federal assistance eligibility letters, such as Families First/TANF, SSI
- Child support, retirement verification, notarized letter from employer

2021 US Health and Human Services Poverty Guidelines

*Annual income levels reflect 185% of the 2020 U.S. Health and Human Services Poverty Guidelines (https://aspe.hhs.gov/poverty-guidelines), equivalent to reduced-priced lunch criteria.

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<th>Monthly</th>
<th>Twice per Month</th>
<th>Every two weeks</th>
<th>Weekly</th>
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For each additional person, add: $8,339.00

This chart is to be used when reviewing the Pre-K Income Eligibility application to determine if family meets income qualifications for “economically disadvantaged”. Families making at or below the annual income amount, based on household size, meet the income eligibility criteria for participation in the Voluntary Pre-k program for the 2021-2022 school year. Verification must include total income of all household family members as indicated on Pre-K Income Eligibility Application.

**THIS CHART MAY NOT BE USED FOR ELIGIBILITY FOR FREE or REDUCED PRICED LUNCH PROGRAM.**

Meeting Income eligibility requirements does not guarantee acceptance into the VPK program due to limited space and the possibility of more students applying than seats available.
Acceptable Child’s Physical & Immunization Record:

- Must be current, within the last 12 months of school start date
- Must be valid – signed or stamped by the doctor or clinic (top right corner, section 1b, and bottom right, section 4)
- If a take-home report or a well-child printout is available from the doctor or clinic visit, please bring that with you
- If your child has had a dental exam within the last 12 months of school start date, please bring exam record. Dentist signature required for authentication.
- TEIS Referrals must have “PASSED” hearing and vision screening results within the last 12 months of signed initial consent

District Enrollment and Attendance Policy

All families are encouraged to maintain consistent attendance in ECE program. Consistent attendance is defined as present or participating for 90% of expected hours or more. Operators must create an attendance policy and initiate supports that helps families identify barriers to consistent attendance if needed. A slot is considered vacant when attendance does not resume and may be considered an enrollment opportunity. As required by law, excessive absences will also be reported to proper authorities.

Listed below are the details regarding enrollment reporting:

- Maintain enrollment at 90 percent of maximum group size for the school year.
- Foster regular student attendance to maintain attendance at 90 percent as defined by the scope of services.
- Enter all children enrolled in school-based and non-school based partner classrooms into the student information system per attendance manual guidelines.
- All VPK students must be assigned a classification code of (Q).
- Income eligible students must be coded (L) in student management system - Title 1

Attendance is a key factor in student achievement, and therefore, students are expected to be present and on time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy. The Operator will notify parents/guardians when students are absent, provide opportunities to restore the student’s attendance, and offer access to resources to address truancy challenges.
Excused and Unexcused Absences
Absences shall be classified as either excused or unexcused as determined by the principal or their designee.

Excused absences shall include:
- Personal illness or hospitalization of the student
- Illness or incapacitating condition of a family member that requires the temporary help of a student;
- Death in the family
- Validated court appearances of the student
- Religious observances
- One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service
- Circumstances, which in the judgment of the principal, create emergencies over which the student has no control

Discipline Policy

ASD ensures all direct service staff, including teachers, teacher assistants, school-level administrators, and any classroom substitutes receive training on Scopes of Services, Summary of School Administered Child Care Rules and Regulations, Child Abuse Reporting/Child Safety, and Transportation Guidelines (if applicable). All direct service staff receives training on strategies for promoting children’s social and emotional development through the Pyramid Model research-based strategies or other age-appropriate training approved by the Office of Early Learning.

ASD emphasizes that supportive, responsive relationships among adults and children are essential to promoting healthy social-emotional development. High-quality environments promote positive outcomes for all children. Systematic approaches to teaching social skills can have a preventive and remedial effect. Discipline plans that address behavior management with demerits or punitive consequences are not deemed developmentally appropriate by NAYCE, and are prohibited. Staff support social-emotional development through designing a child-friendly physical environment and a schedule of activities that: builds trust, fosters independence, encourages appropriate self-behavior management, respects the feelings and rights of others, and support each child’s home language, culture, and family composition.
The Achievement School District is a specialty district of numerous charter operators. The district monitors the implementation and fidelity of disciple regularly aligned with the guidance of the following:

**STANDARDS FOR SCHOOL ADMINISTERED CHILD CARE PROGRAMS CHAPTER 0520-12-01 (Rule 0520-12-01-09, April 2019 (Revised) pages 26-27**

(5) Programs shall meet the following behavior management criteria:

(a) Discipline shall be reasonable, appropriate, and in terms the children can understand.

(b) Discipline that is shaming, humiliating, frightening, verbally abusive, or injurious to children shall not be used.

(c) Discipline shall not be related to food, rest, or toileting.

(d) Spanking or any other type of corporal punishment is prohibited.

(e) Praise and encouragement of good behavior shall be used.

(f) Time out shall be reasonable and developmentally appropriate.

1. Time out shall take place in an appropriate location based upon the development of the child.

2. The length of each time out session shall be based on the age of the child and shall not exceed one (1) minute per each year of age of the child; provided, however, that in no event shall any child below the age of thirty-six (36) months be placed in time-out for more than three (3) minutes, and no child between thirty-six (36) months and sixty (60) months of age shall be placed in time-out for longer than five (5) minutes.

**Behavior Management and Guidance**

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

- Develop a behavior management policy that aligns with positive behavior support and interventions. This can include but is not limited to strategies like those found in the “Pyramid Model Routine Based Support Guide.”
- Prohibit spanking or any other type of corporal punishment;
- Implement and document a restorative practice plan, including, but not limited to consulting with district special education supervisors to address behavioral concerns in collaboration with the family; and

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Achievement School District, Special Education Specialist
Submit a written request to TDOE early learning grant manager for the permanent dismissal of a child, including but not limited to documentation of the restorative practice plan and efforts.

Learning Standards and Curriculums Requirements

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1) Provide for the use of a comprehensive, research-based educational curriculum, supported by an evidence-based foundational early literacy skills curriculum supplement, approved by the TDOE’s early learning division, aligned with the Tennessee Early Learning Developmental Standards;

2) Provide an educational program that ensures all developmental areas – language, cognitive, social-personal competencies and physical—are addressed, with a balance between direct instruction, individualized instruction, group activities, and choice of center-based activities;

3) Provide materials and equipment that support the curriculum and offer concrete and relevant experiences;

4) Structure a daily schedule that adheres to developmentally sound practices;

5) Provide an educational program to meet the wide range of developmental interests, abilities, and cultural diversities reflective of the children and families served by the program; and

6) Ensure that the organization and delivery of the daily activities within the developmental learning program is based upon teacher observations and assessment of each child’s development.

Early Learning Developmental Standards (TN-ELDS)

The Tennessee Early Childhood Education Early Learning Developmental Standards, or TN-ELDS, provides documentation of the continuum of developmental milestones from birth through age five based on the research about the processes, sequences, and long-term consequences of early learning and development.

Most recently revised in 2014, these standards provide a direct alignment with the content areas found in Tennessee’s state English language arts and Mathematics standards and the Tennessee state standards for Kindergarten. *Use this link to access the Early Learning Developmental Standards (TN-ELDS)
Teacher Evaluation and Coaching Support

As educators explore and implement the contents of the following materials, it is recommended that they do so within a professional learning community (PLC) or other collaborative groups that focus on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work when grounded in collaborative thinking, self-reflection, and differentiated instruction can have a profound impact on student academic growth.

According to state statute and policy, each district and charter must implement one individual growth model for non-tested teachers. Scores generated by peer-reviewed student growth portfolios represent 35% of participating teachers’ LOE within the state’s TEAM evaluation model in lieu of individual TVAAS scores those teachers in tested courses generate.

During the 2016 legislative session, the General Assembly passed the Pre-K Quality Act. A key component of this law requires all districts and charters with a voluntary pre-K program (VPK) to utilize the state board-approved pre-K and Kindergarten student growth portfolio models for their pre-K and Kindergarten teachers (see T.C.A. §§ 49-6-103–49-6-110). *Use this link to access the Student Growth Portfolios: Pre-K/Kindergarten | TEAM-TN website. *Pre-K/Kindergarten student growth portfolio measure is optional for special education educators.

TEAM Observation Guidance: ECE Educators

The Department’s definition of Quality Early Learning offers guidance for high-quality early learning instruction. Three major goals in improving early learning practices in Tennessee include: An instructional approach based on leaders’ and teachers’ knowledge of child development and effective teaching practices; High-quality, purposeful materials and activities that are available throughout the environment and across the day for children to explore, discover, create, and build knowledge and understanding of concepts; and Question sequences and purposeful tasks that match approaches to early learning and the rigor of the Tennessee Early Learning and Developmental Standards (TN-ELDS).

Department of Special Education in partnership with Early Childhood Education Division

Transition from IDEA Part C to B

The ASD Early Childhood Transition Plan is a written road map of all activities and correspondences that need to be completed to have a successful, timely transition from early intervention to special education services. The Early Childhood Transition Plan is designed to facilitate 1) communication flowcharts, 2) timeline requirements (and most importantly) 3) establish procedures to ensure a smooth transition process for families and children.

Per the state’s Intra-Agency agreement, a “Notification File” spreadsheet is sent to the Achievement School District’s TEIS Coordinator via secure email alerting the district of TEIS children who have turned two years of age who may be considered for IDEA Part B services. All Notifications are sent directly to the Achievement School District central office for distribution. Individual schools/operators should not contact TEIS directly. Assigned representatives deliver district and state communications.

This step is considered the initial TEIS referral. The district’s TEIS Coordinator is then responsible for sending each family a copy of the Procedural Safeguards Booklet along with a letter of explanation about available preschool services via mail. The district’s TEIS Coordinator is also responsible for alerting zoned schools of potential students.

Between nine months and 90 days before a TEIS child’s third birthday, the state’s TEIS coordinator must follow up with the parents and/or zoned school (district) to initiate the official transition process. After receiving the Local Education Agency (LEA) Notification (please see Document 1 for an example), the TEIS Coordinator determines what school the child is zoned to attend. Then the child’s zoned school and state TEIS Coordinator are informed via email of the child’s potential eligibility for services. The ASD’s TEIS Coordinator keeps a file copy of the LEA Agency Notification and an email sent to the home school’s TEIS Coordinator for documentation purposes.

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Registration at the Zoned School

If a TEIS child is found to be eligible for special education services, they must be enrolled in the zoned school’s Student Information System (SIS). Within ten days of the scheduled initial consent meeting, have the parent register the child at the zoned school. This process may create a duplicate record in EdPlan. After the child’s enrollment record transfers from the SIS to EdPlan, the ASD Special Education Coordinator will post a message to the EdPlan message board requesting the duplicate record be corrected once the zoned school has notified her via email at spedrecords@tnasd.org. The EdPlan helpdesk will transfer the SIS student ID number to the TEIDS record, which will be the student’s main enrollment record in EdPlan. This process will ensure the TEIDS data and a district’s student ID number is aligned, documenting within the same platform.

Achievement School District (Direct Run vs. Portfolio Operator) Referrals

When a state TEIS Coordinator sends an LEA Notification to the central office, the ASD Special Education Specialist will determine the child’s zoned school.

If the child is zoned to a direct-run school (Whitney, Georgian Hills, or Frayser/Corning), the ASDTEIS coordinator will conduct the Transition Planning Conference (TPC) and Initial Consent meetings.

If the child is zoned to a portfolio operator, the ASD Special Education Specialist is responsible for determining which portfolio is responsible for the child. The ASD Special Education Specialist is also responsible for notifying the portfolio school of the child and forwarding the LEA Notification to the TEIS referral assigned designee at the portfolio operator. Once the portfolio operator receives the LEA Notification, it becomes that portfolio operator’s responsibility to complete the process by the child’s third birthday.

If a child on the list is no longer zoned to the ASD (direct run or portfolio operator) or the parent refuses services, the direct run or portfolio is responsible for sharing this information with the ASD Special Education Specialist and child’s correct zoned school within three business days (or by child’s third birthday). Also, this information must be documented within the ASD monitoring dashboard.

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ASD Timely Notification Referrals vs. High Priority Referrals

The ASD Central Office receives two types of TEIS referrals, “timely notification and high priority”.

Timely Notification referrals:
All “timely notifications” (nine months to 61 days prior to the child’s birthday) TEIS referrals will be handled by the zoned school-appointed staff through completion of IEP development.

TDOE classification of late referrals:
Late referrals denote children who were referred less than 90 days before the third birthday. For all late referrals less than 90 days before a child’s third birthday, the state TEIS Coordinator sends an LEA a Late Referral Form to the ASD TEIS Coordinator. The State TEIS Office also attempts to notify the family of the late referral to allow the family to prepare for the process. An additional layer of support also includes follow-up by the regional 619 consultants. (Please see Document 2 on page 8 for an example).

High Priority referrals:
The Achievement School District classifies “high priority” as TEIS referrals notifications received 60 days or less of the child’s 3rd birthday. High Priority TEIS Referrals received will be handled by the Achievement School District Early Childhood Education Division through completion of IEP development. This process is established to support district compliance and prioritizing evaluation completion and finalized IEP in place by the child’s third birthday.

ASD TEIS Referral Process Flowchart

Portfolio Operator vs. ASD Early Childhood Education Division responsibilities are as follows:
Flow of Communication: Prior to Transition Planning Conference (TPC)
- All “timely notifications” (nine months to 61 days prior to the child’s birthday) TEIS referrals will be handled by the zoned school-appointed staff through completion of IEP development.
- All “high priority” (60 days or less of the child’s 3rd birthday) TEIS Referrals received will be handled by the Achievement School District Early Childhood Education Division through completion of IEP development.
- TEIS referral from the state department will be shared by the district’s ASD TEIS Coordinator, who also serves as the Special Education Specialist.
- The ASD TEIS coordinator will record initial notification, verify accurate school zoning information, and communicate to the appropriate ASD Portfolio Operator within one school day.
- When notifications are received, the ASD Special Education Specialist will mail the parent a copy of the Procedural Safeguards and an introductory letter with contact information, identifying the zoned school-based on the address provided.
- The Special Education Specialist will provide a physical copy of the Procedural Safeguards at the TPC or initial meeting, when TEIS referrals received 60 days or less after the child’s third birthday.
- Portfolio TEIS assigned designee will contact state TEIS Case Manager to schedule TPC for all timely TEIS referral notifications.
- Portfolio TEIS assigned designee will enter transition needed information onto the ASD TEIS monitoring dashboard by the 25th of each month located in OneDrive, documenting all contacts and updates.

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Flow of Transition Planning Conference (TPC) Process

This meeting is also referred to at the TEIS meeting. This meeting is held to create a seamless line of communication between TEIS Case Manager and Portfolio TEIS assigned designee with introductions to the family. The portfolio TEIS assigned designee will ensure this meeting is scheduled and host this meeting within 120 to 60 days of the child’s 3rd birthday

- Provide access to & overview IDEA Part B Procedural Safeguards
- Provide the parent with the name, phone number, and email address of the zoned school contact person
- Complete “release of information” document
- Explain registration requirements; provide a list of documentation needed to complete registration
- Make an official request to TEIS Case Manager for the following: (“most recent” based on projected TEIS exit date, child’s 3rd birthday)
  - Copy of most recently developed IFSP
  - Most recent evaluation summary
  - Most recent developmental health physical completed by physician or documentation on hearing and vision screening within the last year
- Schedule the initial consent meeting
- Answer any questions from the family

The following forms are needed for the TPC meeting:

- Procedural Safeguards Booklet
- Procedural Safeguards Signature Form (Document 3)
- Meeting Minutes (Document 4)
- Initial Consent to Evaluate Form (if applicable) (Document 5)
- Tennessee Assessment Selection Form (Document 6)
- Prior Written Notice (if applicable) (Document 7)

TEIS Referrals that Do Not complete the evaluation process

There will be some cases when families of TEIS referrals do not receive an evaluation. If a child is not evaluated because a parent declines services or fails to attend scheduled assessment dates, the ASD TEIS Coordinator will inactivate the child’s record in EdPlan by changing the child’s status to “Transferred to Regular Education.” It is the zoned school’s responsibility to make this request via spedrecords@tnasd.org. Also, note that all required documentation and record of attempts must be uploaded to EdPlan before the student can be inactivated.

The school’s TEIS Coordinator should ensure adequate contact is made and valiant attempts are made to reach the parent and conduct the meeting.
Guidelines for Contact:

- Keep detailed documentation of contact and contact attempts in the ASD TEIS referral tracker
- Complete a Prior Written Notice following each meeting held and meeting attempts when all parties are present except for the parent
- Make all attempts to contact the family:
  - Phone calls
  - Certified mailed letters and meeting invites
  - Text messages
  - Emails
  - Email request that TEIS case manager support with communication
- Communicate with other stakeholders listed in the “release of information” form
- Contact frequency (based on a “timely” referral)
  - Upon TEIS referral notification receipt
    - connect with TEIS case manager to schedule a tentative date for TPC
    - Mail procedural safeguards & introduction to parents
  - Monthly (9 to 6 months of the 3rd birthday)
    - Check-in with the family to verify residency status; zoned school
  - Weekly (3 months to 3rd birthday)
    - Clarify responsibilities of parents
    - Share communication of next steps needed to complete the transition process with the evaluation team Document all parent decisions.

Required Hearing and Vision Screenings

Prior to obtaining initial consent, referrals must have a passed hearing and vision screening before testing/evaluation proceedings begin. Hearing and vision screening results documentation must be collected; with a passed screening result within the previous 365 days. The designated psychologist is responsible for verifying documentation of hearing and vision screening results before any testing is conducted. If the child does not have a current passed hearing and vision screening, the designated school staff is responsible for ensuring the child is tested before the evaluation process begins.

Options of allowable hearing and vision screening documentation:

- TEIS records of assessment
- Physician records of well-child health screenings
- Audiology or Optometrist records

The ASD Special Education Department will organize open hearing and vision screening appointments monthly. These dates and times will be shared quarterly with all portfolio operators via calendar invite to save the date and provided detailed information for parents.
Initial Consent Meeting

After the TPC meeting has been completed, the next step is the Initial Consent meeting. An Invitation to Meeting must be created and given to the parent. The parent(s) must be given a 10-day notice for the Initial Consent Meeting.

During the Initial Consent meeting, the team must determine which assessment tool or previously provided assessment results will be used during evaluation to determine eligibility. The team should use this meeting to review all TEIS documentation, such as the IFSP and Battelle Inventory. TEIS Initial Consent meetings are handled the same way as IDEA Part B Initial Consent meetings. The following people should attend the Initial Consent meeting:

- The school’s TEIS designated staff (serves as the LEA Representative)
- School Psychologist
- Related Service Providers (as needed: speech/language, occupational, & physical therapists)
- Parent(s)
- Anyone else the parent would like to have present, such as the State TEIS Coordinator or Advocate

During this meeting, parental concerns are expressed, and consent is gained to move forward with the evaluation. Please note: the 60-calendar day timeline begins the day of the Initial Consent document is signed.

Flow of Initial Consent (Meeting) Process:
If not completed, request that the parents complete the online registration for the zoned school at least ten school days prior to the meeting. It is recommended that the portfolio operator creates a classroom within EIS as IDEA Preschool; grade assignment P3. This process supports the collection of essential documentation within the student database system and Easy IEP.

- Review of current IFSP and most recent formal assessment results by a psychologist. Note: TEIS evaluations are reviewed and used as references in aiding the team in determining what assessment tools and evaluations are appropriate.
- Explain the evaluation and eligibility determination process
- Provide a brief overview of potential services

During the Initial Consent meeting, the school’s designee is responsible for the following:

- Providing Procedural Safeguards Booklet and explaining parental rights
- Identifying the purpose of the meeting and making introductions
- Ensuring the school psychologist and all related service providers interview the parent
- Taking minutes and documenting all decisions
- Ensuring Initial Consent to Evaluate Form is completed in its entirety
- Ensuring TN Assessment Selection Form is completed by team
- Completing the Prior Written Notice
- Providing the parent(s) with copies of all documents completed at the meeting
- Verifying a passed hearing and vision test (if applicable – copy docs and place in child’s file)

Contacts for Additional Support:
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Achievement School District, Special Education Specialist
The following forms/documents are needed for the Initial Consent meeting:

- TEIS most recent evaluation report and IFSP (request prior to meeting from the TEIS state case manager)
- Invitation to the Meeting (Blank Template if child is not in EdPlan) – *(Document 10)*
- Parent Response to Meeting Invite *(Document 11)*
- Procedural Safeguards Booklet
- Procedural Safeguards Signature Form *(Document 3)*
- Meeting Minutes *(Document 4)*
- Initial Consent to Evaluate Form (Blank Template if child is not in EdPlan) – *(Document 5)*
- Tennessee Assessment Selection Form *(Document 6)*
- Prior Written Notice (Blank Template if child is not in EdPlan) – *(Document 7)*
- TEIS Initial Eligibility Checklist Form (this is an ASD created document) – *(Document 8)*
- Parent Contact Log (to document every contact with parent) – *(Document 9)*

*Any evaluations done before hearing and vision is verified “passed” is ruled out as invalid.*

It is extremely important that the evaluation team communicates with each other and sets definitive dates for each person’s specific portion of the evaluation process to be completed. This will help the team comply with the 60-calendar day or 3rd birthday timeline (whichever occurs first is the set deadline).
**Initial Eligibility Meeting**

Upon the completing of all testing, evaluations, and observations, the Initial Eligibility meeting should be scheduled to discuss testing results and to make an Eligibility Determination. This meeting is scheduled by the zoned school’s TEIS Coordinator. This meeting is scheduled at the zoned school. It should include an LEA representative, the special education teacher (ASD TEIS Coordinator), the school psychologist, all related service providers, and the parent(s). A TEIS Initial Eligibility meeting is held exactly the same way as an IDEA Part B Initial Eligibility meeting. The process below is taken from the ASD Special Education Handbook:

When conducting an Initial Eligibility meeting, it is essential to set the tone and the purpose of the meeting. The case manager (special education teacher), who should also be the meeting facilitator, should start the discussion by reviewing the Initial Eligibility Meeting Agenda. The Initial Eligibility Meeting Agenda should include the following:

1. Welcome
2. Permission to Waive 10-day notice, if applicable (should be done first)
3. Introductions
4. Procedural Safeguards and Transition Information (if applicable)
   a. Get parent signatures on Procedural Safeguards Signature Form
5. State the Purpose of the Meeting
6. Address Non-Eligibility Concerns
7. Review/Discussion of the psychological report and other assessment data
8. Team Eligibility Determination - special education/related services
9. Completion of Eligibility Report-Eligibility Form
10. Completion of Prior Written Notice

The following forms/documents are needed for the Initial Eligibility Meeting:
- Invitation to the Meeting (Blank Template if child is not in EdPlan - Document 10)
- Parent Response to Meeting Invite (Document 11)
- Procedural Safeguards Booklet
  https://www.tn.gov/content/dam/tn/education/reports/Proced.Safeguards_English%20updated.pdf
  - Procedural Safeguards Signature Form (Document 3)
  - Meeting Minutes (Document 4)
  - Prior Written Notice (Blank Template if child is not in EdPlan – Document 7)
  - TEIS Initial Eligibility Checklist Form (This is an ASD created document. – Document 8)

The zoned school’s TEIS Coordinator/special education teacher should conduct the meeting and complete all the items on the agenda. Copies of all paperwork should be made and given to the parent before he/she leaves the meeting or mailed within (5) business days.

**Contacts for Additional Support:**

**Valencia Stone, Director of Early Childhood Education Division**  
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**Achievement School District, Special Education Specialist**
Flow of Eligibility Determination Process:
The process for determining eligibility includes choosing appropriate assessments and observations needed based on the suspected disabilities, timelines, and team determination.

Scheduling Evaluations
Evaluations are scheduled contingent upon the need. At the closure of the Initial Consent Meeting, the assigned school psychologist, related services providers, the parent, and other team members review schedules and determine a date conducive for the evaluators and the parent to conduct the testing. If agreed, the team will aim to hold the eligibility and IEP on the same date. If the team determines the more information and time is needed before decisions can be made, IEP meetings are scheduled for the Eligibility Meeting within 14 days. An invitation to the meeting will be issued to the parents at that time. The IEP will be developed on that date; the start date of IEP services will be documented within the IEP services page and meeting minutes.

Evaluations to determine IDEA Part B Eligibility
A child’s eligibility is determined using state eligibility requirements and is an IEP team decision. TEIS evaluations deemed appropriate and completed within one calendar year from the eligibility meeting can be used in part or in whole for determining Part B eligibility. All other evaluations will be completed by the zoned school. The zoned school staff will complete the eligibility process, including evaluations for all timely notifications (nine months to 61 days prior to child’s birthday) of TEIS referrals. Achievement School District Special Education Specialist and School Psychologist will be responsible for completing the evaluations for all TEIS referrals considered “high priority”; received within 60 days or less of the child’s 3rd birthday.

Eligibility process for summer birthdays and “high priority” referrals
Portfolio Operators and Direct Run Schools will process all TEIS referrals with summer birthdays prior to summer break. All “high priority” TEIS Referrals received during the summer months will be handled by the Achievement School District Early Childhood Education Division. However, an identified zoned school staff person must be available in the summer to participate in the IEP meeting for “high priority” TEIS referrals. The district office will be responsible for sharing the TEIS referral to the zoned school within 1-2 days of receipt and share process updates in the dashboard. The ASD ECE division will manage the process through eligibility determination. If eligibility is determined as “yes”, the ECE division will invite the zoned school staff point person and continue to manage the caseload until an IEP has been developed.

Operators may choose to complete “high priority” referrals. The ASD Special Education Specialist will aide in this process and must be included in all communication shared with TEIS Case Manager and Parents.

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Achievement School District, Special Education Specialist
Initial IEP Development

If the TEIS referral is found to be eligible for IDEA Part B special education services during the Initial Eligibility meeting, an IEP must be put in place within 30 days of the eligibility meeting. Please note: If the third birthday occurs before the 30-day window is up, the IEP team must meet before the third birthday to remain in compliance. This meeting will be conducted at the zoned school.

Once the student has been found eligible, you can develop the draft IEP during the Initial Eligibility meeting, or you can utilize the 30-calendar day timeline to develop an initial IEP and follow the same guidelines as for an annual IEP meeting. According to new guidelines handed down by the state, a parent must be given a draft copy of the IEP, 48 hours before the IEP Meeting. The IEP Informed Parental Consent page of the IEP document must be updated for parents to indicate one of the following: a copy of their child's draft IEP was received at least 48 hours prior to the IEP meeting, a draft IEP was not developed prior to the IEP meeting, or they waived their right to a copy of the draft IEP.

Flow of the IEP Meeting Process:

• The PreK SpEd person is responsible for ensuring the student is completely enrolled (visible in the EIS) and informing all relative stakeholders of the schedule IEP meeting.

• Conduct a pre-enrollment visit prior to, during, or after the IEP team meeting. The pre-enrollment visit should be documented within invitation of the meeting shared.

• You should use the psychological report and other assessment data to complete the Draft IEP.

• During the initial IEP meeting, the special education teacher should do the following:

  1. Verify demographic/medical information
  2. Navigate through and discuss each section of the Draft IEP
  3. Document parental concerns
  4. Discuss Present Levels of Performance
  5. Discuss Goals and/or Objectives and document any adjustments
  6. Discuss Accommodations/Modifications and document any adjustments
  7. Discuss State Testing/ Accommodations
  8. Discuss placement/related services and LRE
  9. Discuss transportation and Extended School Year
  10. Obtain signatures of IEP Team Members
  11. Obtain Informed Parental Consent
  12. Obtain confirmation of parental receipt of Draft IEP 48 hours prior to the meeting (unless waived)
  13. Complete Prior Written Notice

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Achievement School District, Special Education Specialist
**Possible Scenarios:**

Some TEIS children will be found not eligible for IDEA Part B special education services. If this is the case, an *Eligibility Report – Not Eligible* document should be created, and the child should be inactivated in EdPlan with the status of “Transferred to Regular Education.” The ASD TEIS Coordinator is responsible for inactivating non-eligible student records once she has been notified via email at spedrecords@tnasd.org by the zoned school.

If the child is evaluated and found eligible for IDEA Part B special education services and the parent refuses services, an *Eligibility Report-Not Eligible* document must also be created, and you must choose the option which states the student is eligible, but the parent is refusing services. Please note: It is very important to have a parent’s signature when choosing this option.

The child can then be inactivated in EdPlan by the ASD Special Education Specialist upon notification via email at spedrecords@tnasd.org. If the parent later requests that the child be reconsidered for special education services, the family would complete an IDEA Part B initial referral process.

Sometimes children move before the initial evaluation can be completed. In such cases, the student record can be inactivated with the status of “Moved-Known to be Continuing.” The next school district can contact the ASD Special Education Specialist for the information needed to continue the process. If the school’s TEIS Coordinator knows which school district the child is moving to, it is best practices to send the student's information to that district as quickly as possible.

**Tennessee Child Outcomes Summary Form at Entrance**

The Tennessee Child Outcomes Summary Form at Entrance must be completed at the initial IEP meeting. This Early Childhood Outcomes (ECO) data is completed on all children ages three through five years at the entrance and exit of 619 IDEA services/Early Childhood Education Placement. The ECO Entrance date should be the same as the initial IEP meeting. The IEP team is responsible for answering the questions and the special education teacher is responsible for completing the Entrance information under the Early Childhood Outcomes tab in EdPlan. If a child is not eligible for any special education services, ECO data should not be collected.
The Tennessee Child Outcomes Summary Form at Exit must be completed when entrance data has been collected. Exit data are completed on children in the following scenarios only:

- If the child moves, then Exit data are collected before the child turns age 6. The child must receive services for at least six months for Exit data to be entered.
- If the child is subsequently determined non-eligible for special education services, the child must receive services for at least six months for Exit data to be entered.

ASD Special Education department advises, Early Childhood Outcomes (ECO) data at exit be completed before the student is promoted to Kindergarten, although IDEA defines Kindergarten as a ECE program. Collecting ECO Exit data is not about exiting a program, but details information about the student’s progress while receiving services between ages 3 through 5.

619 IDEA Services Placement

During the initial IEP meeting, placement must be determined. Placement can be an issue when the zoned school does not offer the least restrictive environment the child needs or the current setting at the zoned school is at capacity.

Please note: It is the responsibility of the zoned school to ensure all TEIS children eligible for special education services are placed and served. This is not optional. Placement and services can be accomplished in many ways. Some TEIS children will need a special education preschool or Pre-K setting, while others can remain at daycare, be externally placed, or even receive services at home. This is a determination that must be made by the IEP team.

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ASD Exemplar 619 IDEA Services and General Education Options include (but not limited to):

1. PreK General - VPK, First8Memphis, Montessori
2. 619 Services – walk-in for small group peer sessions or individual sessions
3. Blended VPK and 619 IDEA Preschool - 3 and 4 yr. old inclusive setting
4. 619 IDEA Preschool - 3-year-old and 4-year-old special education setting
5. Homebound - special education services provided in the home to address IEP goals
6. External Placement – inclusive setting or specialty service

District Indicator 12 Monitoring:
A mandatory training will be held annually during district induction (within two weeks of school start date) with all Early Childhood Special Education Leads to ensure that all are knowledgeable of the transition from IDEA part C to B process and procedures established by the district. Duties and assigned staff responsibilities will be identified. TEIS Referral scenarios will be presented, and the team will problem solve and identify appropriate and effective solutions and support staff to complete the process.

Each Operator will be required to complete the ASD Early Childhood Transition training before September 1 each year. This includes all stakeholders involved in meeting Indicator 12. The school Pre-K SPED Point Person is responsible for ensuring that their entire team understands and can implement the plan. The School Pre-K SPED Point Person will be responsible for training new staff as they are hired (evidence submitted to the district) Refresher training will be provided by the district at least once per semester.

The Early Childhood Education Division will determine the need for district monitoring investigations with requested information. The Early Childhood Education Division will create a monitoring dashboard for each Operator and conduct monitoring by the 5th of each month. Operators will update the monitoring dashboard by the 25th of each month. Operators will respond to district monitoring investigations with delivery of requested information within three school days.

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Early Childhood Suspension and Expulsion Policy and Procedures

Guide for prevention of suspension and expulsion

To prevent suspensions and expulsions of children, the Achievement School District shall adopt the following, in policy, procedures, and practice and a consistent and non-discriminatory manner:

- Use developmentally appropriate practices must be provided for stimulating and interactive learning environments, diversity, age-appropriate expectations, small group activities, teachable moments, and knowledge of research-based evidence and best practices in child development, early learning, and education.
- Invest in professional development, training, and education to ensure educators have the competencies to support children’s social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear, and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

Prior to the expulsion of any student with a disability ages 3-5, the Achievement School District will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Reduce the number of days or amount of time in care for a specified amount of time.
- Conference with parents to discuss positive behavior interventions and the development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

Screening Process for Social/Emotional and Behavioral Health Concerns

1. Classroom Observation by the Special Education Lead and District Behavior Specialist will be completed within 20 days, resulting in recommendations to class environment setting, daily routines and general procedures, classroom management techniques, and teaching strategies
2. Classroom staff will complete the Preschool Checklist on all children within 30 days of attendance.
   a. Classroom staff will chart progress monthly using a checklist.
3. If the child’s social/emotional status and/or behavior negatively impedes their ability to:

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a. access the general curriculum  
b. appropriately engage in program activities  
c. work collaboratively to achieve goals  
d. follow classroom safety rules and procedures  

A Support Team Meeting (including the parent, Special Education Lead, and District Behavior Specialist and/or Professional School Counselor) will be held to gain parent permission for direct observation and develop an intermediate behavioral plan.

4. Result of the direct observation will be shared with the support team to  
a. Identify target behaviors  
b. Develop a plan for Interventions to modify inappropriate behaviors  
c. track success of intervention and student progress  
d. Play and/or parenting therapy sessions may be recommended by the School Psychologist

Assessment Tool: Preschool Prevocational Checklist & Direct Observation

Criteria for Social/Emotional & Behavior Health referrals: If the behavior plan for interventions and the therapy are unsuccessful following a minimum of eight weeks of implementation, a formal referral will be made to the LEA.

Suspension and Expulsion Procedures

By the authority of 34 CFR § 300.530 and Tennessee Rules & Regulations § 0520-01-09-15, School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement made in accordance with the following requirements related to discipline is appropriate for a child with a disability who violates a school code of student conduct.

To the extent that the school district also takes such action for children without disabilities, school personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's Individualized Education Program (IEP) team), another setting, or suspension. School personnel may also impose additional removals of the child of not more than ten (10) school days in a row in that same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement.

Once a child with a disability has been removed from his or her current placement for a total of ten (10) school days in the same school year, the school district must, during any subsequent days of removal in that school year,

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provide services to the extent required below under the subheading Services.

If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see manifestation determination) and the disciplinary change of placement would exceed ten (10) school days in a row, school personnel may apply the disciplinary procedures to that child in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described under Services. The child’s IEP team determines the interim alternative educational setting for such services.

Services that must be provided to a child with a disability who has been removed from his or her current placement may be provided in an interim alternative education setting.

The Achievement School District is only required to provide services to a child with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year if it provides services to a child without disabilities who has been similarly removed.

A student with a disability who is removed from his or her current placement for more than ten (10) school days must:

- continue to receive education services, as provided in §300.101(a), to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and
- receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The education services required may be provided in an interim alternative educational setting. These services are required during periods of removal to a child with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement under §300.536, school personnel, in consultation with at least one of the child’s teachers, determine the extent to which services are needed, as provided in §300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

If the removal is a change of placement under §300.536, the child’s IEP Team determines appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to

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progress toward meeting the goals set out in the child’s IEP.

**Manifestation Determination**
Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for ten (10) school days in a row or less and not a change of placement), the Achievement School District, the parent, and relevant members of the IEP team (as determined by the parent and the school district) must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

- if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- if the conduct in question was the direct result of the school district’s failure to implement the child’s IEP.

If the school district, the parent, and relevant members of the child’s IEP team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child’s disability.

If the school district, parent, and relevant members of the child’s IEP team determine that the conduct in question was the direct result of the school district’s failure to implement the IEP, then the school district must take immediate action to remedy those deficiencies.

**Determination that Behavior was a Manifestation of the Child’s Disability**
If the Achievement School District, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child’s disability, the IEP team must either:

1. conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

2. if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it as necessary to address the behavior.

Except as described under *special circumstances*, the Achievement School District must return the child to the placement from which the child was removed unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

**Special Circumstances**
Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP team) for up to 45 school days if the child:

1. carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Tennessee Department of Education or a school district;

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2. knowingly has or uses illegal drugs (see Definitions section) or sells or solicits the sale of a controlled substance (see Definitions section) while at school, on school premises, or at a school function under the jurisdiction of the Tennessee Department of Education or a school district; or
3. has inflicted serious bodily injury (see Definitions section) upon another person while at school, on school premises, or at a school function under the jurisdiction of the Tennessee Department of Education or a school district.

Definitions
Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)). Illegal drug means a controlled substance, but it does not include a controlled substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under the IDEA or under any other provision of federal law.

Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Any object intended for the use of bodily harm or used in the commission of a crime has the meaning given the term “weapon”.

Notification
On the date the Achievement School District decides to make a removal that changes placement of the child because of a violation of a code of student conduct, the ASD must notify the parents of that decision and provide the parents with procedural safeguards notice.

Transition Procedures
If an expulsion must occur, the Individualized Education Program (IEP) team must determine the interim alternative education setting for removals that are changes of placement and removals. The Achievement School District will assist the child and family in transitioning to another program by identifying and engaging mental/behavioral health consultants and community resources to determine the most appropriate placement for the child.

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
APPENDIX

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Transition from IDEA Part C to B Timeline and Action Steps

<table>
<thead>
<tr>
<th>Action Steps Sequence</th>
<th>ASD Compliance Plan</th>
<th>Identified Staff Responsible</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>TEIS State Referral to LEA</td>
<td>TEIS State Coordinator</td>
<td>Nine months before 3rd birthday</td>
</tr>
<tr>
<td>#2</td>
<td>Transition Planning Conference - Nine months to 90 days before a child’s 3rd birthday</td>
<td>TEIS State Coordinator</td>
<td>Zoned School Point Person will reach out to request a tentative meeting date to occur 90 days prior to a child’s 3rd birthday, within two weeks of the referral receipt.</td>
</tr>
<tr>
<td>#3</td>
<td>Initial Consent Meeting - The 60-day timeline for completing eligibility begins the date consent is signed.</td>
<td>Zoned School Staff</td>
<td>Share invite to the initial consent meeting at the TPC prior to 90 days of the child’s 3rd birthday. Obtain initial consent at the TPC meeting if it occurs within 90 days of the child’s 3rd birthday. If it has not occurred, conduct a pre-enrollment visit during this meeting.</td>
</tr>
<tr>
<td>#4</td>
<td>Eligibility Meeting - The 30-day timeline for development of IEP begins date eligibility is determined.</td>
<td>Zoned School Staff</td>
<td>Share invite to eligibility meeting (also mark develop IEP on invite) at the initial consent meeting; scheduling at least 15 days prior to eligibility timeline due date.</td>
</tr>
<tr>
<td>#5</td>
<td>IEP Meeting - must be held before the 3rd birthday.</td>
<td>Zoned School Staff</td>
<td>Hold the IEP on the same date as the eligibility meeting or share invite to IEP meeting at the eligibility meeting with 10-day notice, scheduling at least 15 days prior to the 30-day timeline due date. The start date of IEP services will be documented within the IEP services page and meeting minutes.</td>
</tr>
</tbody>
</table>

*ASD Early Childhood Education Division will be responsible for all “high priority” TEIS referrals.

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Achievement School District Suspension and Expulsion Data Collection

According to Chapter 1240-04-01-.05 (13)(d) aggregate data that includes reasons for expulsions shall be maintained and reported to the Department annually. The Achievement School District will keep a centralized record of any expulsion. This form is to be completed and a copy is to be kept in the school’s records. A copy of the form is to be sent to the Office of Accountability and Compliance Department at spedrecords@tnasd.org.

___Expulsion                     ___Suspension

Reason:_______________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Other Alternatives Used Prior to Expulsion or Suspension:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

If expulsion occurs, explain procedures taken to assist family to transition to another program:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Demographics
Age:_________ Gender:_________ Race:__________________________
Primary Language: _______________________________________________

Signature of LEA:________________________________ Date:________________

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
SAMPLE
Early Childhood Evaluation Parent Request Form

Date: ____________________ Referred by: ____________________ Received by: ____________________

Child’s name: __________________________________________________ DOB: __________ SSN: __________________

Gender: _______ Race: _______ Address: ______________________________________________________________

Home phone: ____________________ Work phone: ____________________ Cell phone: ____________________

Does the family need an interpreter? Yes/No If Yes, what language? ________________________________

Does the child currently attend school? Yes/No If Yes, what’s the name of the school? ______________________

Reason for the referral (describe the concern or observable behaviors):

__________________________________________________________________________________________________
__________________________________________________________________________________________________

Has the child been evaluated for special education or other services? Yes/No

If Yes, what type (i.e., speech, vision, hearing, psychological, developmental)? _____________________________

Where (Name and/or address)? ________________________________ Phone/Fax: ______________________________

Does the child have an IEP from another school or district? Yes/ No

Name of school: __________________________________ Contact person: ______________________________

School phone: ____________________ School fax: ____________________

Does the child:

(1) Walk Yes/No Does s/he have any physical problems? Yes/No

(2) Talk Yes/No Can you understand him/her? Yes/No

(3) Use visual aids Yes/No If Yes, what type? ______________________________

(4)Does the child have any medical problems? Yes/No If Yes, describe: ________________________________

(5)Does the child have behavioral issues? Yes/No If Yes, describe: ________________________________

Is the child currently on medication? Yes/No If Yes, provide the ________________________________

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
TO: Achievement School District

Special Education Supervisor
Yvonne Smith

Local Education Agency Notification - EXAMPLE

Date: 06/26/2018

Child's Name: Mary Jones
Child's Social Security Number: XXX-XX-1234
Parent's Name(s): Mother Jones
Child's Residence: 123 School Street
Memphis, TN 38127

Date of Birth: 12/21/2015
Phone: (901) 555-5555

Brief History: Developmental Delay receiving developmental therapy

Parent's Consent for the release of information is enclosed.

Karen Hunter
TEIS Service Coordinator

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
**LEA Late Referral Form - EXAMPLE**

Children referred to TEIS less than 90 days before third birthday

<table>
<thead>
<tr>
<th>LEA: Achievement School District</th>
<th>From: TEIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Contact:</td>
<td>Date: January 16, 2019</td>
</tr>
<tr>
<td>Email: <a href="mailto:Yvonne.smith@tnasd.org">Yvonne.smith@tnasd.org</a></td>
<td>Total Number of Pages Including Cover: 1</td>
</tr>
<tr>
<td><a href="mailto:Latasha.brown@tnasd.org">Latasha.brown@tnasd.org</a></td>
<td>Sender’s Phone Number: 901-937-6738</td>
</tr>
<tr>
<td><a href="mailto:felicia.washington@tnasd.org">felicia.washington@tnasd.org</a></td>
<td>Sender’s Fax Number: 901-372-2866</td>
</tr>
<tr>
<td>cc: Phara Williams, fax 731-421-6832</td>
<td></td>
</tr>
</tbody>
</table>

**X** Referral received by TEIS 45-90 days before child’s third birthday

**___** Referral received by TEIS less than 45 days before child’s third birthday

<table>
<thead>
<tr>
<th>Child’s Name: Mary Jones</th>
<th>TEIDS ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender: M F X DOB: 4/7/2016</td>
<td></td>
</tr>
<tr>
<td>Parent Name: Mother Jones</td>
<td></td>
</tr>
<tr>
<td>Parent Address: 123 School Street, Memphis TN 38127</td>
<td></td>
</tr>
<tr>
<td>County: Shelby</td>
<td></td>
</tr>
<tr>
<td>Home Phone: 901-555-5555</td>
<td></td>
</tr>
</tbody>
</table>

Comments:


The information contained in this message is confidential and is intended solely for the use of the person or entity named above. This message may contain individual identifiable information that must remain confidential and is protected by state and federal law. If the reader of this message is not the intended recipient, the reader is hereby notified that any dissemination, distribution or reproduction of this message is strictly prohibited. If you have received this message in error, please immediately notify the sender by telephone and destroy the original message. We regret any inconvenience and appreciate your cooperation.

**Contacts for Additional Support:**
*Valencia Stone, Director of Early Childhood Education Division*
Phone: (901) 440.7517 Email: vstone@tnasd.org
*Achievement School District, Special Education Specialist*
Achievement School District
Special Education Department

Notice of Procedural Safeguards

I have received the brochure concerning Individuals with Disabilities Education Act Notice of Procedural Safeguards, TN Department of Special Education. I have had the brochure explained by an Achievement School District Staff Person.

(Parent/Guardian Signature) (Date)

The Achievement School District does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age. For more information, please contact the Central Office at (901) 416-4831.

1219 Whitney Avenue, • Memphis, TN 38127 • (901) 416-4831 • Fax (901) 201-6086

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
IEP Team Meeting Minutes

Student: ___________________________ Date: ___________________

Time of Meeting: ___________ School: ________________________________

Special Education Teacher (case manager): ______________________________

<table>
<thead>
<tr>
<th>Purpose of the Meeting:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Eligibility</td>
<td>Reevaluation</td>
</tr>
<tr>
<td>Initial IEP</td>
<td>FBA or BIP</td>
</tr>
<tr>
<td>Annual IEP</td>
<td>Manifestation Determination</td>
</tr>
<tr>
<td>Change of Placement</td>
<td>Transition</td>
</tr>
<tr>
<td>(LRE, graduation or exit)</td>
<td></td>
</tr>
<tr>
<td>Other (please list)</td>
<td></td>
</tr>
</tbody>
</table>

Summary of Items Discussed:

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Co:
Valencia
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Recommendations:


Participant Signatures:

(Parent/Guardian)                     (Parent/Guardian)

(Student, if applicable)               (Special Education Teacher)

(General Education Teacher)           (LEA Representative)

(Related Service Provider, if applicable) (Related Service Provider, if applicable)

(Interpreter of Results, if applicable) (Other)

Signature of Recorder: ____________________________________________________________________

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Dear Parent/Guardian/Surrogate:

On _____/_____/_______ (date), ______________ was referred for a comprehensive assessment for determination of eligibility and need of special educational services. This referral is based upon a review of current classroom performance, past educational records, and/or screening information. We are requesting permission to assess you child in order to provide additional information to help us plan a more effective educational program. Also, as the parent of a child who may be eligible for special education, the Notice of Procedural Safeguards brochure is being provided for your information.

The reason(s) to request your permission to assess your child is (are):

☑ child is working ☑ above grade level or ☐ below grade level in one or more basic skills
☑ child’s behavior is inconsistent with that expected for children of student’s age
☑ child’s rate of progress has  ☑ increased ☐ decreased
☑ child’s speech/language skills are inconsistent with those expected for children of student’s age
☑ child has entered our school system with an out of date and/or incomplete evaluation
☑ parent preschool referral

The areas/procedures to be considered for your child’s assessment are checked below. The extent of the assessment will depend upon the severity of the problem.

☐ 1. Vision/Hearing Screening ☐ 10. Audiological Evaluation
☐ 2. Classroom Observation ☐ 11. Functional Vision Assessment
☐ 3. Academic Achievement ☐ 12. Personality Assessment
☐ 4. Intellectual Functioning ☐ 13. Vocational Assessment
☐ 8. School and/or Home Behaviors ☐ 17. Other ______________________
☐ 9. Early Childhood Development ☐ 18. Other ______________________

Please sign this form and return it to the school. Your signature shall not be construed as consent for placement in any special education program. When the assessment has been completed, you will be invited to an IEP team meeting in order to discuss the findings, determine your child’s eligibility for special education services and, if need, plan an appropriate educational program for your child. If you have any information you would like to share pertaining to your child’s assessment, please forward it to the person named below or bring it to the meeting.

I HAVE REVIEWED THE BROCHURE CONCERNING THE NOTICE OF PROCEDURAL SAFEGUARDS

☐ Yes ☐ No

Please check one of the following:

☐ I give permission for an individual assessment.
☐ I do not give permission for an individual assessment.

Date ________/______/_______ Signature of Parent or Guardian ______________________

Phone ___________________________ Address ____________________________________

If you have any questions, you may contact one of the following:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Position</th>
<th>Telephone Number</th>
</tr>
</thead>
</table>

| School ___________________________ Teacher ___________________________ |
| Date Received From Parent ________/______/_______ Grade __________________|

Consent For Initial Assessment
## TN Assessment Instrument Selection Form

This form should be completed for all students screened or referred for a disability evaluation.

Student’s Name ______________________ School ______________________ Date __/__/____

The assessment team must consider the strengths and weaknesses of each student, the student’s educational history, and the school and home environment. The Tennessee Department of Education (TDOE) does not recommend a single “standard” assessment instrument when conducting evaluations. Instead, members of the assessment team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of assessment instruments to measure accurately and fairly the student’s true ability.

### CONSIDERATIONS FOR ASSESSMENT

**LANGUAGE**
- Dominant, first-acquired language spoken in the home is other than English
- Limited opportunity to acquire depth in English (English not spoken at home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)

**ECONOMIC**
- Residence in a depressed economic area and/or homeless
- Low family income (qualifies or could qualify for free/reduced lunch)
- Necessary employment or home responsibilities interfere with learning

**ACHIEVEMENT**
- Student peer group devalues academic achievement
- Consistently poor grades with little motivation to succeed

**SCHOOL**
- Irregular attendance (excessive absences during current or most recent grading period)
- Attends low-performing school
- Transience in elementary school (at least 3 moves)
- Limited opportunities for exposure to developmental experiences for which the student may be ready

**ENVIRONMENT**
- Limited experiences outside the home
- Family unable to provide enrichment materials and/or experiences
- Geographic isolation
- No school-related extra-curricular learning activities in student’s area of strength/interest

**OTHER**
- Disabling condition which adversely affects testing performance (e.g., language or speech impairment, clinically significant focusing difficulties, motor deficits, vision or auditory deficits/sensory disability)
- Member of a group that is typically over- or underrepresented in the disability category

### OTHER CONSIDERATIONS FOR ASSESSMENT

- May have problems writing answers due to age, training, language, or fine motor skills
- May have attention deficits or focusing/concentration problems
- Gifted evaluations: high ability displayed in focused area:
- Performs poorly on timed exams or is a highly reflective thinker and does not provide quick answers to questions
- Is extremely shy or introverted when around strangers or classmates
- Entered kindergarten early or was grade skipped ______ year(s) in ______ grade(s)
- May have another deficit or disability that interferes with educational performance or assessment

### SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals, assessment instruments should be selected that most accurately measure a student’s true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student’s abilities may not be accurately measured by traditionally used instruments. Then, record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

<table>
<thead>
<tr>
<th>Assessment Category/Measure:</th>
<th>Assessment Category/Measure:</th>
<th>Assessment Category/Measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Contacts for Additional Support:

Valencia Stone, Director of Early Childhood Education Division  
Phone: (901) 440.7517 Email: vstone@tnasd.org  
Achievement School District, Special Education Specialist
Complete one of the following:

☐ an initial evaluation or, ☐ a re-evaluation.

OR

On ____________________, an IEP Team meeting was held to discuss a change in your child’s education. The following information is presented to you as the notice of the results from this meeting.

The school district:

☐ Proposes to initiate or change areas checked below; AND/OR

☐ Refuses to initiate or change areas checked below.

Actions were proposed in the following areas:

☐ Identification/ Eligibility

☐ Evaluation/Re-Evaluation

☐ Review/revise Individualized Education Program (IEP) (Provision of FAPE)

☐ Educational Placement (includes change in educational placement, graduation and termination of eligibility)

☐ Other

1. Description of the action proposed or refused by the school system:

________________________________________________________________________

2. Explanation of why the school system proposes or refuses to take this action:

________________________________________________________________________

3. Description of any options the school district considered prior to this proposal:

________________________________________________________________________

4. Reasons the above listed options were rejected:

________________________________________________________________________

5. Description of evaluation procedures, tests, records, or reports the school district used as a basis for the proposal or refusal:

________________________________________________________________________

6. Other factors relevant to the action proposed are:

________________________________________________________________________

As parents of a child with a disability, you are entitled to certain procedural safeguards as outlined in the Notice of Procedural Safeguards. Your rights include the right to request a Due Process Hearing or to request mediation if you disagree with the services planned for your child.

If you have any questions about the information provided, please call ____________________________ at ____________________________ . We will be glad to answer any questions that you may have concerning the special education services proposed for your child.

If you disagree with this decision or need additional information concerning your rights, you may contact the Tennessee Department of Education 615-741-2851 (phone) or 615-532-9412 (fax) or a Regional Resource Center.

If the parent was not present at this IEP meeting, a completed Individual Education Program (IEP) for this student must accompany this form.

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Please attach a copy of this form to the front of each eligibility file

ELIGIBILITY EXPIRATION: (50 DAYS out):

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TEIS PROCESS Document</th>
<th>PERSON RESPONSIBLE</th>
<th>Date Due</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEIS Initial Referral Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEIS Transition Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing and Vision Passed – validated at transition meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, request parent take child to doctor to get it done before initial consent mtg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Consent to Evaluate Meeting/Form (parent also to bring enrollment documents)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TN Assessment Selection Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Intellectual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ OT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ PT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing and Vision Passed – get copies of test results at Initial Consent Mtg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If it still hasn’t been done, get parents to sign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WellChild Consent to Test Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enroll student at zoned school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule WellChild Hearing and Vision test (if applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Observation form – must be completed for all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT report( If Applicable)</td>
<td></td>
<td>(Uploaded into IEP)</td>
<td></td>
</tr>
<tr>
<td>PT report ( if Applicable)</td>
<td></td>
<td>(Uploaded into IEP)</td>
<td></td>
</tr>
<tr>
<td>Speech report (if Applicable)</td>
<td></td>
<td>(Uploaded into IEP)</td>
<td></td>
</tr>
<tr>
<td>Psych Testing/ Students books/ documentation</td>
<td></td>
<td>(Uploaded into IEP)</td>
<td></td>
</tr>
<tr>
<td>Completed Psych Report</td>
<td></td>
<td>(Uploaded into IEP)</td>
<td></td>
</tr>
<tr>
<td>Schedule initial eligibility meeting</td>
<td></td>
<td>(Date of Meeting)</td>
<td></td>
</tr>
<tr>
<td>Send invite to all participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with Case Manager to prepare for meeting</td>
<td>Case Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate E-Meeting</td>
<td>Case Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upload all docs to Easy</td>
<td>Case Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule IEP Meeting</td>
<td>Case Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doc uploaded within 24 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of School Psychologist ____________________________ Signature of Spec’d Specialist ____________________________

Signature of Chief, SIA ____________________________

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
Achievement School District
1219 Whitney Avenue
Memphis, TN 38127

Student: __________________________
School: __________________________
Grade: __________

□ Initial  □ Reminder

Date: __________________________________________

To: ____________________________________________

Our school system would like to invite you to attend a meeting to discuss the education needs of ____________________________ (child). It will be at ____________________________ (location and room) on ________________________ (date) at ________________________ (time).

Members of our staff would like to meet with you for the following reasons:

☐ To review your child’s educational status and determine what data, if any, are needed to complete your child’s evaluation/re-evaluation.

Other team members who will be invited to attend:

Special Education Teacher
LEA Representative
Speech Pathologist
Physical Therapist
Regular Education Teacher
Interpreter of Evaluation Results
Occupational Therapist
School Psychologist
Others as Appropriate

Please plan to participate in this meeting; your input is very important. You are welcome to bring others who you believe can assist the team. If you do bring others, we encourage you to notify us before the meeting so that arrangements can be made to accommodate all the participants. If you need an interpreter or translator, please let us know. If you are unable to attend at the proposed time, but would be able to participate if the meeting was rescheduled (to a mutually agreed upon time and/or place), or conducted by phone, or if you have any questions, please contact our department by ____________ (date) at ________________. 

Sincerely,

cc: Meeting participants
RESPONSE SECTION

PLEASE CHECK ONE, SIGN, AND RETURN TO SCHOOL CONCERNING:

__________________________ (student’s name here)

Meeting Date: ___________
Meeting Location: ________________
Meeting Time: ________________

☐ I WILL BE PRESENT FOR THE MEETING.

☐ I CANNOT MEET AT THE DATE OR TIME SHOWN ABOVE. I CAN MEET WITH YOU ON (date) ________________ at (time) ________________.

☐ I DO NOT WISH TO ATTEND THIS MEETING. PLEASE GO AHEAD WITH THE MEETING AND SEND THE PROGRAM HOME FOR MY REVIEW AND SIGNATURE.
*This option cannot be selected for students who are having their initial eligibility determination.

☐ NO, I AM UNABLE TO ATTEND THIS MEETING BUT WISH TO PARTICIPATE BY MEANS OF A PHONE CALL OR CONFERENCE CALL.

☐ I WILL NEED AN INTERPRETER (please specify): ________________________________

☐ I HAVE OTHER SPECIAL NEEDS (e.g., accessibility, etc.) Please specify:

________________________________________

☐ I WILL BE BRINGING GUESTS. Their names are:

________________________________________

________________________________________

☐ I WAIVE MY RIGHTS TO THE 10 DAY NOTICE.

________________________________________  _____________________________
Signature                                           Date

Student Signature (Required by 16 Years of Age for Transition Plan)  _____________________________
Date

Please return this form to ____________________________ at ____________________________.
**TENNESSEE CHILD OUTCOMES SUMMARY FORM at ENTRANCE**

Complete this form for every child birth through five at the initial IFSP or IEP Meeting

<table>
<thead>
<tr>
<th>TEIS/LEA</th>
<th>Initial IFSP/IEP Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/School</td>
<td>SC/Teacher</td>
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<tr>
<td>Child’s Name</td>
<td>Eligibility</td>
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<td><strong>DOB</strong></td>
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</table>

1. **POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)**

Think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observation from individuals in close contact with the child):

- Relating with adults
- Related with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (circle one number)

<table>
<thead>
<tr>
<th>Not Yet</th>
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<th>Somewhat</th>
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2. **ACQUIRING AND USING KNOWLEDGE AND SKILLS**

Think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child).

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (circle one number)

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3. **TAKING APPROPRIATE ACTION TO MEET NEEDS**

Think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child).

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, and avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (circle one number)

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Contacts for Additional Support:

Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
TENNESSEE CHILD OUTCOMES SUMMARY FORM AT EXIT

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)
Think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observation from individuals in close contact with the child):
- Relating with adults
- Related with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (circle one number 1-7) 1b. Has the child shown any new skills or behaviors since the last outcomes summary? (Circle yes or no and describe progress)

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</table>

1b. Describe Progress:

Yes
No

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS
Think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):
- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (circle one number 1-7) 2b. Has the child shown any new skills or behaviors since the last outcomes summary? (Circle yes or no and describe progress)

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2b. Describe Progress:

Yes
No

3. TAKING APPROPRIATE ACTION TO MEET NEEDS
Think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):
- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, and avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (circle one number 1-7) 3b. Has the child shown any new skills or behaviors since the last outcomes summary? (Circle yes or no and describe progress)

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3b. Describe Progress:

Yes
No

Tennessee Department of Education, Division of Special Populations, modified from ECO child outcomes form, updated 1-13

Contacts for Additional Support:
Valencia Stone, Director of Early Childhood Education Division
Phone: (901) 440.7517 Email: vstone@tnasd.org
Achievement School District, Special Education Specialist
District Supports

Monthly:

- Achievement School District Early Childhood Education Division Newsletter
- Ongoing communication via operators notes to share opportunities for supplemental curriculum supports and options to enhance program quality
- Open appointments for hearing and vision screenings
- Fiscal budget reports and current drawdown review

Quarterly

- Professional Development Workshops to support annual required training and promote high-quality programs:
  - STANDARDS FOR SCHOOL ADMINISTERED CHILD CARE PROGRAMS CHAPTER 0520-12-01 (Rule 0520-12-01-.09)
  - TDOE school-based quality control mandates
  - LEA PLAN for district support to enhance the TDOE IDEA annual performance rating scale measures
  - Indicators for Local Determinations Based on LEA Implementation of Part B of IDEA, Section 616(d)
- Data pulls to ensure data is populating and coded correctly in EIS
- Physical/Virtual check-ins to provide guidance, support, and technical assistance to all schools in maintaining compliance with federal and state requirements for ASD ECE Programs
- Fiscal budget reports and revisions

*All monitoring documents must be kept on file in a central location and easily accessible for monitoring.*