

**RULES  
OF  
STATE BOARD OF EDUCATION  
CHAPTER 0520-1-10  
TENNESSEE'S EARLY INTERVENTION SYSTEM**

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**0520-01-10-.01 GENERAL REGULATIONS. ADOPTION BY REFERENCE.**

The State Board of Education adopts by reference the Compilation of Federal Regulations at 34 C.F.R. Part 303 in their entirety unless otherwise provided herein as the policies and procedures for administration of special education early intervention programs and services in the state. The regulations are available from Tennessee's Early Intervention System (TEIS), Tennessee Department of Education, 710 James Robertson Parkway, Nashville, TN 37243, or on the internet by accessing the state department of education's website at <http://tn.gov/education/teis>.

**0520-1-10-.02 DEFINITONS.**

(1) Developmental Delay for Infants and Toddlers.

(a) General.

Infants and toddlers with disabilities eligible for TEIS shall be those children from birth to age three, inclusive, who:

1. Have been evaluated in accordance with appropriate procedures for early intervention services, and
2. As result of the evaluation, a multidisciplinary team has determined that the child meets the criteria for Tennessee's definition of Developmental Delay.

(b) Developmental Delay Criteria. The infant or toddler must meet one of the following:

1. The child is experiencing developmental delays, as measured by appropriate diagnostic instruments, administered by qualified professionals, indicating that the child is:
  - (i) Functioning at least 25% below his/her chronological age in two or more of the following developmental areas:
    - (I) Cognitive development;
    - (II) Physical development, including vision and hearing;
    - (III) Communication development;
    - (IV) Social/emotional development; and/or
    - (V) Adaptive development; or
  - (ii) Functioning at least 40% below his/her chronological age in one of the

developmental areas listed in subparagraph 1(i)(I-V) above; or

(iii) The child has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay, i.e., known, obvious, or diagnosable condition such as sensory losses and severe physical impairments. Examples include, but are not limited to:

- (I) Hearing loss that can be verified or estimated to be significant as indicated through an audiological evaluation;
  - (II) Visual loss, which can be verified or estimated to be significant, for example, cataracts, retinopathy of prematurity, or dysfunction of the visual cortex;
  - (III) Neurological, muscular, or orthopedic impairment which prevents the development of other skills, for example, spina bifida, cerebral palsy, autism, epilepsy;
  - (IV) Organic conditions or syndromes which have known significant consequences; for example, tuberous sclerosis, hydrocephalus, muscular dystrophy, fetal alcohol syndrome;
  - (V) Chromosomal, metabolic, or endocrine abnormalities, for example, Down Syndrome, Klinefelter Syndrome, Turner Syndrome, hypothyroidism; or
  - (VI) Prematurity, as defined by Tennessee's eligibility criteria for premature infants;
- or

(iv) The child has been determined eligible based on informed clinical opinion because the use of standardized instruments does not accurately reflect the child's developmental status and the child does not have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

(2) Developmental Therapy.

Developmental therapy for infants and toddlers with disabilities eligible for TEIS includes:

- (a) Family training, counseling, and home visits means services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of an infant or toddler with a disability in understanding the special needs of the child and enhancing the child's development; and
- (b) Special instruction including:
  - (i) The design of learning environments and activities that promote the infant's or toddler's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;
  - (ii) Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the IFSP for the infant or toddler with a disability;
  - (iii) Providing families with information, skills, and support related to enhancing the skill development of the child; and

- (iv) Working with the infant or toddler with a disability to enhance the child's development.

**0520-1-10-.03 LEAD AGENCY.**

- (1) The Tennessee Department of Education is designated by the Governor as lead agency for TEIS and is responsible for the administration of the State's early intervention system.
- (2) The Tennessee Department of Education, in accordance with IDEA Part C and state interagency agreements, shall be responsible for:
  - (a) the general administration and supervision of programs that receive funding under IDEA Part C to provide services to eligible infants and toddlers and their families; and
  - (b) assigning financial responsibility among appropriate agencies for early intervention services.
- (3) The Tennessee Department of Education shall be responsible for the supervision and monitoring of programs including:
  - (a) supervising and monitoring programs and activities that comprise the early intervention system, including agencies, institutions, and organizations which provide early intervention services to children eligible under Part C and their families, for compliance with IDEA Part C and the provisions of federal and state regulations, policies and procedures, whether or not the programs or activities receive financial assistance under Part C of IDEA;
  - (b) providing, or facilitating the provision of, technical assistance to those agencies, institutions, and organizations including self-evaluation, program planning and implementation;
  - (c) enforcing obligations imposed on those agencies, institutions and organizations as required under these regulations; and
  - (d) directing that deficiencies identified through monitoring be corrected.
- (4) Each agency receiving assistance under IDEA Part C shall:
  - (a) submit financial and other written reports at the time and manner specified by TEIS; and
  - (b) participate in periodic on-site monitoring visits conducted by TEIS.
- (6) The Tennessee Department of Education shall utilize funds provided under IDEA Part C that are reasonable and necessary for administering the state early intervention system.
- (7) TEIS shall ensure that traditionally underserved groups, including minority, low-income, and rural families, are meaningfully involved in the planning and implementation of all components of the early intervention system and that these families have access to culturally competent services within their local geographical areas.
- (8) The lead agency shall utilize contractual arrangements as a method of securing required early intervention services for children and families. Each contractor will be required by the terms of their contract to adhere to all applicable state and federal requirements for the provision of services to Part C eligible children and their families.
  - (a) All early intervention services provided for eligible children and their families shall meet the definition of early intervention services and shall be provided in a manner that is consistent with state and federal

standards for services under IDEA Part C.

- (b) Procurement of early intervention services by service providers shall conform to the applicable agency procurement policies.
- (c) Individuals or organizations seeking to provide early intervention services shall meet the requirements and standard established by the lead agency.

#### **0520-1-10-.04 DATA COLLECTION AND RECORDS.**

- (1) The Tennessee Department of Education shall maintain a data system that contains the early intervention records of infants and toddlers served by TEIS. The department shall maintain a process for collecting, managing, analyzing, and reporting statewide data regarding the operational status of TEIS.

#### **0520-1-10-.05 INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)**

- (1) IFSP Meetings
  - (a) The service coordinator shall communicate with the family and other IFSP team members in scheduling the IFSP meeting. Once scheduled, written notice of the meeting shall be provided to the family and other participants, no later than ten (10) days prior to the scheduled meeting date to ensure that they will be able to participate.
  - (b) Participants' involvement in the IFSP meeting shall be reflected on the IFSP document by personal signature or by noting the method of participation.

#### **0520-01-10-.06 PROCEDURAL SAFEGUARDS.**

- (1) Mediation.
  - (a) Mediations shall be conducted by mediators employed by the secretary of state pursuant to Tenn. Code Ann. § 49-10-605.
  - (b) TEIS shall provide an appropriate location for the mediation and shall be responsible for the administrative costs of the mediation.
- (2) Due Process.
  - (a) Due process cases shall be heard by administrative law judges employed by the secretary of state pursuant to Tenn. Code Ann. § 49-10-606.
  - (b) Due process cases shall be conducted pursuant to 34 C.F.R. 303.440 – 449.
  - (c) TEIS shall provide an appropriate location for the hearing, a court reporter, an original copy of the transcript for the administrative law judge, a copy of the transcript for the parents, and shall be responsible for the administrative costs of the hearing.
  - (d) Any party aggrieved by the findings and decision of a due process hearing has the right to bring a civil action with respect to the complaint presented. The action may be brought in any state court of competent jurisdiction in accordance with Tenn. Code Ann. § 4-5-322 and Tenn. Code Ann. § 49-10-601 or in a district court of the United States without regard to the amount in controversy.