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2026 Federal Programs Institute

Trailblazing Compliance: Navigating the IEP Journey

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Federal Programs & Oversight

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Department of

Education



DISCLAIMER

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The **State of Tennessee does not currently permit the use of Generative AI tools**, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients not public meetings and may involve discussion of protected state information.

Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public.

While the State supports your desire to maintain documentation of meeting and what you learn, **please respect our decision to share information** and do not attempt to use tools such as these. If you attempt to use a tool such as this, the State will block that tool from the network.

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Agenda

- Updated TDOE IEP Monitoring
- FY27 TN PULSE IEP Monitoring
- Updated FY27 IEP Monitoring
- FY26 Trends and Activity
- New IEP Monitoring Process

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IEP Monitoring Team

IEP Monitoring Team

- **Geneva Taylor** | Senior Director of Compliance
- **Michael Gateley** | Perkins & IEP Compliance Manager
- **Stan Cook** | IDEEA Monitoring Specialist
- **LaTrese Watson** | IDEEA Monitoring Specialist
- For programmatic support, please contact:
Special.Populations@tn.gov



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FY27 TN PULSE Platform

IEP Monitoring



FY27 TN PULSE Platform

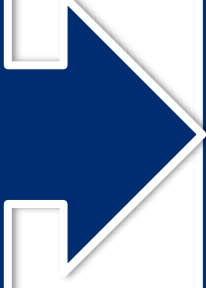
- IEP Monitoring is housed in the TN PULSE platform
- Review of initial evaluations, reevaluations, IEP components, and elements of the transition plan.

***All IEP monitoring related items will only be uploaded to the TN PULSE Monitoring Platform.**



Accessing the Platform

To access the IEP Monitoring Platform, first log in to TN PULSE.



To access IEP Monitoring, select Administration/ System tab, then Compliance Monitoring from the dropdown menu.

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FY27 IEP Monitoring Protocol

FY27 IEP Monitoring Protocol, Part 1

What is the IEP Monitoring Protocol?

- The protocol will be used to determine compliance of the IEP file(s) selected at b LEA and SEA levels of review.
- The FY27 IEP Monitoring Protocol is directed embedded into the TN PULSE Platform.

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FY27 IEP Monitoring Protocol,

Part 2

- LEAs must upload all documentation identifying the protocol into the TN PULSE platform.
- Documents that are blank will be considered noncompliant.
- Documents missing signatures will be considered noncompliant.
- Response criteria section provides an explanation for each indicator.

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FY27 IEP Monitoring Protocol,

Part 3

Domains and Indicators:

- Initial Evaluation: 17 indicators
- Reevaluation: 15 indicators
- IEP: 26 indicators
- Secondary Transition (begins at age 14): 7 indicators

***Each indicator is evaluated on its own merit**

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FY27 IEP Monitoring Protocol, Part 1

- FY27 IEP Monitoring Protocol is now available
- TN PULSE>Resource Library>TDOE IEP Monitoring Tools
 - eplan>TDOE Resources > FPO Monitoring > FY27 IEP Monitoring Protocol

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FY27 IEP Monitoring Protocol

Initial Evaluation Indicators

Initial Evaluation: Indicators 1-3

I.1	<u>Parental Consent for Initial Evaluation/Assessment</u> <u>34 C.F.R. § 300.300(a)</u> <u>TN SBE Rule 0520-01-09-.04</u>	Documentation of the signed informed parental (or student) notice and consent for the initial evaluation (assessment) are in the student's file. Ensure that (1) the notice is in the parent's native language or another mode of communication, (2) the notice describes the activity that will be conducted, and (3) the notice explains that granting consent is voluntary and may be revoked.
I.2	Prior Written Notice for Initial Evaluation/Assessment <u>34 C.F.R. § 300.503</u> <u>34 C.F.R. § 300.503</u> <u>TN SBE Rule 0520-01-09-.15(4)</u>	Documentation evident of the prior written notice for initial evaluation/assessment . Written notice must be given to the parents of a child suspected to have a disability or a child with a disability within at least ten (10) school days of the following: (a) Proposal to initiate or change the identification, evaluation, or educational placement of the child or the provision of free appropriate public education (FAPE) to the child; or (b) Refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a FAPE to the child.
I.3	Parent Input: Evaluation <u>34 C.F.R. § 300.305(a)(1)(i)</u>	There is evidence that the LEA reviewed existing evaluations and information provided by the student's parent as part of the student's evaluation (e.g., parent input form or questionnaire, parent interview documented in the written report, parental completion of evaluation scales, etc.).

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Initial Evaluation: Indicators

I.4	Current Educational-Based Assessment and Observations: Evaluation (if appropriate) <u>34 C.F.R. § 300.305(a)(1)(ii)-(iii)</u> <u>34 C.F.R. § 300.310</u>	The initial evaluation includes current classroom-based, local, or state assessments, <i>and</i> classroom observations or observations completed by a group member (teacher(s) and/or related service providers) in an environment appropriate for the child, including those who are less than school age or out of school, if appropriate.	
I.5	Procedural Safeguards <u>34 C.F.R. § 300.504(a)(1)</u>	The parent* acknowledged and signed the Parental Consent for Evaluation acknowledging receipt of procedural safeguards upon initial referral or parent request for evaluation. The LEA provided access to a copy of the procedural safeguards to the legal parent* (or the student at age 18).	
I.6	Evaluation Followed IDEA Requirements <u>34 C.F.R. § 300.304</u>	The evaluation(s) use a variety of assessment tools and strategies to gather relevant and current functional, developmental, and academic information about the child and does not use any single measure or assessment as the sole criterion for determining eligibility ; are technically sound and culturally and linguistically sensitive; and meet the individual needs of the student. Measures are valid and reliable, administered by trained personnel in accordance with publisher guidelines, and are sufficiently comprehensive to identify all special education and related service needs.	



Initial Evaluation: Indicators 7

I.7	Invitation to Meeting: Initial Eligibility <u>34 C.F.R. § 300.322(a), (b)(1)</u> <u>TN SBE Rule 0520-01-09-.15(1)</u>	The most recent eligibility meeting invitation includes the purpose (all applicable reasons listed and/or checked), meeting time and location, and who will be in attendance. The invitation was sent at least ten calendar days prior to the meeting date, or there is a signed 10-calendar-day waiver.
I.8	Invitation to Meeting: Initial Placement <u>34 C.F.R. § 300.322(a), (b)(1)</u> <u>TN SBE Rule 0520-01-09-.15(1)</u>	The most recent placement meeting invitation includes the purpose (all applicable reasons be listed and/or checked), meeting time and location, and who will be in attendance. The parents* at least ten calendar days prior to the meeting date (if a separate meeting for placement there is documentation of a signed 10-calendar-day waiver.
I.9	Current Eligibility <u>34 C.F.R. § 300.306</u>	The student's eligibility is current and indicates primary disability (and secondary/tertiary disabilities, if applicable) as determined by the evaluation.



Initial Evaluation: Indicators 1

I.10	Copy of Evaluation Report <u>T.C.A. § 49-10-103(d)</u>	There is documentation that the LEA provided a copy of the evaluation report used in the determination of the student's eligibility for special education to the student's parent at least forty-eight (48) hours prior to the scheduled team meeting.
I.11	Disability Eligibility Standards Met and Documented in Eligibility Report <u>34 C.F.R. § 300.306</u> <u>TN SBE Rule 0520-01-09-.03</u>	The eligibility report documents that a group of qualified professionals and the parent (e.g., the IEP team) determined the student meets Special Education Evaluation and Eligibility standards criteria for a disability consistent with at least one federal or state recognized disability category, and that the disability adversely impacts educational performance.
I.12	Ruled Out Lack of Appropriate Instruction for Determination of Eligibility <u>34 C.F.R. § 300.306(b)(1)</u> <u>34 C.F.R. § 300.308</u>	The student's eligibility report documents that a group of qualified professionals and the parent (e.g., the IEP team) concluded that the determinant factor for the student's adverse educational impact (disability) was not due to lack of appropriate instruction in reading, including the essential components of reading instruction, lack of appropriate instruction in math, or limited English proficiency.



Initial Evaluation: Indicators

I.13	LEA Provided Parent Evaluation Report(s) and Documentation of Eligibility <u>34 C.F.R. § 300.306(a)(2)</u>	There is documentation that the LEA provided the parent with a copy of the evaluation report(s) and completed eligibility report, including the date given and person responsible for forwarding and explaining to the parent* if not in attendance. ii
I.14	Prior Written Notice: Initial Eligibility <u>34 C.F.R. § 300.503</u> <u>TN SBE Rule 0520-01-09-.15(4)</u>	Documentation of provided prior written notice upon eligibility determination is in the student's file. Written notice must be given to the parents* of a child with a disability within at least ten (10) school days prior to an LEA implementation of a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
I.15	Parental Consent for Initial Services <u>34 C.F.R. § 300.300(b)</u> <u>34 C.F.R. § 300.323(c)(1)</u> <u>TN SBE Rule 0520-01-09-.04</u>	The initial IEP that was signed by the parent* is in the student's file, and the parent* consented to the proposed program described in the IEP.



Initial Evaluation: Indicators 1

I.16	Initial IEP Development <u>34 C.F.R. § 300.323(c)</u> <u>TN SBE Rule 0520-01-09-.12(3)</u>	The development of the IEP took place within thirty calendar days of the eligibility meeting date, if the two events did not happen on the same date. If the 30-calendar-day timeline was not met due to parents choosing the Tennessee Early Intervention System (TEIS) extended option, <u>a notification of exit</u> and/or decision form must be provided.	
I.17	Prior Written Notice: Parental Consent for Initial Services <u>34 C.F.R. § 300.503</u> <u>TN SBE Rule 0520-01-09-.15(4)</u>	Documentation is evident of prior written notice upon <i>initial placement</i> is in the student's file, if applicable. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability within at least ten (10) school days prior to an LEA implementation of educational placement of the child or the provision of FAPE to the child.	



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FY27 IEP Monitoring Protocol: Reevaluation Indicators

Reevaluation: Indicators 1-3

Invitation to Meeting: Reevaluation <u>34 C.F.R. § 300.322(a), (b)(1)</u> <u>TN SBE Rule 0520-01-09- .15(1)</u>		The <i>most recent</i> reevaluation meeting invitation includes purposes (all applicable reasons for meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. There is documentation that the most recent meeting invitation sent to parents* was at least ten calendar days prior to the meeting date, or there is documentation of a signed 10-calendar-day waiver.
R.1	Review of Past and Current Assessment: Reevaluation <u>34 C.F.R. § 300.305(a)(1)(i-ii)</u>	All applicable components of the state reevaluation summary report or an LEA-level version with all federal components of the reevaluation summary report are completed, including, but not limited to, past evaluation components leading to eligibility decisions; other evaluations (must include, but is not limited to, formative and summative evaluations); information provided by the parent*; and current classroom-based, local, or state assessments.
R.2	Parent Input Form <u>34 C.F.R. § 300.305(a)(1)(i-ii)</u>	There is evidence of parental* input included in the student's reevaluation.
R.3		



Reevaluation: Indicators 4-5

R.4	Review of Observations: Reevaluation 34 C.F.R. § 300.305(a)(1)(iii) 34 C.F.R. § 300.310	The reevaluation includes a review of existing evaluation data on the student, including observations by general education and special education teachers <i>and</i> all related service providers, if applicable.
R.5	Review of IEP Team Decisions: Reevaluation Assessment 34 C.F.R. § 300.305	The IEP team determined at least one of the following and obtained parental permission for the assessment decision: 1. Yes, additional data is needed to determine if this student continues to have an educational disability or is suspected of having other educational disabilities. 2. Yes, additional data is needed to determine the student's continued need for special education and/or related services. 3. Yes, additional data is needed to determine present levels of academic achievement and related educational needs of this student. 4. Yes, additional data is necessary to determine whether any additions or modifications to the special education services and/or related services are needed to enable the child to meet measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum. 5. Yes, the Team agreed that no additional assessments are necessary. If the parent* did not attend, attempts to obtain consent are in the file.



Reevaluation: Indicators 6-8

R.6	Procedural Safeguards for Reevaluation <u>34 C.F.R. § 300.303</u> <u>34 C.F.R. § 300.504</u>	The parent* acknowledged and signed the decision page, corresponding to the assessment decision option determined. The LEA provided access to a copy of the procedural safeguards to the legal parent* (or the student at age 18). If parent* did not attend, there is documentation of the person responsible for sending a copy of the reevaluation decisions.
R.7	Prior Written Notice: Reevaluation <u>34 C.F.R. § 300.305</u> <u>34 C.F.R. § 300.503</u> <u>TN SBE Rule 0520-01-09-.15(4)</u>	Prior written notice was provided and specified why additional assessments were or were not needed. If an evaluation (additional assessment) is needed, documentation verifies that prior written notice was sent before the evaluation was conducted. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability within ten (10) school days prior to an LEA implementation, and within 10 days of the LEA's proposal or refusal, of a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
R.8	Parental Consent for Reevaluation <u>34 C.F.R. § 300.300(c)</u> <u>TN SBE Rule 0520-01-09-.04</u>	1. Consent for an evaluation (additional assessment) is present in the file, signed, and dated prior to conducting the evaluation, <u>or</u> 2. There is documentation of reasonable attempts to obtain consent in the file if the parent* did not attend. Note: See endnote for exceptions.



Reevaluation: Indicators 9-11

Invitation to Meeting: Evaluation Results Review (if applicable) <u>34 C.F.R. § 300.322(a-b)</u> <u>TN SBE Rule 0520-01-09-.15(1)</u> R.9		If a separate meeting occurs, the <u>evaluation results review</u> meeting invitation includes the purpose (all applicable reasons for the meeting must be listed and/or checked), time and location of the meeting, and who will be in attendance. There is documentation that the invitation sent to parents* was at least ten calendar days prior to the meeting date, there is documentation of a signed 10-day waiver. <i>Note: If a separate meeting did not occur, mark “Not Applicable” and proceed with the review.</i>	
R.10	Current Eligibility <u>34 C.F.R. § 300.306</u>	The student's eligibility based on the reevaluation is current and indicates the current primary disability (and, if applicable, the secondary/tertiary disability) as determined by a group of qualified professionals and the parent (e.g., the reevaluation team).	
<u>R.11</u>	Ruled Out Lack of Instruction in Reading/Math & LEP as Determinant Factor for Disability Determination <u>34 C.F.R. § 300.306(b)(1)</u>	There is evidence in the file that the IEP team concluded that the determining factor for the student's adverse educational impact (disability) was not due to a lack of instruction in reading a lack of instruction in math, or limited English proficiency.	



Reevaluation: Indicators 12-13

R.12	Disability Eligibility Standards Met and Documented in Eligibility Report 34 C.F.R. § 300.306 34 C.F.R. § 300.308	The eligibility report documents that a group of qualified professionals and the parent (e.g., the <u>IEP team</u>) determined the student meets Special Education Evaluation and Eligibility standards criteria for a disability consistent with at least one federal or state recognized disability category, and that the disability adversely impacts educational performance.
R.13	LEA Provided Parent Copy of Written Report Used in This Eligibility 34 C.F.R. § 300.306(a)(2)	There is documentation that the LEA provided a copy of the reevaluation report and documentation of the determination of eligibility.



Reevaluation: Indicators 14-15

R.14	Draft Evaluation Notice <u>T.C.A. § 49-10-103 (amended)</u>	If additional evaluations are conducted, there is documentation that the LEA provided a copy of the evaluation report used in the determination of the student's eligibility for special education to the student's parent at least forty-eight (48) hours prior to the scheduled IEP team meeting.
R.15	Prior Written Notice: <u>Eligibility (if applicable)</u> <u>34 C.F.R. § 300.306</u> <u>34 C.F.R. § 300.503</u> <u>TN SBE Rule 0520-01-09-.15(4)</u>	Documentation of provided prior written notice upon the <i>eligibility determination from the evaluation</i> is in the student's file. Written notice must be given to the parent* of a child suspected to have a disability or a child with a disability within at least ten (10) school days prior to an LEA implementation of a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.



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Activity

Would You Rather?

Would You Rather?



A. Have a “no meetings” day every week

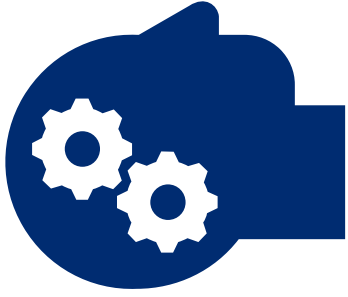


B. Have a "no email" day every week

Would You Rather?

- A.** accidentally hit "Reply All" on an embarrassing email
- B.** forget to mute your mic during a big call

Would You Rather?



A. Be able to understand
every language



B. Be able to talk to ani

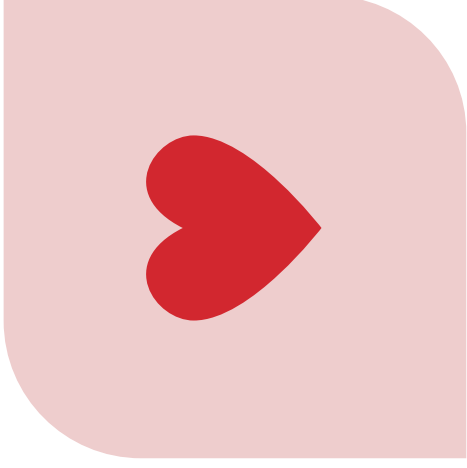
Would You Rather?

A. Be able
to read
minds

B. Be
invisible

.....

Would You Rather?



A. HAVE A JOB YOU LOVE
ON AVERAGE PAY



B. A JOB YOU JUST
TOLERATE ON GREAT PAY

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Give Me A Break!

15-minute break



Breaktime

15:00

Start Stop Reset mins: 15 secs: 0 type: None

 Breaktime for PowerPoint by Flow Simulation Ltd. Show Settings ☐



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FY27 IEP Monitoring Protocol: IEP Indicators

LaTrese Watson, IEP Monitoring
Specialist

IEP: Indicators 18-21

18	Invitation to Meeting 34 C.F.R. § 300.322(a), (b)(1) TN SBE Rule 0520-01-09-.15(1)	The most recent meeting invitation includes the purpose (all reasons for meeting must be identified, including transition, when applicable), meeting time and location, and who will attend. There is documentation that the most recent meeting invitation sent to parents* was at least ten calendar days prior to the meeting date, or there is documentation of a signed 10-calendar-day waiver.
19	IEP Reviewed Annually 34 C.F.R. § 300.324(b)(1)	No more than one calendar year has passed since reviewing and revising, as appropriate, the most recent IEP.
20	Student Strengths 34 C.F.R. § 300.324(a)(1)(i)	Documentation included evidence that the IEP team has considered the strengths of the child as part of the “overview of current student’s performance.”
21	Parent Concerns 34 C.F.R. § 300.324(a)(1)(ii)	Documentation included evidence that concerns of the parents* for enhancing the education of their child were considered. Note: Concerns were directly attributed to the parent and documented as such.



IEP: Indicators 22-23

22	Adverse Impact Statement <u>34 C.F.R. § 300.320(a)(1)</u>	There is a statement of <i>how</i> the child's disability(ies) affects the child's involvement and progress in the general education curriculum. <i>Note: The statement must describe specifically (not hypothetically or subjectively) how the individual student's disability(ies) affects participation and progress in the general curriculum.</i> <i>Note: For preschool children, as appropriate, the statement must describe "how the disability affects the child's participation in appropriate activities."</i>
23	Consideration of Special Factors Addressed in Areas of IEP <u>34 C.F.R. § 300.324(a)(2)</u>	All special factors were considered, identified, and are aligned throughout the IEP, <i>and</i> documentation of these items is in the student's IEP. Special factors include the following: limited English proficiency, blind or visually impaired, deaf, or hard of hearing, communication, assistive technology, and behavior.



IEP: Indicators 24-26

NEW 24	Special Factors: Behavior Supports 34 C.F.R. § 300.324(a)(2)(i) TN SBE Rule 0520-01-09-.24	If the student exhibits a pattern of behavior that impedes their and/or others' learning and/or places themselves or others at risk of harm or injury, a Functional Behavior Assessment (FBA) was completed, and a Behavior Intervention Plan has been or is being developed. The IEP reflects ongoing monitoring and revision of behavioral supports through measurable annual goals and objectives.
25	Present Levels of Academic Achievement and Functional Performance 34 C.F.R. § 300.320(a)(1)	The IEP includes a statement of the child's present (current) levels of academic achievement and functional performance. Note: <i>Academic Readiness is not an appropriate present level after completing preschool, as it aligns with early childhood outcomes assessed at preschool exit only.</i>
26	Prevocational Assessment TN SBE Rule 0520-01-09-.12(2)(a)	Except when a written explanation to the contrary is included, the IEP of a child must include a prevocational assessment for students in kindergarten through grade six (K-6) (or until the student is required to have a transition assessment at age 14).



IEP: Indicators 27-29

27	Measurable Annual Goals 34 C.F.R. § 300.320(a)(2)-(4)	The IEP includes annual goals that are objective and measurable, a statement on how the child's progress will be measured, and when progress reports will be provided. <i>Note: Components of objective and measurable goals include target behavior or skill, condition, and criterion. Alternate assessment requires measurable goals and objectives.</i>
28	Accommodations on State and LEA Assessments 34 C.F.R. § 300.320(a)(6)(i) <u>TN SBE Rule 0520-01-09-.09(1)(c)</u>	The IEP documented individual and appropriate accommodations needed to measure the academic achievement and functional performance of the student on state and LEA assessments.
29	Tennessee Alternate Assessment 34 C.F.R. § 300.320(a)(6)(ii) <u>TN SBE Rule 0520-01-09-.09(1)(c)</u>	If the child will participate in an alternate assessment, the IEP includes a statement of why the child cannot participate in the regular state and LEA assessment and why the alternate assessment is appropriate.



IEP: Indicators 30-32

30	Review of Educational Homebound Placement <u>TN SBE Rule 0520-01-09-.07</u>	If the student's placement is educational homebound, the IEP must contain evidence that the student cannot receive an educational benefit in a less restrictive setting. The student's IEP must be reviewed at intervals of thirty school days by the IEP team to ensure the appropriateness of instruction and continuation of the homebound placement. The student's IEP must contain a goal of returning the student to a less restrictive environment within the school year.
31	Special Education and/or Related Services <u>34 C.F.R. § 300.320(a)(7)</u>	The IEP contains the projected date for the beginning of the services (special education and related services and supplementary aids and services), and the anticipated frequency, location, and duration of those services and <u>modifications</u> . <u>Note:</u> <i>Each service must include the location of services.</i>
NEW 32	Service Times <u>34 C.F.R. § 300.320(a)(7)</u> <u>TN SBE Rule 0520-01-09-.05(2)(b)</u>	Service times specify frequency, duration, location, and align with the student schedule provided.



IEP: Indicators 33-35

NEW 33	Qualified Provider Review <u>34 C.F.R. § 300.156</u> <u>34 C.F.R. 300.320(a)(7)</u> <u>TN SBE Policy 5.502</u>	Instructional Provider licensure is active, meets IDEA and state requirements, aligns with the provided student schedule and <u>location</u> documented in services.
34	Extent the Student Will Not Participate in the Regular Classroom and Preschool Justification, (if applicable) <u>34 C.F.R. § 300.320(a)(5)</u>	There is an explanation of the extent, if any, to which the child will <i>not</i> participate with nondisabled children in the regular class and activities, which <i>aligns</i> with the <u>special education related services, and supplementary aids and services</u> that are to be provided to the child. The is a preschool LRE justification, if applicable, based on age of student.
35	Attend School of Zone <u>34 C.F.R. § 300.116</u>	The student is educated in the school (Home School) that he or she would attend if non-disabled unless the IEP team determines services are to be provided through an alternate placement (different Serving School). The school is as close as possible to the child's home and based on the IEP. Note: <i>If the student does not attend the Home School, include justification of team decision for different Serving School.</i>

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IEP: Indicators 36-38

36	Special Transportation <u>34 C.F.R. § 300.34(a)</u> <u>34 C.F.R. § 300.34(c)(16)</u> <u>TN SBE Rule 0520-01-09-.05(2)(e)</u>	The IEP documented and addressed the need for special transportation services.
37	Extended School Year (ESY) <u>34 C.F.R. § 300.106</u>	The IEP documented and addressed extended school year (ESY) services. The LEA does not limit the services to certain categories of disability, nor unilaterally limit the type, amount, or duration of services. The team determined that the services are necessary for the provision of FAPE to the child using data referenced in the determination statement.
38	IEP Team Members <u>34 C.F.R. § 300.321</u>	All required IEP team members, including the parent(s)* of the child, a special education teacher, a general education teacher, an LEA representative, an interpreter of results, the student (as appropriate), and at the discretion of the parent, others with knowledge or special expertise about the student, were present, and there is documentation of participation.



IEP: Indicators 39-41

39	Procedural Safeguards 34 C.F.R. § 300.504	There is documentation in the "Informed Parental Consent" section that the IEP team provided access to a copy of the procedural safeguards to the legal parent* (or the student at age 18) at least once during the school year. <i>If the parent* did not attend, there is documentation of the person responsible for sharing access to procedural safeguards.</i>
40	Student Progress 34 C.F.R. § 300.320(a)(3)	Special education progress reports were included in the student's file to document his/her progress toward each annual goal and objective.
41	Prior Written Notice for Change in Educational Placement/Services and/or the Provision of FAPE 34 C.F.R. § 300.503 TN SBE Rule 0520-01-09-.15(4)	Documentation of provided prior written notice for the current IEP, if there were any changes in educational placement/services or the provision of FAPE, is in the student's file. Written notice must be given to the parents* of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to an LEA implementation of an educational placement of the child or the provision of FAPE to the child.

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IEP: Indicators 42-43

42	Draft IEP <u>TN SBE Rule 0520-01-09-.15(2)</u>	Documentation in the student's file that: 1) if a draft IEP was created, it was provided to the parent(s)* at least 48 hours prior to the scheduled meeting time; 2) indicate disposition of draft IEP (i.e., that the parent(s)* declined a copy of the draft); or 3) no draft was created.
43	LEA Provided Parent Copy of Evaluation Report(s) and Documentation of Eligibility <u>34 C.F.R. § 300.306(a)(2)</u>	An LEA shall provide the following to the parent or guardian of the student who is the subject of the IEP team meeting at least forty-eight (48) hours prior to the scheduled IEP team meeting: A copy of the student's evaluation report that is to be used in the determination of the student's eligibility for special education or in the development of the draft IEP; There is documentation that the LEA provided a copy of the evaluation report used in the determination of the student's eligibility for special education to the student's parent at least forty-eight (48) hours prior to the scheduled team meeting.



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FY27 IEP Monitoring Protocol: Transition Indicators

Transition: Indicators 44-45

T.44	Student Invitation to Meeting <u>34 C.F.R. § 300.321(b)(1)</u> <u>34 C.F.R. § 300.322(b)(2)(i)</u> <u>TN SBE Rule 0520-01-09-.12(2)(c)</u>	For the first IEP in effect when the student turns 14 years old, and for each IEP team meeting thereafter at which postsecondary goals and transition services are considered, the LEA provided written documentation inviting the student to the IEP meeting and stated the purpose was the consideration of postsecondary goals and transition planning services needed to assist the student in reaching these goals. Note: All applicable reasons for meeting must be listed and/or checked.	Student
T.45	Notification to Invite Agency to Transition Meeting and Agency Invitation to Meeting <u>34 C.F.R. § 99.30</u> <u>34 C.F.R. § 300.321(b)(3)</u> <u>34 C.F.R. § 300.322(b)(2)(ii)</u> <u>34 C.F.R. § 300.622</u>	For transition planning and services, there was evidence that the school informed the parent of agency invitations and/or participation (or student once the age of majority was reached) and received permission to release personally identifiable information to an outside provider or other participating agencies were not required to provide transition planning and services. Note: Only applicable for students who are served by outside agencies (not employed by the LEA). If the LEA contracts with an outside agency and a release is signed, it is not applicable.	FERPA Invitation Agency I

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Transition: Indicators 46-47

T.46	Measurable Postsecondary Goals (MPSGs) <u>34 C.F.R. §</u> <u>300.320(b)(1)</u> <u>TN SBE Rule 0520-01-</u> <u>09-.12(2)(b)</u>	For the first IEP in effect when the student turns 14 years old, and for each IEP team meeting thereafter at which postsecondary goals and transition services are considered, the IEP included measurable postsecondary goals in the areas of employment, education/training, and where appropriate, independent living and community participation. Note: Students earning an Alternate Academic Diploma must have all four MPSGs addressed.	Current
T.47	Focused Plan of Study: Courses of Study <u>34 C.F.R. §</u> <u>300.320(b)(2)</u> <u>TN SBE Rule 0520-01-</u> <u>09-.12(2)(c)</u>	Written documentation that a four-year plan of focused and purposeful high school study was in the student's file. There was evidence that transition planning and services included specific courses of study that focused on improving the academic and functional achievement of the student to facilitate that reasonably enabled his/her movement from school to post-school.	Current

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Transition: Indicators 48-50

T.48	Age-Appropriate Transition Assessment <u>34 C.F.R. § 300.320(b)(1)</u> <u>TN SBE Rule 0520-01-09-.12(2)(b)</u>	There was evidence that age-appropriate transition assessments(s) were updated annually and were the basis of the measurable postsecondary goal(s) as documented by a survey or assessment.	Current copy of assessments
T.49	Academic and Functional Achievement <u>34 C.F.R. § 300.43</u> <u>34 C.F.R. § 300.320(b)</u> <u>TN SBE Rule 0520-01-09-.12(2)(c)</u>	There was evidence that transition services in the IEP focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school. The LEA ensured that postsecondary goals were considered and updated as appropriate annually.	Current
T.50	Transition Annual IEP Goal(s) <u>34 C.F.R. § 300.320</u> <u>TN SBE Rule 0520-01-09-.12(2)(b)</u>	There was evidence of annual IEP goal(s) aligning to and enabling the student to meet the measurable postsecondary transition goal(s) that addressed education and training, employment, and, as needed, independent living.	Current

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Trends from FY26 IEP Monitor

- Adverse Impact Statements do not address eligibility categories.
- Invitations missing date sent and/or meeting unable to determine 10-day timeline.
- Evaluation Summary Reports missing format and summative assessment data.

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Activity

Compliant or Noncompliant?

Adverse Impact Statement, Part 1

- Student's advanced skills cause them to become disengaged during instruction and results in distraction of others, verbal outbursts, and refusal to participate.

Compliant

Adverse Impact Statement, Pa

Student's deficit areas of language and social/emotional behavior impact their access to participation in the general education curriculum compared to peers.

Noncompliant

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FY27 IEP Monitoring

Process Overview

Process Overview, Part 1

Old (FY26 and Before)	New (FY27 and Beyond)
IEP Risk Analysis contained • % non-compliance and • % of non-agreement with SEA Monitors	IEP Risk Analysis contained • APR Score • APR Determination Level • IDEA Complaints Findings • IDEA Due Process Resolutions
Districts divided into four different "waves" spread throughout the year.	One cohort (Projected to begin in Mid-Summer)
All districts complete annually	Approx. 1/4 of LEAs annually • LEAs divided into groups • FY27 (41 LEAs), etc. • Cycle restarts every four years

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Process Overview, Part 2

Old (FY26 and Before)	New (FY27 and Beyond)
One set of Corrective Actions via a Monitoring Results Report	Multiple rounds of corrective actions depending on previous set of compliance
One Monitoring Report	Up to Four Monitoring Reports

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Who is being monitored?

- FY27: 41 Districts
- FY28: 38 Districts
- FY29: 36 Districts
- FY30: 33 Districts



Tips for IEP Monitoring Process

Double-check to make sure each indicator has a response.

Upload **only** the document applicable to that indicator.

Be as accurate as possible with responses based on evidence the LEA monitor provided in the platform.

If the platform **does not** match the student file, contact the IDEA Compliance Manager (Michael.Gateley@tn.gov) before beginning the monitoring process.

As the designated LEA Admin ensure that you are clicking on and viewing each uploaded document before submitting for SEA review.

What are the important dates?

- **Sept. 9:** Virtual training for FY27 identified districts on File Review process
- **Sept. 16:** Intended cohort go live date for
- **Nov. 6:** Virtual training for FY27 identified on Corrective Actions Process
- **Nov. 13:** Intended monitoring results shared FY27 districts

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What are the criteria for monitoring?

- See the FY27 IEP Monitoring Protocol
- The team will only use IEP Monitoring Protocol items applicable to a student record to review each individual file.



IEP Monitoring Process Part 1

Responses & Uploads



Assigned LEA Monitor must upload all required documents and respond to each indicator based on the information in each required document.



LEA IDEA Director reviews the first person's work and either agrees or disagrees.



TDOE IEP Monitoring Specialists review and agree/disagree with LEA Director's response.



TDOE IEP Monitoring Administrator reviews and agree/disagree with TDOE IEP Monitoring Specialists' review.

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IEP Monitoring Process Part 2: Results Reports & Corrective Action



IDEA Directors will receive Monitoring Results reports outlining each instance of non-compliance.



IDEA Directors have 20 business days to correct the items of non-compliance.

Proof of correction
are required within

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What is **new**?

- Proof of Implementation Monitoring Cycle
 - Districts with more than one finding in an area (districts with more than one non-compliant item from the protocol) will have more files pulled for another round of monitoring.
 - 1 student ID impacted in finding area = 0 new files
 - 2 = 2 new files
 - 3-4 students = 4 files
 - 5+ students = 8 files

What *else* is **new**?

- Districts that complete the Proof of Implementation cycle successfully will be
- Those that do not will continue with another and another cycle if time permits.
- If a district takes more than three chances, a district will join the next fiscal year cohort start again at 15 files.



What supports are available?

- IEP Monitoring Office Hours
- FPI Pre-Conference Session on IEP Monitoring Protocol
- Virtual trainings on IEP Monitoring File Review process
- Specific training for districts selected for FY23 Monitoring (virtual and by invitation via email)
- FPO IEP Monitoring Specialists support
- Special Populations team support

Contacts

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- **Stan Cook** | IEP Monitoring Specialist
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NOTICE: This agency is a recipient of taxpayer funding. If you are an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the State Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>



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