



Special Education Monitoring

Student Record Review Findings Report

July 09, 2020

| | Total Reviewed | Total Noncompliant | Percent Non Compliant |
|--|----------------|--------------------|-----------------------|
| Timelines | | | |
| A Initial evaluations were completed within 60 days of date parental consent was received | 320 | 16 | 5.00% |
| B Initial IEP was conducted within 30 days of the Initial ER | 320 | 2 | 0.63% |
| C The student is reevaluated every three years OR the parents and the school district agreed that a reevaluation was unnecessary | 650 | 5 | 0.77% |
| D IEP is reviewed every twelve months | 650 | 23 | 3.54% |

| Special Education Record | | | |
|---|-----|---|-------|
| A Is this an Initial Evaluation? | | | |
| B Does the record have an access log? | 650 | 1 | 0.15% |
| C Does the record contain information about this student only? | 650 | | |
| D Does the record contain evaluation data? | 650 | | |
| E Does the record contain copies of Progress Reports sent to parents? | 650 | 2 | 0.31% |
| Z Special Education Notes | | | |

| Referral | | | |
|-------------------|-----|--|--|
| Date of Referral: | 650 | | |



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| 1 Referral from another district. | 650 | | |
| 2 Reconstructed referral. | 650 | | |
| 3 Current document not in record. | 650 | 24 | 3.69% |
| A Were regular education interventions that include all four components tried prior to the referral? | 293 | 12 | 4.10% |
| B Is a specific reason for the referral given? | 293 | 5 | 1.71% |
| C Does the referral form contain the signature of the person making the referral? | 293 | 3 | 1.02% |
| D Did the parent sign as the referring person? | | | |
| Z Referral Notes: | | | |

Evaluation Plan

| | | | |
|--|-----|---|-------|
| Date consent received: | 650 | | |
| 1 Current document not in record. | 650 | 6 | 0.92% |
| 2 Evaluation Plan from another district. | 650 | | |
| B Is the Evaluation Plan signed by the parent? | 649 | 6 | 0.92% |



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| C If written permission was not obtained for reevaluation, does the record contain documentation of attempts to obtain parent signature for permission? | 649 | 6 | 0.92% |
| D 2 Please Explain Other: | 649 | | |
| A Does the Evaluation Plan indicate the reason why the student is being evaluated? | 649 | 6 | 0.92% |
| D Was the Evaluation Plan provided in the parents' native language? | 649 | 6 | 0.92% |
| D 1 List of identified assessment for use in the Evaluation Report. | 649 | | |
| Z Evaluation Plan Notes: | | | |

Evaluation Report

| | | | |
|---|-----|---|-------|
| 1 Date of last team meeting: | 650 | | |
| 2 Evaluation Report from another district. | 650 | | |
| 3 Current document not in record. | 650 | 3 | 0.46% |
| 4 Date of last assessment: | 650 | | |
| 5 School on the Evaluation Report: | 650 | | |
| 6 Special education teacher on Evaluation Report: | 650 | | |



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| A Does the Evaluation Report include comments from the parents or a note that the parents chose not to provide comments? | 431 | 3 | 0.70% |
| B Does the Evaluation Report contain Classroom-Based Assessments that are complete and provide information on current performance? | 431 | 11 | 2.55% |
| C Does the Classroom Assessment contain the student's involvement and progress in the general curriculum? | 431 | 18 | 4.18% |
| D Does the Evaluation Report contain Observations by teachers and/or related services providers? | 431 | 1 | 0.23% |
| E List of assessments that were marked on the Evaluation Plan but Not conducted. | 431 | 19 | 4.41% |
| F List of Assessments that were conducted and not marked on the Evaluation Plan. | 431 | 18 | 4.18% |
| G Does the Evaluation Report contain Implication for Educational Planning for all assessment areas that specify modifications/accommodations or suggested teaching methods? | 431 | 52 | 12.06% |
| H Does the Initial Evaluation Report address all criteria for each identified disability? | 275 | 2 | 0.73% |
| I Does the Evaluation Report contain a statement of need for special education and related services that specifically address that the student needs adapted content and/or adapted teaching methods and/or adapted instructional delivery? | 431 | 19 | 4.41% |
| J Does the initial Evaluation Report contain the results of assessments in all areas related to the suspected disability? | 275 | 6 | 2.18% |
| K Evaluation Report includes: | 431 | | |



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| K 1 Parents | 431 | | |
| K 2 If parent did not attend, records of attempts to arrange a mutually agreed on time/place (NOTE: This may be documented through meeting notes, contact logs or copies of invitations.) | 431 | 5 | 1.16% |
| K 3 Student | 431 | | |
| K 4 Administrator | 431 | 6 | 1.39% |
| K 5 Regular education teacher | 431 | 6 | 1.39% |
| K 6 Special education teacher or Speech and Language Pathologist | 431 | 5 | 1.16% |
| K 7 Teacher or specialist with knowledge in area of suspected disability (NOTE: This would be the special education teacher, parent or related service professional.) | 431 | 6 | 1.39% |
| Z Evaluation Report Notes: | | | |

IEP

| | |
|--------------------------------------|-----|
| 1 Date of IEP being reviewed: | 650 |
| 2 Current document is not in record. | 650 |
| 3 Date of previous IEP: | 650 |
| 4 Select School on IEP: | 650 |



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| 5 Special Education Teacher on IEP: | 650 | | |
| A Was the IEP in effect at the beginning of the school year? | 580 | 5 | 0.86% |
| B Are the comments from the parents included or is it noted that the parents had no comments or did not attend? | 580 | 7 | 1.21% |
| C Consideration of the following special factors: (NOTE: These factors may be addressed by goals, accommodations, modifications, specific plans (behavior, special health care, technology, etc.) or in the minutes. | 580 | | |
| C 1 Whether student behavior impeded learning | 580 | | |
| C 1a IEP documented consideration of this special factor | 580 | | |
| C 1b IEP Team checked the item "Yes" | 580 | | |
| C 2 Communication Needs | 580 | | |
| C 2a IEP documented consideration of this special factor | 580 | | |
| C 2b IEP Team checked the item "Yes" | 580 | | |
| C 3 Assistive technology devices/services | 580 | | |
| C 3a IEP documented consideration of this special factor | 580 | | |



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| C 3b IEP Team checked the item "Yes" | 580 | | |
| C 4 Limited English Proficiency | 580 | | |
| C 4a IEP documented consideration of this special factor | 580 | | |
| C 4b IEP Team checked the item "Yes" | 580 | | |
| C 5 If any item in 1-4 is checked "Yes," the need is addressed in the IEP | 580 | 2 | 0.34% |
| D For Student who is blind or visually impaired, did the IEP consider providing: | 580 | | |
| D 1 Orientation and mobility? | 580 | | |
| D 2 Instruction in Braille, Braille instruction, or if not, they explained why the student does not need instruction in Braille or Braille instruction? | 580 | | |
| D 3 Please explain | 580 | | |
| E Present Level of academic achievement and functional performance (PLAAFP) | 580 | | |
| E 1 PLAAFP is present. | 580 | 3 | 0.52% |
| E 2 PLAAFP describes academic performance (Knowledge: qualitative and quantitative). | 580 | 47 | 8.10% |



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| E 3 PLAAFP describes functional performance (ability to apply knowledge). | 580 | 14 | 2.41% |
| E 4 PLAAFP describes how the disability affects involvement and progress in the regular curriculum, or for preschool students, involvement in appropriate activities. | 580 | 36 | 6.21% |
| F Measurable annual goals (MAG) | 580 | | |
| F 1 MAG is present. | 580 | 2 | 0.34% |
| F 2 MAG is aligned with PLAAFP (meets needs identified in PLAAFP). | 580 | 37 | 6.38% |
| F 3 MAG describes expected level of performance. | 580 | 3 | 0.52% |
| F 4 MAG includes how performance will be measured. | 580 | 6 | 1.03% |
| F 5 MAG addresses enabling the child to be involved in and make progress in the regular curriculum or, for preschool children, to participate in appropriate activities. | 580 | 7 | 1.21% |
| G Must be completed for children that take the CRT-Alt or whose IEP contains Short-term Objectives or Benchmarks (STOB). | 580 | | |
| G 1 STOB is present. | 580 | 4 | 0.69% |
| G 2 STOB is aligned with PLAAFP (meets needs identified in PLAAFP). | 580 | | |
| G 3 STOB describes expected level of performance. | 580 | | |



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| G 4 STOB includes how performance will be measured. | 580 | | |
| H If the student does not participate in Physical Education, is specifically designed Physical Education included in the IEP? | 580 | | |
| I Does the IEP identify how often progress reports will be sent to the parents? | 580 | | |
| J Does the IEP consider the results of the most recent Evaluation Report? | 580 | 5 | 0.86% |
| K Does the IEP team address any lack of progress in the general curriculum? | 580 | 10 | 1.72% |
| L Are the frequency of special education and related services identified in the IEP? | 580 | | |
| M Are the location of special education and related services identified in the IEP? | 580 | 1 | 0.17% |
| N Is the date of initiation of special education and related services identified in the IEP? | 580 | 1 | 0.17% |
| O Is the student's placement: | 580 | | |
| O 1 Based on the amount and type of services identified in the IEP? | 580 | 3 | 0.52% |
| O 2 As close as possible to the student's home? | 580 | 1 | 0.17% |
| O 3 Is in a school within the attendance area of the student's residence? | 580 | 2 | 0.34% |



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| O 4 In selecting the Least Restrictive Environment (LRE), was it determined after considering any potential harmful effect of the student or on the quality of services that he/she needs? | 580 | 1 | 0.17% |
| P Does the IEP contain Supplementary Aids and Services which are necessary for the student and/or school personnel? | 580 | 10 | 1.72% |
| Q Participation in State/Districtwide Assessments | 580 | | |
| Q 1 The IEP addressed the student's participation in the assessments | 580 | | |
| Q 1a Statewide Assessment | 580 | 13 | 2.24% |
| Q 1b Districtwide Assessment | 580 | 8 | 1.38% |
| Q 2 The student will participate in the following manner: | 580 | | |
| Q 2a StateWide: Assessments | 580 | | |
| Q 2b DistrictWide: Assessments | 580 | | |
| R For students taking the state alternate assessment, the IEP addresses: | 580 | | |
| R 1 Why the child cannot participate in the particular assessment | 580 | 1 | 0.17% |
| R 2 Why the particular alternate assessment selected is appropriate for the student | 580 | 1 | 0.17% |



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| S Did the IEP team make a determination regarding the child's need for Extended School Year services? | 580 | 3 | 0.52% |
| T If the IEP team decided to wait until later to determine if the student needs Extended School Year services, did the IEP team set a date to reconvene to discuss the need for Extended School Year services and met by the target date? | 580 | | |
| U Did the IEP identify how each team member will be informed of his/her responsibilities and how he/she will have access to the IEP? | 580 | 4 | 0.69% |
| V IEP includes: | | | |
| V 1 Parents | 580 | 6 | 1.03% |
| V 2 If parent did not attend, records of attempts to arrange a mutually agreed on time/place. Note: This may be documented through meeting notes, contact logs or copies of invitations. | 580 | | |
| V 3 Written consent obtained or 15-day letter sent prior to placement | 580 | 9 | 1.55% |
| V 5 Administrator | 580 | 6 | 1.03% |
| V 6 Regular education teacher | 580 | 11 | 1.90% |
| V 7 Special Education teacher or Speech and Language Pathologist | 580 | 8 | 1.38% |
| V 8 Teacher or specialist with knowledge in area of suspected disability. Note: This would be the special education teacher, parent or related service professional. | 580 | 10 | 1.72% |



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| W If there was an IEP Team Member Excusal? | | | |
| X The excusal documented: | 9 | | |
| X 1 The parent's consent for the excusal prior to the IEP meeting | 9 | | |
| X 2 The member(s) to be excused | 9 | | |
| X 3 Each excused member provided written input prior to the meeting | 9 | | |
| X 4 Copies of the written input from each excused IEP Team member is included in the IEP document | 9 | | |
| Y Reevaluation | | | |
| Z IEP Notes: | | | |
| V 4 Student, age 15 and older | 87 | | |
| Transition IEP | | | |
| The IEP contains a secondary transition plan. | 650 | | |
| A Was the student invited to attend the IEP meeting? | 87 | 4 | 4.60% |
| B Does the transition IEP contain the student's desired postschool activities? | 87 | 4 | 4.60% |



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| C Were age-appropriate transition assessments for training conducted? | 87 | 10 | 11.49% |
| D Were age-appropriate transition assessments for education conducted? | 87 | 8 | 9.20% |
| E Were age-appropriate transition assessments for employment conducted? | 87 | 13 | 14.94% |
| F If appropriate, were age-appropriate transition assessments for independent living skills conducted? | 87 | 3 | 3.45% |
| F 1 Reason if not conducted: | 87 | | |
| G Does the transition IEP contain a measureable post-secondary goal for education or training? | 87 | 6 | 6.90% |
| H Does the transition IEP contain a measureable post-secondary goal related to employment? | 87 | 5 | 5.75% |
| I If appropriate, does the transition IEP contain post-secondary goals for independent living skills? | 87 | 3 | 3.45% |
| J Are the post-secondary goals updated annually in conjunction with the development of the current IEP? | 87 | 4 | 4.60% |
| K does the IEP contain courses of study that align with the student's post-secondary goals for the full term of the IEP? | 87 | 2 | 2.30% |
| L Were the Needed Transition Services considered? | 87 | 4 | 4.60% |
| M Are there other agencies providing transition services prior to graduation? | | | |

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| N If other agencies were providing transition services prior to graduation, does the IEP team include representatives of the other agencies providing the transition services? | | 2 | |
| O Did the district invite, with parent permission, any other agency that is likely to be responsible for providing or paying for transition services prior to the student's graduation? | 8 | 4 | 50.00% |
| P If the agency failed to provide transition services described in the IEP, did the district reconvene the IEP team to identify alternative strategies? | 8 | 2 | 25.00% |
| Q For students age 17 or older | 31 | 2 | 6.45% |
| Q 1 Was the student informed of rights that will transfer at age of majority at least one year prior to the student turning 18? | 31 | | |
| Q 2 Was the parent informed of rights that will transfer at age of majority at least one year prior to the student turning 18? | 31 | | |
| Z Transition IEP Notes: | | | |

IEP Amendment

The IEP was amended

1 Select School on IEP Amendment:

2 Special education teacher on IEP Amendment:

A The IEP Amendment indicated the date of the IEP being amended



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| B The IEP Amendment indicates what areas of the IEP are being amended | 25 | | |
| D The IEP Amendment was approved by the parent | 25 | | |
| E The IEP Amendment was approved by the administrator | 25 | 1 | 4.00% |
| Z IEP Amendment Notes: | | | |
| C Copies of the changes to the IEP are attached | 25 | 1 | 4.00% |
| F The IEP Amendment was approved by the special education teacher or speech/language pathologist | 25 | 1 | 4.00% |

Transfer Student

Select transfer type

| | | | |
|--|-----|---|-------|
| 1 The District consulted with parent(s) | | | |
| 1 1 Date of Documentation | | | |
| A The district implemented the student's IEP | 209 | 4 | 1.91% |
| A 1 Date of Documentation: | 209 | | |
| B Date of Documentation: | 73 | | |



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| B 1 The district determined that the student is eligible in Montana. (For out of state transfers only) | 73 | 1 | 1.37% |

Z Transfer Student Notes:

Surrogate Parent

A The information in the file shows one or more of the following:

B The school determined whether the child needs a surrogate parent and forwarded a nominee to the court within 10 days of determination.

1

C The Youth Court assigned a surrogate parent to the child within 20 days of receipt of documentation of need.

1

D If the child is a ward of the state, the surrogate parent alternatively was appointed by a judge overseeing the child's case.

1

E The surrogate parent is not an employee of the school district/agency, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child.

1

Z Surrogate Parents Notes:

Private School

A Did the district make an offer of a Free Appropriate Public Education (FAPE) to a parentally placed child with disabilities in a private school?

15 1 6.67%

B Does the student have a service plan?

15



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| C Was an IEP developed? | 15 | | |
| C 1 Date of developed IEP: | 15 | | |
| D 1 The parents refused services | 15 | 2 | 13.33% |
| D 1a Date of documentation: | 15 | | |
| D 2 Why the district chose not to develop a service plan | 15 | 1 | 6.67% |
| D 2a Date of documentation: | 15 | | |
| D 2b Please provide reason(s) | 15 | | |
| Z Private School Notes: | | | |
| B 1 Date of current service plan: | 15 | | |
| D If the student does not have a service plan and no IEP was developed, is there documentation of one of the following: | 15 | | |

Aversive Treatment

Date of Evaluation Report of Individual Education Plan:

A The aversive treatment procedures are designed to address the behavioral needs of the individual student?

7



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| B The aversive treatment procedures are approved by the IEP team? | 7 | | |
| C Any student in isolation timeout is under the direct constant visual observation of a designated staff person throughout the entire period of isolation? | 7 | | |
| D Subsequent to a functional behavioral assessment, a series of no less than two written positive behavioral intervention strategies, which were designed to target the behavior to be changed, were previously implemented? | 7 | | |
| E The IEP team included a person trained and knowledgeable about best practices in the application of positive behavioral interventions, aversive treatment procedures and non-aversive alternatives for de-escalation of behaviors? | 7 | | |
| F A written behavioral intervention plan using aversive treatment procedures is developed and incorporated as part of the IEP? | 7 | | |
| G The Behavior Intervention Plan: Includes a statement describing no less than two positive behavioral intervention strategies previously attempted and the results of these interventions? | 7 | | |
| H The Behavior Intervention Plan: Describes the target behavior(s) that will be consequential with the use of the aversive treatment procedure(s)? | 7 | | |
| I The Behavior Intervention Plan: Includes short-term objective(s) with measurable criteria stating the expected change in the target behavior(s)? | 7 | 2 | 28.57% |
| J The Behavior Intervention Plan: Provides a written description of the aversive treatment procedures | 7 | | |
| K The Behavior Intervention Plan: Specifies a time limit for the use of the aversive treatment procedure for any one instance? | 7 | 1 | 14.29% |



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| L The Behavior Intervention Plan: Includes data collection procedures for recording each application of the aversive treatment(s)? | 7 | | |
| M The Behavior Intervention Plan: States when the IEP team will meet to review the ongoing use, modification or termination of the aversive procedure? | 7 | 1 | 14.29% |
| N The Behavior Intervention Plan: Designates an individual responsible for ongoing review and analysis of the data on the target behavior? | 7 | | |
| O The Behavior Intervention Plan: States how the student's parents will be regularly informed of the progress toward the short-term objectives in the IEP? | 7 | 1 | 14.29% |
| P The Behavior Intervention Plan: States whether any standard school disciplinary measures are waived? | 7 | 1 | 14.29% |
| Q Parents were informed that their consent to the IEP includes consent for the aversive treatment plan? | 7 | | |
| Z Aversive Treatment Procedure Notes: | | | |

Suspension/Expulsion

If the child has been removed from his/her current placement for more than 10 school days in the current school year, the public agency:

| | | | |
|---|---|--|--|
| A Provided services to the extent necessary to enable the child to appropriately progress in the general curriculum. | 2 | | |
| B Provided services to the extent necessary to enable the child to appropriately advance toward achieving the goals set out in the child's IEP. | 2 | | |



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|--|---------------------------|-------------------------------|----------------------------------|

C Conducted a Manifestation Determination.

C 1 Date of Manifestation Determination:

D Not later than the date on which the decision to remove the student is made, parents were notified of that decision and provided the procedural safeguards notice.

2

E No later than 10 school days after the date on which the decision to remove the student was made, a review was conducted of the relationship between the child's disability and the behavior subject to the disciplinary action.

2

F The review was conducted by the district, the parent, and relevant members of the IEP team.

2

G The IEP Team considered: Evaluation and diagnostic results, including results or other relevant information provided by the parents of the child.

2

H The IEP Team considered: Observations of the child.

2

I The IEP Team considered: The child's IEP and placement.

2

J The team made a determination that: The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.

K The team made a determination that: The conduct in question was the direct result of the district's failure to implement the IEP.

L The team made a determination that: If the team identified that the district failed to implement the child's IEP, the district took immediate steps to remedy those deficiencies.



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M The team made a determination that: The behavior in question was determined to be a manifestation of the child's disability.

N The team made a determination that: The district conducted a Functional Behavioral Assessment and reviewed, as necessary, the student's IEP and/or Behavior Intervention Plan.

2

Z Suspension/Expulsion Notes:

Graduate

| | | | |
|--|----|---|-------|
| A Does the student record contain a completed graduation form? | 77 | 3 | 3.90% |
| B Does the student record contain a completed Summary of Performance form (or reasonable facsimile)? | 77 | 7 | 9.09% |

Z High School Graduate Notes:

Exited Student

| | | | |
|---|----|---|-------|
| A Does the student record indicate the student was exited by the Evaluation Report process? | 56 | 3 | 5.36% |
| B Did the Evaluation Report document whether the exit was due to no longer having a disability or no longer needing special education services? | 56 | | |

Z Exited Student Notes:

Revocation of Consent

| | | | |
|---|----|--|--|
| A Did the parent revoke consent in writing? | 14 | | |
|---|----|--|--|



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| A 1 Date in which the revocation of consent was received by the school district: | | | |
| | 14 | | |
| B Does the student record indicate the district responded to the revocation in writing with the prior written notice? | | | |
| | 14 | | |
| B 1 Date in which the district responded with the prior written notice: | | | |
| | 14 | | |
| Z Revocation of Consent Notes: | | | |