



Special Education Monitoring

Student Record Review Findings
Report

July 30, 2025

	Total Reviewed	Total Noncompliant	Percent Non Compliant
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Timelines

A Initial evaluations were completed within 60 days of date parental consent was received	324	7	2.16%
B Initial IEP was conducted within 30 days of the Initial ER	324		
C The student is reevaluated every three years OR the parents and the school district agreed that a reevaluation was unnecessary	595	4	0.67%
D IEP is reviewed every twelve months	595	45	7.56%

Special Education Record

A Is this an Initial Evaluation?			
B Does the record have an access log?	595	4	0.67%
C Does the record contain information about this student only?	595	2	0.34%
D Does the record contain evaluation data?	595	3	0.50%
E Does the record contain copies of Progress Reports sent to parents?	595	18	3.03%
Z Special Education Notes			

Referral

Date of Referral:

595



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1 Referral from another district.	595		
2 Reconstructed referral.	595		
3 Current document not in record.	595	9	1.51%
A Were regular education interventions that include all four components tried prior to the referral?	231		
B Is a specific reason for the referral given?	231		
C Does the referral form contain the signature of the person making the referral?	231	3	1.30%
D Did the parent sign as the referring person?			
Z Referral Notes:			

Evaluation Plan

Date consent received:	595		
1 Current document not in record.	595	10	1.68%
2 Evaluation Plan from another district.	595		
B Is the Evaluation Plan signed by the parent?	595	10	1.68%



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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?

595	10	1.68%
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D 2 Please Explain Other:

595

A Does the Evaluation Plan indicate the reason why the student is being evaluated?

595	10	1.68%
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D Was the Evaluation Plan provided in the parents' native language?

595	10	1.68%
-----	----	-------

D 1 List of identified assessment for use in the Evaluation Report.

595

Z Evaluation Plan Notes:

Evaluation Report

1 Date of last team meeting:

595

2 Evaluation Report from another district.

595

3 Current document not in record.

595	8	1.34%
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4 Date of last assessment:

595

5 School on the Evaluation Report:

595

6 Special education teacher on Evaluation Report:

595



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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?

381	5	1.31%
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B Does the Evaluation Report contain Classroom-Based Assessments that are complete and provide information on current performance?

381	3	0.79%
-----	---	-------

C Does the Classroom Assessment contain the student's involvement and progress in the general curriculum?

381	1	0.26%
-----	---	-------

D Does the Evaluation Report contain Observations by teachers and/or related services providers?

381	2	0.52%
-----	---	-------

E List of assessments that were marked on the Evaluation Plan but Not conducted.

381	9	2.36%
-----	---	-------

F List of Assessments that were conducted and not marked on the Evaluation Plan.

381	9	2.36%
-----	---	-------

G Does the Evaluation Report contain Implication for Educational Planning for all assessment areas that specify modifications/accommodations or suggested teaching methods?

381	10	2.62%
-----	----	-------

H Does the Initial Evaluation Report address all criteria for each identified disability?

240	4	1.67%
-----	---	-------

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?

381	2	0.52%
-----	---	-------

J Does the initial Evaluation Report contain the results of assessments in all areas related to the suspected disability?

240	4	1.67%
-----	---	-------

K Evaluation Report includes:

381



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K 1 Parents

381

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.)

381	7	1.84%
-----	---	-------

K 3 Student

381

K 4 Administrator

381	7	1.84%
-----	---	-------

K 5 Regular education teacher

381	6	1.57%
-----	---	-------

K 6 Special education teacher or Speech and Language Pathologist

381	7	1.84%
-----	---	-------

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.)

381	10	2.62%
-----	----	-------

Z Evaluation Report Notes:

IEP

1 Date of IEP being reviewed:

595

2 Current document is not in record.

595	12	2.02%
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3 Date of previous IEP:

595

4 Select School on IEP:

595



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5 Special Education Teacher on IEP:

595

A Was the IEP in effect at the beginning of the school year?

521	3	0.58%
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B Are the comments from the parents included or is it noted that the parents had no comments or did not attend?

521	1	0.19%
-----	---	-------

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.

521

C 1 Whether student behavior impeded learning

521

C 1a IEP documented consideration of this special factor

521

C 1b IEP Team checked the item "Yes"

521

C 2 Communication Needs

521

C 2a IEP documented consideration of this special factor

521

C 2b IEP Team checked the item "Yes"

521

C 3 Assistive technology devices/services

521

C 3a IEP documented consideration of this special factor

521



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C 3b IEP Team checked the item "Yes"

521

C 4 Limited English Proficiency

521

C 4a IEP documented consideration of this special factor

521

C 4b IEP Team checked the item "Yes"

521

C 5 If any item in 1-4 is checked "Yes," the need is addressed in the IEP

521	3	0.58%
-----	---	-------

D For Student who is blind or visually impaired, did the IEP consider providing:

521

D 1 Orientation and mobility?

521

D 2 Instruction in Braille, Braille instruction, or if not, they explained why the student does not need instruction in Braille or Braille instruction?

521

D 3 Please explain

521

E Present Level of academic achievement and functional performance (PLAAFP)

521

E 1 PLAAFP is present.

521	1	0.19%
-----	---	-------

E 2 PLAAFP describes academic performance (Knowledge: qualitative and quantitative).

521	44	8.45%
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E 3 PLAAFP describes functional performance (ability to apply knowledge).

521	17	3.26%
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E 4 PLAAFP describes how the disability affects involvement and progress in the regular curriculum, or for preschool students, involvement in appropriate activities.

521	36	6.91%
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F Measurable annual goals (MAG)

521

F 1 MAG is present.

521	3	0.58%
-----	---	-------

F 2 MAG is aligned with PLAAFP (meets needs identified in PLAAFP).

521	32	6.14%
-----	----	-------

F 3 MAG describes expected level of performance.

521	7	1.34%
-----	---	-------

F 4 MAG includes how performance will be measured.

521	5	0.96%
-----	---	-------

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.

521	15	2.88%
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G Must be completed for children that take the CRT-Alt or whose IEP contains Short-term Objectives or Benchmarks (STOB).

521

G 1 STOB is present.

521	1	0.19%
-----	---	-------

G 2 STOB is aligned with PLAAFP (meets needs identified in PLAAFP).

521

G 3 STOB describes expected level of performance.

521



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G 4 STOB includes how performance will be measured.

521

H If the student does not participate in Physical Education, is specifically designed Physical Education included in the IEP?

521	1	0.19%
-----	---	-------

I Does the IEP identify how often progress reports will be sent to the parents?

521	1	0.19%
-----	---	-------

J Does the IEP consider the results of the most recent Evaluation Report?

521	6	1.15%
-----	---	-------

K Does the IEP team address any lack of progress in the general curriculum?

521	18	3.45%
-----	----	-------

L Are the frequency of special education and related services identified in the IEP?

521

M Are the location of special education and related services identified in the IEP?

521

N Is the date of initiation of special education and related services identified in the IEP?

521	1	0.19%
-----	---	-------

O Is the student's placement:

521

O 1 Based on the amount and type of services identified in the IEP?

521	8	1.54%
-----	---	-------

O 2 As close as possible to the student's home?

521

O 3 Is in a school within the attendance area of the student's residence?

521	1	0.19%
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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?

521	7	1.34%
-----	---	-------

P Does the IEP contain Supplementary Aids and Services which are necessary for the student and/or school personnel?

521	6	1.15%
-----	---	-------

Q Participation in State/Districtwide Assessments

521

Q 1 The IEP addressed the student's participation in the assessments

521

Q 1a Statewide Assessment

521	5	0.96%
-----	---	-------

Q 1b Districtwide Assessment

521

Q 2 The student will participate in the following manner:

521

Q 2a StateWide: Assessments

521

Q 2b DistrictWide: Assessments

521

R For students taking the state alternate assessment, the IEP addresses:

521

R 1 Why the child cannot participate in the particular assessment

521	1	0.19%
-----	---	-------

R 2 Why the particular alternate assessment selected is appropriate for the student

521	2	0.38%
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S Did the IEP team make a determination regarding the child's need for Extended School Year services?

521

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?

521	1	0.19%
-----	---	-------

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?

521

V IEP includes:

V 1 Parents

521	4	0.77%
-----	---	-------

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.

521

V 3 Written consent obtained or 15-day letter sent prior to placement

521	25	4.80%
-----	----	-------

V 5 Administrator

521	4	0.77%
-----	---	-------

V 6 Regular education teacher

521	6	1.15%
-----	---	-------

V 7 Special Education teacher or Speech and Language Pathologist

521	5	0.96%
-----	---	-------

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.

521	4	0.77%
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W If there was an IEP Team Member Excusal?

10

X The excusal documented:

10

X 1 The parent's consent for the excusal prior to the IEP meeting

10

X 2 The member(s) to be excused

10

X 3 Each excused member provided written input prior to the meeting

10

X 4 Copies of the written input from each excused IEP Team member is included in the IEP document

10

Y Reevaluation

Z IEP Notes:

V 4 Student, age 15 and older

98

Transition IEP

The IEP contains a secondary transition plan.

595

A Was the student invited to attend the IEP meeting?

98	17	17.35%
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B Does the transition IEP contain the student's desired postschool activities?

98	8	8.16%
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C Were age-appropriate transition assessments for training conducted?	98	15	15.31%
D Were age-appropriate transition assessments for education conducted?	98	12	12.24%
E Were age-appropriate transition assessments for employment conducted?	98	14	14.29%
F If appropriate, were age-appropriate transition assessments for independent living skills conducted?	98	8	8.16%
F 1 Reason if not conducted:	98		
G Does the transition IEP contain a measureable post-secondary goal for education or training?	98	24	24.49%
H Does the transition IEP contain a measureable post-secondary goal related to employment?	98	20	20.41%
I If appropriate, does the transition IEP contain post-secondary goals for independent living skills?	98	13	13.27%
J Are the post-secondary goals updated annually in conjunction with the development of the current IEP?	98	6	6.12%
K Does the IEP contain courses of study that align with the student's post-secondary goals for the full term of the IEP?	98	7	7.14%
L Were the Needed Transition Services considered?	98	18	18.37%
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?

4

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?

9	9	100.00%
---	---	---------

P If the agency failed to provide transition services described in the IEP, did the district reconvene the IEP team to identify alternative strategies?

9	5	55.56%
---	---	--------

Q For students age 17 or older

41	4	9.76%
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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?

41	3	7.32%
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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?

41

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

32



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B The IEP Amendment indicates what areas of the IEP are being amended	32		
D The IEP Amendment was approved by the parent	32	1	3.13%
E The IEP Amendment was approved by the administrator	32		
Z IEP Amendment Notes:			
C Copies of the changes to the IEP are attached	32		
F The IEP Amendment was approved by the special education teacher or speech/language pathologist	32		

Prior Written Notice

A Actions proposed or refused. One of the initiation or change in the educational placement of the student or in the provision of FAPE boxes is marked.

7

B Parents were provided PWN.

7

C A description of the proposed or refused action(s) by the agency.

7

D An explanation of why the agency proposes or refuses to take the action).

7

E A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.

9

F 0 A description of other factors that are relevant to the agency's proposal or refusal.



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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

175	15	8.57%
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A 1 Date of Documentation:

175

B Date of Documentation:

47

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

47	3	6.38%
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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.

6

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

6



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

6

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.

6

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?

32	2	6.25%
----	---	-------

B Does the student have a service plan?

32

C Was an IEP developed?

32

C 1 Date of developed IEP:

32

D 1 The parents refused services

32	2	6.25%
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D 1a Date of documentation:

32

D 2 Why the district chose not to develop a service plan

32	2	6.25%
----	---	-------

D 2a Date of documentation:

32



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D 2b Please provide reason(s)

32

Z Private School Notes:

B 1 Date of current service plan:

32

D If the student does not have a service plan and no IEP was developed, is there documentation of one of the following:

32

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?

10

B The aversive treatment procedures are approved by the IEP team?

10

C Any student in isolation timeout is under the direct constant visual observation of a designated staff person throughout the entire period of isolation?

10

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?

10

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?

10



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F A written behavioral intervention plan using aversive treatment procedures is developed and incorporated as part of the IEP?

10	4	40.00%
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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?

10	5	50.00%
----	---	--------

H The Behavior Intervention Plan: Describes the target behavior(s) that will be consequential with the use of the aversive treatment procedure(s)?

10	5	50.00%
----	---	--------

I The Behavior Intervention Plan: Includes short-term objective(s) with measurable criteria stating the expected change in the target behavior(s)?

10	5	50.00%
----	---	--------

J The Behavior Intervention Plan: Provides a written description of the aversive treatment procedures

10	5	50.00%
----	---	--------

K The Behavior Intervention Plan: Specifies a time limit for the use of the aversive treatment procedure for any one instance?

10	5	50.00%
----	---	--------

L The Behavior Intervention Plan: Includes data collection procedures for recording each application of the aversive treatment(s)?

10	5	50.00%
----	---	--------

M The Behavior Intervention Plan: States when the IEP team will meet to review the ongoing use, modification or termination of the aversive procedure?

10	5	50.00%
----	---	--------

N The Behavior Intervention Plan: Designates an individual responsible for ongoing review and analysis of the data on the target behavior?

10	5	50.00%
----	---	--------

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?

10	5	50.00%
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P The Behavior Intervention Plan: States whether any standard school disciplinary measures are waived?

10	5	50.00%
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Q Parents were informed that their consent to the IEP includes consent for the aversive treatment plan?

10

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.

6	1	16.67%
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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.

6	1	16.67%
---	---	--------

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.

6

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.

6	1	16.67%
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F The review was conducted by the district, the parent, and relevant members of the IEP team.

6

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

6

H The IEP Team considered: Observations of the child.

6

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

6

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.

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.

6

Z Suspension/Expulsion Notes:

Graduate

A Does the student record contain a completed graduation form?

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B Does the student record contain a completed Summary of Performance form (or reasonable facsimile)?

72	9	12.50%
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Z High School Graduate Notes:

Exited Student

A Does the student record indicate the student was exited by the Evaluation Report process?

76	1	1.32%
----	---	-------

B Did the Evaluation Report document whether the exit was due to no longer having a disability or no longer needing special education services?

76

Z Exited Student Notes:

Revocation of Consent

A Did the parent revoke consent in writing?

18

A 1 Date in which the revocation of consent was received by the school district:

18

B Does the student record indicate the district responded to the revocation in writing with the prior written notice?

18

B 1 Date in which the district responded with the prior written notice:

18

Z Revocation of Consent Notes: