



Special Education Monitoring

Student Record Review Findings Report

July 17, 2024

	Total Reviewed	Total Noncompliant	Percent Non Compliant
Timelines			
A Initial evaluations were completed within 60 days of date parental consent was received	306	18	5.88%
B Initial IEP was conducted within 30 days of the Initial ER	306	2	0.65%
C The student is reevaluated every three years OR the parents and the school district agreed that a reevaluation was unnecessary	479	3	0.63%
D IEP is reviewed every twelve months	479	29	6.05%

Special Education Record			
A Is this an Initial Evaluation?			
B Does the record have an access log?	479	9	1.88%
C Does the record contain information about this student only?	479		
D Does the record contain evaluation data?	479		
E Does the record contain copies of Progress Reports sent to parents?	479	5	1.04%
Z Special Education Notes			

Referral			
Date of Referral:	479		



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1 Referral from another district.	479		
2 Reconstructed referral.	479		
3 Current document not in record.	479	46	9.60%
A Were regular education interventions that include all four components tried prior to the referral?	185	17	9.19%
B Is a specific reason for the referral given?	185	5	2.70%
C Does the referral form contain the signature of the person making the referral?	185	10	5.41%
D Did the parent sign as the referring person?			
Z Referral Notes:			

Evaluation Plan

Date consent received:	479		
1 Current document not in record.	479	8	1.67%
2 Evaluation Plan from another district.	479		
B Is the Evaluation Plan signed by the parent?	475	8	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?	475	8	1.68%
D 2 Please Explain Other:	475		
A Does the Evaluation Plan indicate the reason why the student is being evaluated?	475	8	1.68%
D Was the Evaluation Plan provided in the parents' native language?	475	8	1.68%
D 1 List of identified assessment for use in the Evaluation Report.	475		
Z Evaluation Plan Notes:			

Evaluation Report

1 Date of last team meeting:	479		
2 Evaluation Report from another district.	479		
3 Current document not in record.	479	1	0.21%
4 Date of last assessment:	479		
5 School on the Evaluation Report:	479		
6 Special education teacher on Evaluation Report:	479		



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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?	286	1	0.35%
B Does the Evaluation Report contain Classroom-Based Assessments that are complete and provide information on current performance?	286	8	2.80%
C Does the Classroom Assessment contain the student's involvement and progress in the general curriculum?	286	2	0.70%
D Does the Evaluation Report contain Observations by teachers and/or related services providers?	286		
E List of assessments that were marked on the Evaluation Plan but Not conducted.	286	3	1.05%
F List of Assessments that were conducted and not marked on the Evaluation Plan.	286	3	1.05%
G Does the Evaluation Report contain Implication for Educational Planning for all assessment areas that specify modifications/accommodations or suggested teaching methods?	286	15	5.24%
H Does the Initial Evaluation Report address all criteria for each identified disability?	213		
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?	286	1	0.35%
J Does the initial Evaluation Report contain the results of assessments in all areas related to the suspected disability?	213	1	0.47%
K Evaluation Report includes:	286		



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K 1 Parents	286		
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.)	286	11	3.85%
K 3 Student	286		
K 4 Administrator	286	16	5.59%
K 5 Regular education teacher	286	17	5.94%
K 6 Special education teacher or Speech and Language Pathologist	286	11	3.85%
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.)	286	9	3.15%
Z Evaluation Report Notes:			

IEP

1 Date of IEP being reviewed:	479		
2 Current document is not in record.	479	17	3.55%
3 Date of previous IEP:	479		
4 Select School on IEP:	479		



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5 Special Education Teacher on IEP:	479		
A Was the IEP in effect at the beginning of the school year?	434	6	1.38%
B Are the comments from the parents included or is it noted that the parents had no comments or did not attend?	434	5	1.15%
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.	434		
C 1 Whether student behavior impeded learning	434		
C 1a IEP documented consideration of this special factor	434		
C 1b IEP Team checked the item "Yes"	434		
C 2 Communication Needs	434		
C 2a IEP documented consideration of this special factor	434		
C 2b IEP Team checked the item "Yes"	434		
C 3 Assistive technology devices/services	434		
C 3a IEP documented consideration of this special factor	434		



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C 3b IEP Team checked the item "Yes"	434		
C 4 Limited English Proficiency	434		
C 4a IEP documented consideration of this special factor	434		
C 4b IEP Team checked the item "Yes"	434		
C 5 If any item in 1-4 is checked "Yes," the need is addressed in the IEP	434	3	0.69%
D For Student who is blind or visually impaired, did the IEP consider providing:	434		
D 1 Orientation and mobility?	434		
D 2 Instruction in Braille, Braille instruction, or if not, they explained why the student does not need instruction in Braille or Braille instruction?	434		
D 3 Please explain	434		
E Present Level of academic achievement and functional performance (PLAAFP)	434		
E 1 PLAAFP is present.	434	3	0.69%
E 2 PLAAFP describes academic performance (Knowledge: qualitative and quantitative).	434	37	8.53%



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E 3 PLAAFP describes functional performance (ability to apply knowledge).	434	12	2.76%
E 4 PLAAFP describes how the disability affects involvement and progress in the regular curriculum, or for preschool students, involvement in appropriate activities.	434	13	3.00%
F Measurable annual goals (MAG)	434		
F 1 MAG is present.	434	3	0.69%
F 2 MAG is aligned with PLAAFP (meets needs identified in PLAAFP).	434	31	7.14%
F 3 MAG describes expected level of performance.	434	1	0.23%
F 4 MAG includes how performance will be measured.	434	2	0.46%
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.	434	1	0.23%
G Must be completed for children that take the CRT-Alt or whose IEP contains Short-term Objectives or Benchmarks (STOB).	434		
G 1 STOB is present.	434	2	0.46%
G 2 STOB is aligned with PLAAFP (meets needs identified in PLAAFP).	434	3	0.69%
G 3 STOB describes expected level of performance.	434	3	0.69%



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	Total Reviewed	Total Noncompliant	Percent Non Compliant
G 4 STOB includes how performance will be measured.	434	8	1.84%
H If the student does not participate in Physical Education, is specifically designed Physical Education included in the IEP?	434		
I Does the IEP identify how often progress reports will be sent to the parents?	434	1	0.23%
J Does the IEP consider the results of the most recent Evaluation Report?	434	3	0.69%
K Does the IEP team address any lack of progress in the general curriculum?	434	10	2.30%
L Are the frequency of special education and related services identified in the IEP?	434	2	0.46%
M Are the location of special education and related services identified in the IEP?	434	2	0.46%
N Is the date of initiation of special education and related services identified in the IEP?	434	3	0.69%
O Is the student's placement:	434		
O 1 Based on the amount and type of services identified in the IEP?	434	1	0.23%
O 2 As close as possible to the student's home?	434		
O 3 Is in a school within the attendance area of the student's residence?	434		



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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?	434	1	0.23%
P Does the IEP contain Supplementary Aids and Services which are necessary for the student and/or school personnel?	434	12	2.76%
Q Participation in State/Districtwide Assessments	434		
Q 1 The IEP addressed the student's participation in the assessments	434		
Q 1a Statewide Assessment	434	23	5.30%
Q 1b Districtwide Assessment	434	9	2.07%
Q 2 The student will participate in the following manner:	434		
Q 2a StateWide: Assessments	434		
Q 2b DistrictWide: Assessments	434		
R For students taking the state alternate assessment, the IEP addresses:	434		
R 1 Why the child cannot participate in the particular assessment	434		
R 2 Why the particular alternate assessment selected is appropriate for the student	434		



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S Did the IEP team make a determination regarding the child's need for Extended School Year services?	434	2	0.46%
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?	434	3	0.69%
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?	434	4	0.92%
V IEP includes:			
V 1 Parents	434	11	2.53%
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.	434		
V 3 Written consent obtained or 15-day letter sent prior to placement	434	17	3.92%
V 5 Administrator	434	10	2.30%
V 6 Regular education teacher	434	19	4.38%
V 7 Special Education teacher or Speech and Language Pathologist	434	8	1.84%
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.	434	8	1.84%



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W If there was an IEP Team Member Excusal?			
X The excusal documented:	10		
X 1 The parent's consent for the excusal prior to the IEP meeting	10	1	10.00%
X 2 The member(s) to be excused	10		
X 3 Each excused member provided written input prior to the meeting	10	1	10.00%
X 4 Copies of the written input from each excused IEP Team member is included in the IEP document	10	1	10.00%
Y Reevaluation			
Z IEP Notes:			
V 4 Student, age 15 and older	92		

Transition IEP

The IEP contains a secondary transition plan.	479		
A Was the student invited to attend the IEP meeting?	92	3	3.26%
B Does the transition IEP contain the student's desired postschool activities?	92		



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C Were age-appropriate transition assessments for training conducted?	92	9	9.78%
D Were age-appropriate transition assessments for education conducted?	92	8	8.70%
E Were age-appropriate transition assessments for employment conducted?	92	10	10.87%
F If appropriate, were age-appropriate transition assessments for independent living skills conducted?	92	3	3.26%
F 1 Reason if not conducted:	92		
G Does the transition IEP contain a measureable post-secondary goal for education or training?	92	6	6.52%
H Does the transition IEP contain a measureable post-secondary goal related to employment?	92	7	7.61%
I If appropriate, does the transition IEP contain post-secondary goals for independent living skills?	92	2	2.17%
J Are the post-secondary goals updated annually in conjunction with the development of the current IEP?	92	3	3.26%
K does the IEP contain courses of study that align with the student's post-secondary goals for the full term of the IEP?	92		
L Were the Needed Transition Services considered?	92	2	2.17%
M Are there other agencies providing transition services prior to graduation?			



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	Total Reviewed	Total Noncompliant	Percent Non Compliant
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?			
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?	4	2	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?	4		
Q For students age 17 or older	31		
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

42



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	Total Reviewed	Total Noncompliant	Percent Non Compliant
B The IEP Amendment indicates what areas of the IEP are being amended	42		
D The IEP Amendment was approved by the parent	42	3	7.14%
E The IEP Amendment was approved by the administrator	42	4	9.52%
Z IEP Amendment Notes:			
C Copies of the changes to the IEP are attached	42		
F The IEP Amendment was approved by the special education teacher or speech/language pathologist	42	2	4.76%

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.
- B Parents were provided PWN.
- C A description of the proposed or refused action(s) by the agency.
- D An explanation of why the agency proposes or refuses to take the action) .
- E A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.
- 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	126	10	7.94%
A 1 Date of Documentation:	126		
B Date of Documentation:	58		
B 1 The district determined that the student is eligible in Montana. (For out of state transfers only)	58	1	1.72%
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.

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



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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.

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.

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?

10

B Does the student have a service plan?

10

C Was an IEP developed?

10

C 1 Date of developed IEP:

10

D 1 The parents refused services

10

D 1a Date of documentation:

10

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

10

D 2a Date of documentation:

10



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D 2b Please provide reason(s)	10		
Z Private School Notes:			
B 1 Date of current service plan:	10		
D If the student does not have a service plan and no IEP was developed, is there documentation of one of the following:	10		

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?	9		
B The aversive treatment procedures are approved by the IEP team?	9		
C Any student in isolation timeout is under the direct constant visual observation of a designated staff person throughout the entire period of isolation?	9		
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?	9		
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?	9		



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F A written behavioral intervention plan using aversive treatment procedures is developed and incorporated as part of the IEP?	9		
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?	9		
H The Behavior Intervention Plan: Describes the target behavior(s) that will be consequential with the use of the aversive treatment procedure(s)?	9		
I The Behavior Intervention Plan: Includes short-term objective(s) with measurable criteria stating the expected change in the target behavior(s)?	9		
J The Behavior Intervention Plan: Provides a written description of the aversive treatment procedures	9		
K The Behavior Intervention Plan: Specifies a time limit for the use of the aversive treatment procedure for any one instance?	9		
L The Behavior Intervention Plan: Includes data collection procedures for recording each application of the aversive treatment(s)?	9		
M The Behavior Intervention Plan: States when the IEP team will meet to review the ongoing use, modification or termination of the aversive procedure?	9		
N The Behavior Intervention Plan: Designates an individual responsible for ongoing review and analysis of the data on the target behavior?	9		
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?	9		



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P The Behavior Intervention Plan: States whether any standard school disciplinary measures are waived?	9		
Q Parents were informed that their consent to the IEP includes consent for the aversive treatment plan?	9		
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.	9		
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.	9		
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.	9		
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.	9		



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F The review was conducted by the district, the parent, and relevant members of the IEP team.	9		
G The IEP Team considered: Evaluation and diagnostic results, including results or other relevant information provided by the parents of the child.	9		
H The IEP Team considered: Observations of the child.	9		
I The IEP Team considered: The child's IEP and placement.	9		
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.	1		
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.	9		
Z Suspension/Expulsion Notes:			

Graduate

A Does the student record contain a completed graduation form?	56	1	1.79%
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B Does the student record contain a completed Summary of Performance form (or reasonable facsimile)?	56	4	7.14%
Z High School Graduate Notes:			

Exited Student

A Does the student record indicate the student was exited by the Evaluation Report process?	45		
B Did the Evaluation Report document whether the exit was due to no longer having a disability or no longer needing special education services?	45		
Z Exited Student Notes:			

Revocation of Consent

A Did the parent revoke consent in writing?	8		
A 1 Date in which the revocation of consent was received by the school district:	8		
B Does the student record indicate the district responded to the revocation in writing with the prior written notice?	8		
B 1 Date in which the district responded with the prior written notice:	8		
Z Revocation of Consent Notes:			