



Special Education Monitoring

Student Record Review Findings
Report

September 15, 2025

	Total Reviewed	Total Noncompliant	Percent Non Compliant
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%
D 2 Please Explain Other:	595		
A Does the Evaluation Plan indicate the reason why the student is being evaluated?	595	10	1.68%
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%
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%
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%
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%
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%
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%
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%
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?			
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%
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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	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?		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%
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%
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%
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%
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%
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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%
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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%
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%
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%
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%
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:			