



May 31, 2023

Superintendent Guardipee-Hall  
Browning High School LE#0401  
406.338.2715  
129 1<sup>st</sup> Ave SE  
Browning, MT 59417  
corrinag@bps.k12.mt.us

Dear Superintendent Guardipee-Hall,

This letter is to provide you and your staff with the results of the compliance monitoring for Browning High School (LE#0401), conducted on March 13-17, 2023. The purpose of this review was to determine whether Browning Public Schools are fully meeting their responsibility to ensure that educational programs for children with disabilities are administered consistent with the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, and the requirements of the Administrative Rules of Montana.

Based on the review of student records, and after Browning Public Schools corrected every Identified Non-Compliance included in the Records Review Findings Report, the Office of Public Instruction determined that the district met the standards for compliance.

Please note that although Browning Public Schools did not receive a Corrective Action Plan (CAP), the OPI identified a significant number of incidences of non-compliance which the district corrected. To ensure and document continued compliance, the Office of Public Instruction requires Browning High School to submit further ongoing evidence of change by **March 13, 2024**. Please refer to the enclosed ongoing evidence of change section.

If you have specific questions regarding this report, I can be reached at 406.437.3874 or e-mailed at [katie.mattingley@mt.gov](mailto:katie.mattingley@mt.gov). Thank you for your cooperation.

Sincerely,

Katie Mattingley  
School Improvement Specialist  
Special Education Division

Enclosure: *Special Education Monitoring Report*  
cc: Ginny Crawford, Special Education Director

### **ACKNOWLEDGEMENTS**

The monitor noted and commended Browning Public Schools for its:

- Efforts to make corrections and submit ESPCs in a timely manner.
- Cooperation and diligence when working with OPI staff to make corrections.
- Documentation organization

### ONGOING EVIDENCE OF CHANGE

The OPI identified a significant number of incidences of non-compliance which the district corrected. To ensure and document continued compliance, the Office of Public Instruction requires Browning High School to submit the following document(s) by **March 13, 2024**

- 2 Evaluation Reports completed by Browning High School to review the following:
  - Evaluation Report contains Implications for Educational Planning for all assessment areas that specify modifications, accommodations, or suggested teaching methods.
- 2 Transition IEPs completed by Browning High School to review the following:
  - PLAAFP describes academic performance (knowledge: qualitative and quantitative baseline data from which to derive Measurable Annual Goals)
  - Measurable Post-Secondary Goals for Education or Training
  - Measurable Post-Secondary Goals for Employment

At the request of Browning Public Schools, the Office of Public Instruction would be glad to provide training on any or all the items above.

### TECHNICAL ASSISTANCE

The office of Public Instruction provided technical assistance to the special education staff during the 2022 school year for the following items:

- **Referral**
  - Required components
- **Consent to Evaluate**
  - Required components
- **Initial Evaluations:**
  - All initial evaluation assessments completed within 60 days of receipt of the Evaluation Plan.
- **Evaluation Report:**
  - Classroom based assessments-student's involvement and progress in general curriculum.
  - All assessments marked on Evaluation Plan are conducted and reported in Evaluation Report.
  - All Evaluation Reports contain implications for educational planning for all assessment areas specify modifications/accommodations and suggested teaching methods.
  - Writing the Statement of Need; and
  - The Initial Evaluation Reports addresses all criteria related to the suspected disability.
- **Individualized Education Plans:**
  - Addressing Consideration for special factors;
  - Present Levels of Academic Achievement and Functional Performance (PLAAFP), and
  - Measurable Annual Goals;
  - Address how progress reports would be sent;
  - Address lack of progress in general education curriculum;
  - Frequency of special education and related services;
  - Location of special education and related services;
  - Date of initiation of special education and related services;
  - Supplementary Aids and Services;
  - Statewide Assessment;
  - Districtwide Assessment;
  - Obtaining written consent or sent 15-day letter prior to placement;
  - Determination of re-evaluation or agree unnecessary
  - Extended School Year services
  - Required participation documentation
- **Transition IEP**
  - Desired post-school activities
  - Age Appropriate Transition Assessments- Training, Education, Employment and Independent Living
  - Measurable post-secondary goal for Education, Training, Employment and Independent Living skills
  - Course of study full term of IEP
    - Transition Services Needed
    - Age of majority for student and parent
- **Graduate**
  - Graduation Form
  - Summary of Performance

**End of Report**