



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

January 31, 2024

SCHOOL YEAR (SY):

MONITORING PATH:

CYCLE: GROUP:

REGION:

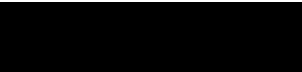
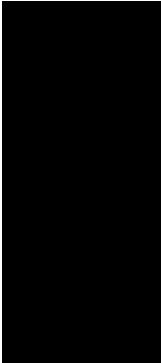
DISTRICT NAME:

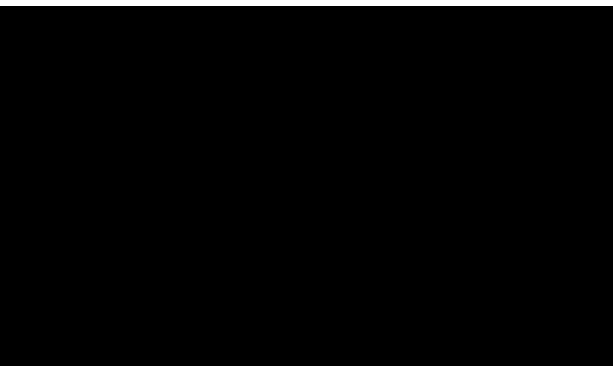
DISTRICT TYPE:

OVERVIEW OF CYCLICAL MONITORING

IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

Citation	Compliance Question	Compliance Finding
<hr/>	<i>Does the LEA have board policies for parent grievances?</i>	
<hr/> 	 <i>did not meet standards in grades 3, 5, or reading on the state assessments previous school year, did the LEA establish learning committees comprised of (1) or the principal's designee, (2) the parents or guardians, and (3) the subjects</i>	



[House Bill 4545 Implementation Overview \(TAA Letter\)](#)

[House Bill 4545 Overview for Parents \(YouTube Video\)](#)

[House Bill 4545 Frequently Asked Questions](#)

Residential Facilities (RFs)

STAKEHOLDER ANALYSIS AND RESULTS

Understanding – This construct measures positive sentiment about knowledge of special education program requirements and LEA provisions of service.

Engagement – This construct measures positive sentiment regarding engagement with special education and opportunities for involvement in special education training related.

Competency in Implementation – This construct measures positive sentiment of perceived competency required for implementing special education program requirements.

Construct	Family/ Guardian	Special Education	General Education	Administration
<i>Number of Respondents</i>				

Area	Legal Requirement	Status

Identified Dyslexia Program Successes

PROCEDURES – Comprehensive dyslexia program procedures are implemented across the local education agency.
NOT APPLICABLE (NA)

Dyslexia Program Areas of Need

COMMUNICATION –

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym Description

