

Child Find/Evaluation/FAPE	19 of 19	6 of 6
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	17 of 17
Transition	6 of 6	6 of 6

The following supplemental data may be used to support development of the Strategic Support Plan (SSP) for continuous improvement and/or a Corrective Action Plan (CAP) if noncompliance is identified.

2020	DL 1—Meets Requirements	COMPLIANT	SD Year 2
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*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

In the 2020-2021 academic year, Local Education Agencies (LEAs) were provided an opportunity to complete a COVID-19 impact narrative form documenting the practices incorporated to support Child Find and FAPE for students beth(Ag)2 (e)9 senidenorr (t(7h9)-1 (s0.001 Tc 0.01 (e)-L6.7 (n)v)7 (e) BDC FAP)-2 (Ev)7

way the school/district provides information about trainings, online trainings, support groups and other available resources concerning special education services is via email followed by notices sent home, phone calls, and the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Fifty-six percent of participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about is the School, Family, and Engagement Network.

The obstacles concerning student's special education programming and services were reported as knowledge on available services and programming and assuring students receive accommodations and/or modifications as outlined in the IEP

Almost 85 percent of participants agree with the importance of including student interests/life goals in the transition process

how the student's disability effects the performance in curriculum areas.

As a result of monitoring, the TEA has identified the following technical assistance resources to support Princeton ISD engaging in _____ support as determined by the RDA performance level data and artifacts within the compliance review:

<p>Significant Disproportionality</p>	<p>The center for PBIS provides articles, templates, practice descriptions, fact sheets developed by researchers. Assessment tools to determine Tier 3 support needs include the following: Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff (FACTS) Restorative Discipline: Restorative Discipline Practices</p>
<p>IEP Development</p>	<p>NCII-Set Academic IEP Goals – The linked document is guidance on strategies for setting high-quality IEP goals. Technical Assistance: IEP Development . - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p>

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Princeton ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division of Special Education Monitoring will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

Has corrected each individual case of nonc

discovered. The corrective action plan must be designed to correct any and all areas of noncompliance *as soon as possible, but in no case later than one year from the date of notification.*

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Ascend Texas.

The LEA must submit the CAP in Ascend within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

The educational agency has _____ from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

SSP	12/18/2020		Targeted	60 days
CAP	N/A	N/A		N/A

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)
 **LEA may have previously identified corrective actions in addition to findings in this report.

[Differentiated Monitoring and Support System](#)