Focused Monitoring Report

Education Agency: Clarke County
Special Education Coordinator: Ms. Angie Jordan
Focused Monitoring Date: January 19, 2016
Special Education Services Team Leader: Ms. Alicia Hodge
Special Education Services Data Analyst: Mrs. Courtney Utsey

The Continuous Improvement Process is a blend of compliance monitoring and improving outcomes for students. During Phase I of the Continuous Improvement Process, a designated number of student files were reviewed to verify compliance with state and federal requirements.

Based on Phase I review, a Corrective Action Plan (CAP) is developed. The CAP is implemented by the Local Education Agency (LEA) and compliance is ensured by the Alabama State Department of Education (ALSDE).

The purpose of this report is to provide feedback to the agency in identifying findings of noncompliance that must be corrected as soon as possible, and in no case later than one year from identification of noncompliance. The report also identifies the corrective action that must be taken by the agency as well as the documentation that must be submitted to the ALSDE. In addition, the report informs the agency of the steps the ALSDE will take in order to ensure 100% correction of noncompliance with the statutory requirement(s).
The Focused Monitoring Report will include the following:

- **FINDINGS OF NONCOMPLIANCE**
- **IMMEDIATE CORRECTION STRATEGIES**
- **IMPROVEMENT STRATEGIES**
- **DOCUMENTATION OF CORRECTIVE ACTION**

**GLOSSARY**

AAA .................. Alabama Alternate Assessment
AAC .................. Alabama Administrative Code
ADR S .................. Alabama Department of Rehabilitation Services
ALSDE ................. Alabama State Department of Education
AMSTI .................. Alabama Math, Science and Technology Initiative
ARI .................. Alabama Reading Initiative
AYP .................. Adequate Yearly Progress
AOD .................. Alabama Occupational Diploma
CRS .................. Children’s Rehabilitation Services
CTIP .................. Career Technical Implementation Plan
DB .................. Deaf-Blindness
DD .................. Developmental Delay
ECEC ............... Environmental, Cultural, and/or Economic Concerns
     Checklist
ED ................. Emotional Disability
EI ................. Early Intervention
ESL ................. English as a Second Language
ESY .................. Extended School Year
HI .................. Hearing Impairment
ID .................. Intellectual Disability
IEP .................. Individualized Education Program

LEA .................. Local Education Agency (to include State-Operated/
                   State-Supported Agencies)
LEP .................. Limited English Proficiency
LRE ................. Least Restrictive Environment
MD .................. Multiple Disabilities
OHI .................. Other Health Impairment
OI .................. Orthopedic Impairment
OT .................. Occupational Therapy
PST .................. Problem Solving Team
PT .................. Physical Therapy
SES ................. Special Education Services
SET S ................. Special Education Tracking System
SLD ................. Specific Learning Disability
SLI .................. Speech or Language Impairment
SPDG ............... State Personnel Development Grant
SSR ................. Student Services Review
STI .................. Software Technology Incorporated
TBI .................. Traumatic Brain Injury
VI .................. Visual Impairment
VRS ................. Vocational Rehabilitation Services
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<tr>
<td>Protection In Evaluation Procedures</td>
<td>Upon completing the administration of tests and other evaluation materials, the eligibility decision did not include documentation that, if eligible, was not due to the student’s lack of instruction in math or reading or LEP. AAC 290-8-9-.04(1)(c); 34 CFR § 300.306(b)(1-2)</td>
<td>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit. Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team/Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review. Use the information in the file to correct the eligibility report by documenting the missing information on the appropriate pages of the Notice and Eligibility Decision Regarding Special Education Services form for the students. Indicate corrected copy and date of correction on the Notice and Eligibility Decision Regarding Special Education Services form. Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following: The required information that must be documented on the eligibility report.</td>
<td>Provide to the ALSDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms. The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
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<td>Complete the Notice of Proposal or Refusal to Take Action form with explanation regarding omission of the documentation on the eligibility report.</td>
<td>3-Month Training</td>
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<td>Send a copy of both forms to the parent and/or student.</td>
<td>6-Month Training</td>
<td>6-Month Training</td>
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<td>Document the date sent in the appropriate place on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
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<td>Provide to the parent/student the Notice of Proposal or Refusal to Take Action form with explanation regarding corrective action taken.</td>
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<td>Obtain the missing consent form for the students.</td>
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**Individualized Education Program (IEP)**

- Each student's IEP does not include a statement of measurable annual goals. AAC 290-8-9-.05(6)(b)(o); 34 CFR § 300.320(a)(i)(ii)
- Each student's IEP does not include a statement of the special education and related services and supplementary aids and services or program modifications or supports for school personnel.
- Review the IEPs of the students discussed during the on-site visit.
- Revise IEPs as determined appropriate by the review.
- Address the components that were not completed as required.
- Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:
- Provide to the ALSDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.
### FINDINGS OF NONCOMPLIANCE

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<td><strong>AAC 290-8-9-.05(6)(e); 34 CFR § 300.320(a)(4)</strong></td>
<td>Send a copy of the completed/amended IEP to the parents of the students.</td>
<td>The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form.</td>
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<td>Each student's IEP does not include a statement of any individual modifications in the administration of the state testing program or why that assessment is not appropriate. AAC 290-8-9-.05(6)(e); 34 CFR § 300.320(a)(6)(i)</td>
<td>Send the Notice of Proposal or Refusal to Take Action form to the parent with explanation regarding corrective action taken.</td>
<td>IEP development that includes completion of the form as well as the process for developing an IEP based on the individual needs of the student. Begin with the profile and continue through the delivery and evaluation of services. Specifically train on all required IEP components.</td>
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<td>Each student's IEP does not include consideration of special factors. AAC 290-8-9-.05(6)(1); 34 CFR § 300.324(a)(2)(i-v)</td>
<td>Document the date sent in the appropriate place on the IEP form.</td>
<td>The completion of the Alabama Student Assessment forms in the IEP.</td>
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<td>There is no documentation that a copy and/or access to the IEP is provided to regular/special education teacher(s) and other related service provider(s). AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(1)</td>
<td>Convene the IEP team to develop a current IEP for the applicable student(s).</td>
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<td>There is no documentation that each teacher and provider is informed of his/her specific responsibilities relating to implementing the IEP. AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(i)</td>
<td>Complete the Persons Responsible form for the students discussed during the onsite visit.</td>
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<td>There is no documentation that each teacher and provider is informed of the specific accommodations, modifications, and supports that must be provided in accordance with the IEP. AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(ii)</td>
<td>Review the IEPs and complete the Alabama Student Assessment forms for the students:</td>
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<td>The IEP notice does not include the purpose, time, location, anticipated participants, and inform the parents that they may bring other individuals who have special expertise regarding the child. AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(i)</td>
<td>Send a copy of the revised/amended IEP, including the Alabama Student Assessment forms, to the parent and document the date sent on the signature page of the IEP.</td>
<td>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
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### FINDINGS OF NONCOMPLIANCE

For a student with a disability beginning at age 16, or younger, if appropriate, the notice does not include that a purpose of the meeting will be transition and indicate that the student and other agency representatives are invited.  
AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(2)(i)(A)

### Immediate Correction Strategies (30-Day Items)

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### Steps to be taken by the ALSDE to ensure compliance with the Statutory Requirements

1. For each Immediate Correction Strategy (30-day item), the ALSDE will review corrections on line.

2. Sixty calendar days from the date the LEA received notification of the status of the immediate correction strategies, a random sample of updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 3 will be taken.

3. Twenty calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 4 will be taken.

4. Ten calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and the ALSDE will determine what enforcement procedures will be considered.

### Enforcement Procedures:

1. The Special Education Coordinator will receive a call from the Program Coordinator of Special Education.
2. A letter will be written to the Superintendent outlining the seriousness of correction of noncompliance.
3. A Compliance agreement will be implemented.
4. The Superintendent will be directed to come to the ALSDE and meet with the Director of the Office of Learning Support, Program Coordinator of Special Education, Focused Monitoring Administrator, and the Focused Monitoring Team Leader.

5. Withholding of funds procedures may be implemented.