The Focused Monitoring Process is a blend of compliance monitoring and improving outcomes for students. This report is based on findings from the System Profile Information, Special Education Coordinator’s Questionnaire, Student File Review, Student Services Review, and any other information obtained during the on-site visit.

During the Focused Monitoring Process, a designated number of student files were reviewed to verify compliance with state and federal requirements. Also, during the on-site process, a number of students were selected to determine student status and related system performance results. Each SSR provides information to determine if there is a match between the individual needs of the student and the services being provided to the student by the agency.

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 Alabama State Department of Education (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:

- SSR RESULTS
- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

GLOSSARY

AAA ............... Alabama Alternate Assessment
AAC ................ Alabama Administrative Code
ADRS ............... 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
SETS .......... 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
SSR Results: (Legend—Maintenance Zone=Optimal/Good Conditions; Refinement Zone=Fair/Borderline Conditions; Improvement Zone=Poor/Adverse Conditions)

The graphs depicting the results of the SSR Reviews are based on a selected number of students with disabilities and should not be interpreted to represent the services as a whole for all students with disabilities in the LEA.
**Protection In Evaluation Procedures**

The education agency did not assess all areas related to the suspected disability, whether or not commonly linked to the disability category. AAC 290-8-9-.02(1)(f); 34 CFR § 300.304(c)(4)

In evaluation decisions the education agency did not administer tests and other evaluation materials as may be needed to produce the data needed to determine whether the child has a particular disability or continues to be a child with a disability. AAC 290-8-9-.02(1)(d)(2)(v); 34 CFR § 300.305(a)(c)

The required assessments were not administered to each student before the eligibility determination meeting. AAC 290-8-9-.03; 34 CFR § 300.301(a)

An evaluation is not conducted every three years for each student with disabilities unless the parent and the education agency agree that a reevaluation is unnecessary. AAC 290-8-9-.02(6)(c); 34 CFR § 300.303(b)(1)(2)

<table>
<thead>
<tr>
<th>Protection In Evaluation Procedures</th>
<th>IMMEDIATE CORRECTION STRATEGIES (30-Day items)</th>
<th>IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF CORRECTIVE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following: The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form. Timeline compliance and documentation. Refining the central office procedures for monitoring compliance to timelines for initial and continued eligibility. The evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area. The evaluation process, using appropriate assessment data to determine eligibility. On interpreting evaluation data.</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>
<td></td>
</tr>
<tr>
<td>Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team’s 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. Complete the Notice of Intent Regarding Special Education Services form with explanation regarding omission of the documentation on the eligibility report.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINDINGS OF NONCOMPLIANCE**

**IMMEDIATE CORRECTION STRATEGIES**

<table>
<thead>
<tr>
<th>Protection In Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The education agency did not assess all areas related to the suspected disability, whether or not commonly linked to the disability category.</td>
</tr>
<tr>
<td>In evaluation decisions the education agency did not administer tests and other evaluation materials as may be needed to produce the data needed to determine whether the child has a particular disability or continues to be a child with a disability.</td>
</tr>
<tr>
<td>The required assessments were not administered to each student before the eligibility determination meeting.</td>
</tr>
<tr>
<td>An evaluation is not conducted every three years for each student with disabilities unless the parent and the education agency agree that a reevaluation is unnecessary.</td>
</tr>
</tbody>
</table>

**IMPROVEMENT STRATEGIES**

<table>
<thead>
<tr>
<th>Protection In Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</td>
</tr>
<tr>
<td>The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form.</td>
</tr>
<tr>
<td>Timeline compliance and documentation.</td>
</tr>
<tr>
<td>Refining the central office procedures for monitoring compliance to timelines for initial and continued eligibility.</td>
</tr>
<tr>
<td>The evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area.</td>
</tr>
<tr>
<td>The evaluation process, using appropriate assessment data to determine eligibility.</td>
</tr>
<tr>
<td>On interpreting evaluation data.</td>
</tr>
</tbody>
</table>

**DOCUMENTATION OF CORRECTIVE ACTION**

<table>
<thead>
<tr>
<th>Protection In Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<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.</td>
</tr>
<tr>
<td>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
</tr>
</tbody>
</table>
**FINDINGS OF NONCOMPLIANCE**

**IMMEDIATE CORRECTION STRATEGIES**
(30-Day items)

<table>
<thead>
<tr>
<th>3-Month Training</th>
<th>6-Month Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate correction strategies</td>
<td></td>
</tr>
<tr>
<td>3-Month Training</td>
<td></td>
</tr>
<tr>
<td>6-Month Training</td>
<td></td>
</tr>
</tbody>
</table>

**IMPROVEMENT STRATEGIES**

*Send a copy of both forms to the parent and/or student. Document the date sent in the appropriate place on the *Notice and Eligibility Decision Regarding Special Education Services* form. Provide to the parent/student the *Notice of Intent Regarding Special Education Services* form with explanation regarding corrective action taken. Obtain the missing consent form for the students.*

**DOCUMENTATION OF CORRECTIVE ACTION**

*3-Month Training* | *6-Month Training* |
|------------------|------------------|
| Document the date sent in the appropriate place on the *Notice and Eligibility Decision Regarding Special Education Services* form. Provide to the parent/student the *Notice of Intent Regarding Special Education Services* form with explanation regarding corrective action taken. Obtain the missing consent form for the students.*

---

**Individualized Education Program (IEP)**

- 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)
- 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)
- 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.

**Individualized Education Program (IEP)**

- 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.
- Review the IEPs with the appropriate personnel informing them of access to the IEP, responsibilities in implementing the IEP, and specific accommodations, modifications, and supports that must be provided to the appropriate teachers and administrators information, training, and/or technical assistance on the following:
- Provide to the appropriate teachers and administrators training on IEP development that includes completion of the form as well as the reevaluation process.

**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.
<table>
<thead>
<tr>
<th>FINDINGS OF NONCOMPLIANCE</th>
<th>IMMEDIATE CORRECTION STRATEGIES (30-Day items)</th>
<th>IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF CORRECTIVE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(ii)</td>
<td>provided to the student</td>
<td>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>
<td></td>
</tr>
</tbody>
</table>

**Professional Development**

The education agency inservice program did not make provisions for meeting the needs of special education teachers.
34 CFR § 300.156; .207

The education agency inservice program did not make provisions for meeting the needs of regular education teachers.
34 CFR § 300.156; .207

The education agency inservice program did not make provisions for meeting the needs of support personnel.
34 CFR § 300.156; .207

The education agency inservice program did not make provisions for meeting the needs of administrators.
34 CFR § 300.156; .207

The education agency inservice program did not make provisions for meeting the needs of related services personnel.
34 CFR § 300.156; .207

<table>
<thead>
<tr>
<th>3-Month Training</th>
<th>6-Month Training</th>
<th>3-Month Training</th>
<th>6-Month Training</th>
</tr>
</thead>
</table>

Provide special education teachers, general education teachers, administrators, related services personnel, and support personnel, training on: Confidentiality, Special Education process, Shortened School Day, Addressing Disproportionality in Alabama, Positive Behavior Supports, and general special education issues.

Provide to the SDE documentation of required training including, but not limited to, training agenda/outline and the sign-in forms that include the name, position, and school/worksite of the participants.
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.