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 small 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 student needs 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 State Department of Education (SDE). In addition, the report informs the agency of the steps the SDE 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

AAC .......... Alabama Administrative Code
ADRS ........ Alabama Department of Rehabilitation Services
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
FACE ........ Functional Assessment of the Classroom Environment
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
SAT 10 .... Stanford Achievement Test 10
SDE .......... State Department of Education
SES .......... Special Education Services
SETS .......... Special Education Tracking System
SLD .......... Specific Learning Disability
SLI .......... Speech/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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<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>
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<tr>
<td><strong>Protection In Evaluation Procedures</strong></td>
<td>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)</td>
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<td></td>
<td>Convene the IEP Team and review the eligibility of the 10 students listed below: (10 student files)</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. Ensuring parents are given an opportunity to participate in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services. The evaluation, eligibility, and reevaluation process /criteria and requirements for each disability area.</td>
<td>Provide to the SDE 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 Intent Regarding Special Education Services form with explanation regarding omission of the documentation on the eligibility report.</td>
<td>The required information that must be documented on the eligibility report.</td>
<td>3-Month Training</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>The required Eligibility Committee or IEP Team composition.</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>
<td>On providing a copy of the eligibility report to the parent and documenting that a copy was given on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
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<tr>
<td>Provide to the parent/student the Notice of Intent Regarding Special Education Services form with explanation regarding corrective action taken.</td>
<td>The proper use and completion of notice and consent forms.</td>
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<td>The reevaluation process.</td>
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<td>The process of comprehensively reviewing data to make decisions on the need for additional data to determine continued eligibility.</td>
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### FINDINGS OF NONCOMPLIANCE

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<td>3-Month Training</td>
<td>6-Month Training</td>
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<td>The appropriate steps to take to complete the initial evaluation or reevaluation process.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</td>
<td>Provide to the SDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
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<tr>
<td>Individualized Education Program (IEP)</td>
<td>Review the IEPs of the eight students listed below: (8 student files) Revise IEPs as determined appropriate by the review. Address the components that were not completed as required. Send a copy of the completed/amended IEP to the parents of the students. Send the Notice of Intent Regarding Special Education Services form to the parent with explanation regarding corrective action taken. Document the date sent in the appropriate place on the IEP form. Review the IEPs and complete the Alabama Student Assessment forms for the</td>
<td>The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form. The required IEP Team composition. Parental participation in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.</td>
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<td>Each student’s IEP does not include a student profile, detailing how the student’s disability affects the student's involvement and progress in the general curriculum or for preschool children as appropriate, how the disability affects the child's involvement. AAC 290-8-9-.05(6)(a); 34 CFR § 300.320(a)(ii)</td>
<td>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)(ii)</td>
<td>Each student’s IEP is not written to the general education content standards; or Alabama Extended Standards for students with significant cognitive disabilities who are being assessed with the Alabama Alternate Assessment; or Developmental Standards for preschool children with disabilities. AAC 290-8-9-.05(6)(o)</td>
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<td>Each student’s IEP does not include a statement of the special education and related services and supplementary aids and services or program</td>
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| modifications or supports for school personnel. AAC 290-8-9-.05(6)(c); 34 CFR § 300.320(a)(4) | students:  
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.  
Complete the Notice of Intent Regarding Special Education Services form with explanation regarding the missing consent form. | 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. |  |
| Each student's IEP does not include, beginning with the IEP in effect when the child is 16, and updated annually thereafter, age-appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and the transition services needed to assist the child in reaching those goals. AAC 290-8-9.05(6)(b); 34 CFR § 300.320(7)(b)(1)(2) The IEP and/or student's file does not document the involvement in each IEP meeting of the student, at the age when transition services are discussed, and other times when appropriate. AAC 290-8-9-.05(3)(g); 34 CFR § 300.321(b)(1)(2) 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) 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) | | | |

3-Month Training | 6-Month Training | 3-Month Training | 6-Month Training |
**Steps to be taken by the SDE to ensure compliance with the Statutory Requirements**

1. For each Immediate Correction Strategy (30-day item), the SDE 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 2 will be taken. Twenty
3. Twenty-three 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 3 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 SDE will determine what enforcement procedures will be considered.

**Enforcement Procedures:**

1. The Special Education Coordinator will receive a call from the State Director 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 SDE and meet with the Deputy Superintendent of Education, State Director of Special Education, Data Analyst, and Team Leader.
5. Withholding of funds procedures may be implemented.