The Focused Monitoring Process is a blend of the previous compliance monitoring system and a shift toward addressing program development 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 Compliance Verification Form Summary.

During the Focused Monitoring Process, a designated number of student files were reviewed to verify compliance with state and federal requirements. Also, during this process, a small number of students have been reviewed to determine student status and related system performance results. Each SSR provides a combination of quantitative and qualitative results that reveal, in rich detail, what it is like to be a consumer of services and what is currently working for the student.

The purpose of this report is to provide feedback to the school system in identifying areas of strengths and assist in correcting current problems and establishing/implementing a continuous self-monitoring system. In addition, the department hopes that this information will help advance practice by developing a collegial effort between the State Department of Education, Special Education Services, and the education agency.
The Focused Monitoring Report includes the following:

- **Areas of Strengths** identified during monitoring.
- **Continuous Improvement Strategies** based on findings from the self-monitoring process conducted by the education agency to address practice issues focusing on program development and improving outcomes for students.
- **Areas of Concern** includes problems that are not systemic at this time and requires no immediate action; however, if not addressed by the education agency, these concerns may become systemic problems.
- **Areas of Needed Improvement** include systemic problems and student files that require immediate correction.
- **Immediate Correction Strategies** (30-day items) address correcting specific student files.
- **Systemic Improvement Strategies** (6-month items) address correcting problems that could affect the quality of services and outcomes for all students with disabilities.
- **Documentation of Strategy Implementation** includes documentation of immediate corrections to student files that must be completed within 30 working days from the date of the verification call. All systemic areas of needed improvement must be addressed through professional development activities and either amending the *Special Education Plan for Children with Disabilities* to reflect appropriate current practice or documenting appropriate implementation of the current plan.

**GLOSSARY**

AAC ...........Alabama Administrative Code
ADRS ..........Alabama Department of Rehabilitation Services
AYP ..........Adequate Yearly Progress
AOD ..........Alabama Occupational Diploma
BBSST ......Building-Based Student Support Team
CRS ..........Children’s Rehabilitation Services
CTIP ........Career Technical Implementation Plan
DB ..........Deaf-Blindness
DD ..........Developmental Delay
ED ..........Emotional Disturbance
EI ..........Early Intervention
ESL ..........English as a Second Language
ESY ..........Extended School Year
FACE .........Functional Assessment of the Classroom Environment
GEMS ........Gaining Expertise through Mentoring and Support
HI ..........Hearing Impairment
IEP ..........Individualized Education Program
LEA ..........Local Education Agency
LEP ..........Limited English Proficiency
LRE ..........Least Restrictive Environment
MD ..........Multiple Disabilities
MR ..........Mental Retardation
OHI ..........Other Health Impairment
OI ..........Orthopedic Impairment
OT ..........Occupational Therapy
PT ..........Physical Therapy
SAT 10 ......Stanford Achievement Test 10
SDE ..........State Department of Education
SES ..........Special Education Services
SIG ..........State Improvement Grant
SLD ..........Specific Learning Disabilities
SLI ..........Speech/Language Impairment
SSR ..........Student Services Review
STI ..........Software Technology Incorporated
TBI ..........Traumatic Brain Injury
VI ..........Visual Impairment
VRS ..........Vocational Rehabilitation Service
**Areas of Strength**

Numerous enrichment programs/opportunities are available for all students.

In most files reviewed, IEPs were well developed.

Technology is used extensively throughout the system for instruction, monitoring student progress, and communicating with parents.

Recognition is given to the Special Education Coordinator for the knowledge, guidance, and support provided to teachers and administrators regarding the special education process.

The files reviewed were well organized and complete.

Preparation for the focused monitoring review was excellent.

The internal monitoring/self-evaluation process has proven to be a way of detecting and correcting areas of noncompliance, therefore, beneficial to both the program and the monitoring team.

The program provides informative workshops to parents on a variety of topics.

The program provides extensive professional development.

The program provides a high staff to pupil ratio.

The length of school day exceeds state requirements.

Therapy does not interfere with instructional day.

There are trial visits to therapeutic foster homes, prior to transition

There is cooperation between treatment team and education staff good unity of effort among all agency representatives.

Extensive community involvement enhances educational and treatment programs.
Older residential facilities are being replaced by state-of-the-art facilities.

The longevity of critical staff employment has maintained a high level of program continuity.

The program maintains a clean spacious facility.

Cooperation with local school systems to provide appropriate services was noted.

All students participate in the Alabama Student Assessment program.

The program provides ample supervision that ensures the safety of students in both school and residence.

The pre-monitoring information submitted prior to the on-site visit was organized and thorough.

The information prepared for the SSRs was beneficial.

As of the date of the monitoring review, there are no overdue timelines for eligibility determination (initial and/or reevaluation for continued eligibility).

The program visited has hardworking, dedicated, professional, general and special educators, who work collaboratively to ensure student success.

The program visited has a positive learning environment enhanced by the availability of extensive resources for students and staff.

Staff knowledge of individual students was evident.

Parents and students interviewed expressed satisfaction.

Communication between home and school was evident.

**Continuous Improvement Strategies**

**NOTE:** The following strategies are offered as suggestions for program improvement to facilitate continued growth and development in the implementation of the special education process.
• **Evaluation, Eligibility, and/or Reevaluation.**

  Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for the disability areas.

• **IEP Development/Implementation.**

  Supplementary aids and services, and program accommodations, including frequency, location, and duration should be individualized for each student.

  Continue to provide ongoing training on the development of standard-based Imps that are individualized for each student and emphasize content standards and access to the general education curriculum in general education settings.

• **Meeting Notices.**

  Provide training on the proper completion of all sections of the *Notice of Proposed Meeting* form.

**Areas of Concern**

**NOTE:** These concerns are not systemic at this time; however, if not addressed by the education agency, they may become systemic problems.

• **Evaluation, Eligibility, and/or Reevaluations.** (i.e., appropriate evaluations completed and documented on eligibility report, process for initial evaluation or reevaluation, notice of meeting, timelines met, appropriate membership including parents, decision regarding reevaluation, notice and consent for reevaluation, etc).

  In some files reviewed, the appropriate assessments and/or assessment data were not used in determining eligibility as required by the AAC.

  In two files reviewed, the IEP Team and/or eligibility team membership was not documented as required by the AAC.

  In two files reviewed, the *Notice of Proposed Meeting* forms were not completed (e.g., missing forms, required participants not indicated, reasonable prior notice not provided, no documentation of attempts/alternate methods to ensure parent, student, and/or other agency personnel participation, and/or contact information not provided) as required by the AAC.
IEP Development / Implementation

In some files reviewed, the reasoning process for IEP development was not apparent; there was not a clear and measurable link between the information provided in the student profile and other IEP components including, but not limited to, transition needs/services, present level of performance, goals and benchmarks, statement of the special education, related services, modifications and/or accommodations, supports for school personnel, and LRE as required by the AAC.

In one file reviewed, the duration dates on IEPs were for more than one year.

The program does not provide access to non-disabled peers in the general education setting.

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<td>(1) All evaluations for disability areas were not conducted as required by the AAC.</td>
<td>(1) Convene the IEP Team and review the eligibility of the student listed below: (1 student file) Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team/eligibility team and determine eligibility for the students who were evaluated as determined appropriate by the review.</td>
<td>(1) Provide to the SDE a copy of the Notice of Proposed Meeting, Notice of IEP Team's Decision Regarding Reevaluation, Notice and Consent for Reevaluation (if appropriate), and Notice and Eligibility Decision Regarding Special Education Services form for the student indicated.</td>
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<td>(2) The Notice and Eligibility Decision Regarding Special Education Services form did not document all evaluation data (e.g., missing rating scales, intelligence tests, achievement tests, vision screening, hearing screening, documentation of accommodations, Environmental, Cultural and/or Economic Concerns checklist, observations, interviews, work samples, etc.) as required by the AAC.</td>
<td>(2) 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 three students listed below:</td>
<td>(2) Provide to the SDE a copy of the complete eligibility report (including corrected pages) and the Notice of Intent Regarding Special Education Services form for the three students indicated.</td>
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<td>(3 student files)</td>
<td>Indicate corrected copy and date of correction on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
<td>Complete the Notice of Intent Regarding Special Education Services form with explanation regarding omission of the documentation on the eligibility report. Send a copy of both forms to the parent</td>
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(3) The Notice and Eligibility Decision Regarding Special Education Services form does not reflect the date a copy of the report was given to the parent/student as required by the AAC.

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.

(3) Provide a copy of the Notice and Eligibility Decision Regarding Special Education Services form to the parent of the student listed below:

(1 student file)

(1) The IEPs did not specify the specially designed instruction (e.g., special education, related services, implementation date for

(3) Provide to the SDE a copy of the corrected page of the Notice and Eligibility Decision Regarding Special Education Services form and a copy of the Notice of Intent Regarding Special Education Services form for the student indicated.

(1) Review the IEPs of the three students listed below:

(3 student files)

(1) Provide to the SDE documentation that the IEP review process has occurred for the three students indicated.

IEP Development/Implementation. (i.e., IEP notice, implementation/duration date, implementation date for
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<td>preschoolers beginning on third birthday, student profile, goals, benchmarks, supplementary aids and services, related services/supports for school personnel, reporting of progress, transition, state testing information, appropriate membership, LRE, documentation copy of IEP given to parents and service providers informing them of their responsibilities and access to IEP, behavior intervention plan review, notice of intent, notice and consent for the provision of special education services, etc.)</td>
<td>supplementary aids and services, assistive technology, program accommodations and modifications, and/or support for personnel) including frequency, duration, and/or location as required by the AAC. The reasoning process for IEP development was not apparent; there was not a clear and measurable link between the information provided in the student profile and other IEP components including, but not limited to, transition needs/services, present level of performance, goals and benchmarks, statement of the special education, related services, modifications and/or accommodations, supports for school personnel, and LRE as required by the AAC.</td>
<td>Revise IEPs as determined appropriate by the review.</td>
<td>If the program has determined that an IEP Team meeting will be held to make the required corrections, documentation should include a copy of the Notice of Proposed Meeting form and/or the written agreement of nonattendance (indicating the IEP Team members not in attendance) or the consent for excusal (indicating the IEP Team members excused) and a copy of the revised IEP. If the program has determined to amend the IEP without holding an IEP Team meeting, documentation should include a written statement indicating who will meet with the parent to amend the current IEP and a copy of the revised IEP.</td>
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<td>(2) Specific IEP components (e.g., special factors, general factors, transition needs/services, evaluation of goals/benchmarks, LRE justification, transfer of student rights, nonacademic and extracurricular activities, implementation date, report of progress schedule, and/or copy to parents/students) were not completed as required by the AAC.</td>
<td>(2) Review the IEPs of the student listed below: (1 student file) Address the components that were not completed as required. Revise IEPs as determined appropriate by the review.</td>
<td>(2) Provide to the SDE documentation that the IEP review process has occurred for the student indicated. If the program has determined that an IEP Team meeting will be held to make the required corrections, documentation should include a copy of the Notice of Proposed Meeting form and/or the written agreement of nonattendance (indicating the IEP Team members not in attendance) or the consent for excusal (indicating the IEP Team members excused) and a copy of the revised IEP. If the program has determined to amend the IEP without holding an IEP Team meeting, documentation should include a written statement indicating</td>
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