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.
- **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
AMSTI..........Alabama Math, Science and Technology Initiative
ARI ............Alabama Reading Initiative
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
SETSSWeb ....Special Education Tracking System
SIG ..........State Improvement Grant
SLD ..........Specific Learning Disabilities
SLI ..........Speech/Language Impairment
SSR ..........Student Services Review
STI ..........Software Technology Incorporated
TBI ..........Traumatic Brain Injury
VRS ..........Vocational Rehabilitation Service
VI ..........Visual Impairment
WSS ..........Wilberforce State School
Areas of Strength

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 has provided extensive professional development.

Computers and other equipment are used in the classrooms.

Compass Academy collaborates with the Conecuh County Board of Education, Juvenile Probation, and the court system.

Students participate in a go/no go levels system, recreation and prevention days, and drug screens.

Students are evaluated with the Test of Basic Education.

All staff members are certified in special procedures.

All students receive therapy and counseling.

The pre-monitoring information provided at the on-site monitoring review was organized and thorough.

The information prepared for the SSR 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).

Staff knowledge of individual students was evident.
Parents and students interviewed expressed satisfaction.

Communication between home and school was evident.

**Concerns**

There was a lack of focused intervention for students with disabilities in the area of reading and math.

The program has not adopted scientific, research-based reading and math programs for students with disabilities in the areas of reading and math.

Direct instruction by a special education teacher was not an option in the continuum of services.

Current state adopted textbooks are not available to students.

Instructional time did not meet the requirements of the Alabama State Board of Education.

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<thead>
<tr>
<th>AREAS</th>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
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<tbody>
<tr>
<td>Areas of Needed Improvement</td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
<td>Immediate Correction (30-day items)</td>
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<tr>
<td>IEP Development/Implementation. (i.e., IEP notice, implementation/implementation date, implementation date for preschoolers beginning on third birthday, student profile, goals, benchmarks, supplementary aids and services, related services/services, supports for school personnel, reporting of progress, transition, state</td>
<td>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,</td>
<td>Review the IEPs of the two students listed below: (2 student files) Address the components that were not completed as required.</td>
<td>Provide to the appropriate teachers and administrators training on 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.</td>
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<td>Areas of Needed</td>
<td>Testing information, appropriate membership, LRE, documentation copy of</td>
<td>Immediate Correction (30-day items)</td>
<td>Immediate Correction (30-day items)</td>
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<td>Improvement</td>
<td>IEP given to parents and service providers informing them of their</td>
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<td>responsibilities and access to IEP, behavior intervention plan review,</td>
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<td>notice of intent, notice and consent for the provision of special</td>
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<td>education services, etc.)</td>
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<tr>
<td>Areas of Needed</td>
<td>Report of progress schedule, and/or copy to parents/students) were</td>
<td>Revise IEPs as determined appropriate by the review.</td>
<td>Notice of Proposed Meeting/Consent for Agency Participation 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.</td>
</tr>
<tr>
<td>Improvement</td>
<td>not completed as required by the AAC.</td>
<td>Begin with the profile and continue through the delivery and evaluation of services.</td>
<td>If the public agency 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>Provide to the SDE documentation of surrogate parent training including, but not limited to, training agenda/outline and</td>
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<td>Surrogate Parents.</td>
<td>Training for surrogate parent(s) was not provided as required by the</td>
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<td>AAC.</td>
<td>Establish a list of persons willing to serve as surrogate parents and provide training.</td>
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### Inservice Training

**Areas of Needed Improvement**

1. Training for special education teachers, general education teachers, administrators, related service personnel, and support personnel, on confidentiality was not conducted and/or not documented as required by the AAC.

2. Training for special education teachers, general education teachers, administrators, related services personnel, and support personnel, and parents training on confidentiality.

**Immediate Correction**

- (30-day items)

1. Provide to special education teachers, general education teachers, administrators, related services personnel, support personnel, and parents training on confidentiality.

**Systemic Improvement**

- (6-month items)

1. 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.

An amendment to the Special Education Plan for Children With Disabilities is not required. Ensure that the Special Education Plan for Children With Disabilities written for IDEA reflects appropriate/current practice.

1. 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.

### Areas

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<td>sign-in form for the participants.</td>
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<td>Inservice Training. (Annual training in confidentiality, the special education process, general special education issues and training for parents).</td>
<td>(1) Training for special education teachers, general education teachers, administrators, related service personnel, and support personnel, and parents training on confidentiality.</td>
<td>(1) Provide to special education teachers, general education teachers, administrators, related services personnel, support personnel, and parents training on confidentiality.</td>
<td>(1) 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. An amendment to the Special Education Plan for Children With Disabilities is not required. Ensure that the Special Education Plan for Children With Disabilities written for IDEA reflects appropriate/current practice.</td>
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<td>personnel on the special education process was not conducted and/or not documented as required by the AAC.</td>
<td>personnel, training on the special education process.</td>
<td>sign-in forms that include the name, position, and school/worksite of the participants. An amendment to the <em>Special Education Plan for Children With Disabilities</em> is not required. Ensure that the <em>Special Education Plan for Children With Disabilities</em> written for IDEA reflects appropriate/current practice.</td>
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<td>(3) Training for special education teachers, general education teachers, administrators, related service personnel, and support personnel on general special education issues was not conducted and/or not documented as required by the AAC.</td>
<td>(3) Provide to special education teachers, general education teachers, administrators, and related services personnel, and support personnel, training on general special education issues.</td>
<td>(3) 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.</td>
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