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, Student File Review, and Student Services Review.

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 may 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:

- **Area(s) of Strengths** identified during monitoring.
- **Continuous Improvement Strategies** are 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.
- **Area(s) of Concern** are not systemic at this time and require no immediate action; however, if not addressed by the education agency, these concerns may become systemic problems.
- **Area(s) 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** (six-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 problems must be addressed through amendments to the *Special Education Plan for Children with Disabilities* and professional development activities. This documentation is due within six months from the date of the verification call. The team leader will call the special education coordinator to determine the correction process.

**GLOSSARY**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Alabama Administrative Code</td>
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<tr>
<td>ADRS</td>
<td>Alabama Department of Rehabilitation Services</td>
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<td>AOD</td>
<td>Alabama Occupational Diploma</td>
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<td>BBSST</td>
<td>Building-Based Student Support Teams</td>
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<td>CTIP</td>
<td>Career Technical Implementation Plan</td>
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<td>DB</td>
<td>Deaf-Blindness</td>
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<td>DD</td>
<td>Developmental Delay</td>
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<td>ED</td>
<td>Emotional Disturbance</td>
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<td>EI</td>
<td>Early Intervention</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>ESY</td>
<td>Extended School Year</td>
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<td>HI</td>
<td>Hearing Impairment</td>
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<td>IEP</td>
<td>Individualized Education Program</td>
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<td>LEA</td>
<td>Local Education Agency</td>
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<td>LEP</td>
<td>Limited English Proficiency</td>
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<td>LRE</td>
<td>Least Restrictive Environment</td>
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<td>MD</td>
<td>Multiple Disabilities</td>
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<td>MR</td>
<td>Mental Retardation</td>
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<td>OHI</td>
<td>Other Health Impairment</td>
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<tr>
<td>OI</td>
<td>Orthopedic Impairment</td>
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<tr>
<td>OT</td>
<td>Occupational Therapy</td>
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<td>PT</td>
<td>Physical Therapy</td>
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<td>SAT 10</td>
<td>Stanford Achievement Test 10</td>
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<td>SDE</td>
<td>State Department of Education</td>
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<td>SES</td>
<td>Special Education Services</td>
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<td>SIG</td>
<td>State Improvement Grant</td>
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<tr>
<td>SLD</td>
<td>Specific Learning Disabilities</td>
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<tr>
<td>SLI</td>
<td>Speech/Language Impairment</td>
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<td>SSR</td>
<td>Student Services Review</td>
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<td>TBI</td>
<td>Traumatic Brain Injury</td>
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<td>VI</td>
<td>Visual Impairment</td>
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<tr>
<td>VRS</td>
<td>Vocational Rehabilitation Service</td>
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</table>
Area(s) of Strength

The Learning Tree is an attractive, clean, and well-organized facility to provide meaningful learning opportunities for all students.

All educational, treatment, and medical files are thorough, well organized, and contain information utilized by all staff to make appropriate decisions for comprehensive services.

All staff are highly qualified and experienced to work effectively with the student population.

The program has a small pupil/staff ratio which enables constant and meaningful engagement with all students in the learning and behavioral environment.

Professional consultants are contracted to work both with students and staff to constantly improve services for all students.

The IEP/Support Plan process is well represented by all agencies working with the students.

The program has a positive working arrangement with the local school systems for placement opportunities for those students who are able to benefit from the regular public school.

All students participate in the state testing program.

Community work sites are available for a number of the students who are able to benefit from supported work training and experiences.

Natural community involvement opportunities are available for all students in the program.

All medical, dental, nutritional, and general health needs of each student are reviewed regularly and arrangements are in place for routine and emergency services.

The IEP profiles, goals and benchmarks, and progress reports are thorough, thoughtfully developed and designed to present a complete description of the educational services being offered each student.

Even though the program has a highly effective communication and coordination system, it has set as one of its goals “to improve communication among all staff”.
Continuous Improvement Strategies

Professional Development – Provide on-going training on the special education process to ensure compliance with state and federal regulations.

Area(s) 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, consent for reevaluation).

In some files reviewed, files were missing consent forms (e.g., Consent for Reevaluation) as required by the AAC.

In some 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. (i.e., IEP notice, implementation/duration date, implementation date for 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, least restrictive environment, 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, consent for placement).

In some 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.

The IEPs should be reviewed routinely upon entry into the program to ensure all aspects of the IEP can be implemented by the program.

In some files, general education representation on IEP development was not available.

- Others based on findings during monitoring process.

In some files reviewed, the justification for participating in the Alabama Alternate Assessment was not completed as required by the AAC.
<table>
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<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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<td></td>
<td>AREAS OF NEEDED IMPROVEMENT</td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
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<td>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, consent for reevaluation).</td>
<td>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>Convene the IEP Team and review the eligibility of the six student files reviewed during the on-site visit. Reevaluate students as determined appropriate by a review of eligibility.</td>
<td>Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for the disability areas.</td>
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<tr>
<td>IEP Development/Implementation. (i.e., IEP notice, implementation/duration date, implementation date for 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, least restrictive</td>
<td>Specific IEP components (e.g., participation of the general education teachers and justification for the Alabama Alternate Assessment) were not completed as required by the AAC.</td>
<td>Convene the IEP Team and review the IEPs of six student files reviewed during the on-site visit. Address the components that were not completed as required. Revise IEPs as determined appropriate by the review.</td>
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environment, 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, consent for placement).