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** includes 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>
</tr>
</thead>
<tbody>
<tr>
<td>AAC</td>
<td>Alabama Administrative Code</td>
</tr>
<tr>
<td>AOD</td>
<td>Alabama Occupational Diploma</td>
</tr>
<tr>
<td>BBSST</td>
<td>Building-Based Student Support Teams</td>
</tr>
<tr>
<td>CRS</td>
<td>Children’s Rehabilitation Services</td>
</tr>
<tr>
<td>CTIP</td>
<td>Career Technical Implementation Plan</td>
</tr>
<tr>
<td>DB</td>
<td>Deaf-Blindness</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Delay</td>
</tr>
<tr>
<td>ED</td>
<td>Emotional Disturbance</td>
</tr>
<tr>
<td>EI</td>
<td>Early Intervention</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESY</td>
<td>Extended School Year</td>
</tr>
<tr>
<td>FACE</td>
<td>Functional Assessment of the Classroom Environment</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>IDEA</td>
<td><em>Individuals with Disabilities Act of 2004</em></td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Agency</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficiency</td>
</tr>
<tr>
<td>LRE</td>
<td>Least Restrictive Environment</td>
</tr>
<tr>
<td>MD</td>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>MR</td>
<td>Mental Retardation</td>
</tr>
<tr>
<td>OHI</td>
<td>Other Health Impairment</td>
</tr>
<tr>
<td>OT</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>SAT 10</td>
<td>Stanford Achievement Test 10</td>
</tr>
<tr>
<td>SDE</td>
<td>State Department of Education</td>
</tr>
<tr>
<td>SES</td>
<td>Special Education Services</td>
</tr>
<tr>
<td>SIG</td>
<td>State Improvement Grant</td>
</tr>
<tr>
<td>SLD</td>
<td>Specific Learning Disabilities</td>
</tr>
<tr>
<td>SLI</td>
<td>Speech/Language Impairment</td>
</tr>
<tr>
<td>SSR</td>
<td>Student Services Review</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>VRS</td>
<td>Vocational Rehabilitation Service</td>
</tr>
</tbody>
</table>
Area(s) of Strength

In the files reviewed, IEPs were well developed, clear, and specific.

An excellent relationship exists between the program and Madison City Board of Education.

The files reviewed were well organized and complete.

Preparation for the focused monitoring review was excellent.

Facilities were found to be clean and safe for students.

The service providers were caring professionals.

The program has provided extensive professional development opportunities to staff.

The Media Center includes supplemental materials for all academic areas.

A wide selection of reading and math programs are available.

A well-equipped computer lab exists for students and teachers.

Related services such as counseling, medical, and psychological, were available for students.

The vocational program was found to have modern equipment with well-planned safety procedures.

State textbooks and courses of study were utilized.

Cognitive Behavior Therapy is provided through individual, group and family counseling.

Parents are involved through family visitations, phone calls, and Family Saturdays with staff available.

The Positive Peer Culture program and a levels system are implemented.
Staff receives 40 hours of training including environment of cardiopulmonary resuscitation and first aid.

The Satori Alternatives to Managing Aggression program is utilized for special procedures.

Students are recognized at Awards Day and graduation ceremonies.

A unit management team meets regularly to discuss student needs and progress.

The school is SACS accredited.

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

The information prepared for the SSRs were beneficial.

Staff knowledge of individual students was evident.

Aftercare is provided students who complete the program

<table>
<thead>
<tr>
<th>AREAS</th>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<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>(1) 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</td>
<td>(1) Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the use and proper completion of the Notice of Proposed Meeting form.</td>
<td>(1) Provide to the SDE documentation of the information, training, and/or technical assistance provided on the use and proper completion of the Notice of Proposed Meeting form including, but not limited to, training agenda/outline and participant sign-in forms.</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
<td>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other agency personnel participation, and/or contact information not provided) as required by the AAC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
<td>Immediate Correction (30-day items)</td>
</tr>
<tr>
<td></td>
<td>Provide to the appropriate teachers and administrators training and/or technical assistance to ensure parents are given an opportunity to participate in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.</td>
<td></td>
<td>Participant sign-in forms should contain columns for the following: name, position, and school/worksite. 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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td>(2) Timelines for eligibility determination (initial and/or reevaluation for continued eligibility) were not met as required by the AAC.</td>
<td>(2) Compile a list of all students that are overdue for eligibility determination (initial and/or reevaluation for continued eligibility). Include the referral date for each student overdue for initial eligibility determination and the last eligibility determination date for each student overdue.</td>
<td>(2) Provide to the SDE the list of students overdue for eligibility determination (initial and/or reevaluation for continued eligibility). Provide to the SDE a copy of the Notice of Proposed Meeting, Notice and Consent for Initial Evaluation, or Notice of IEP Team's Decision Regarding</td>
</tr>
<tr>
<td></td>
<td>At the time of the review, the system had one student overdue for initial eligibility determination.</td>
<td>(2) Provide to all school IEP Team and/or eligibility team members information, training, and/or technical assistance on timeline compliance and documentation. All overdue eligibility determinations, including any that were overdue at the time of the monitoring visit,</td>
<td>(2) Provide to the SDE a description of the information, training, and/or technical assistance on timeline compliance that was provided including, but not limited to, training agenda/outline, and participant sign-in forms.</td>
</tr>
</tbody>
</table>
### AREAS

<table>
<thead>
<tr>
<th><strong>FINDINGS</strong></th>
<th><strong>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</strong></th>
<th><strong>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Needed Improvement</strong></td>
<td><strong>Immediate Correction</strong> (30-day items)</td>
<td><strong>Systemic Improvement</strong> (6-month items)</td>
</tr>
<tr>
<td><strong>At the time of the review, the system had one student overdue for reevaluation for continued eligibility.</strong></td>
<td>for reevaluation for continued eligibility.</td>
<td>must be completed by the six-month due date.</td>
</tr>
<tr>
<td></td>
<td>Convene the IEP Team and review the eligibility of the student listed below:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>(1 student file)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reevaluate students as determined appropriate by a review of eligibility.</td>
<td></td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate Correction (30-day items)</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td>(3) All evaluations for disability areas were not conducted as required by the AAC.</td>
<td>(3) Convene the IEP Team and review the eligibility of the three students listed below:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate Correction (30-day items)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td></td>
<td>for the students who were evaluated as determined appropriate by the review.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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>
<td></td>
</tr>
</tbody>
</table>

(4) Appropriate assessments and/or assessment data were not used in determining eligibility as required by the AAC.  

(3 student files)  
Reevaluate students as determined appropriate by a review of eligibility.  
Convene the IEP Team/eligibility team and determine eligibility.  
Convene the IEP Team and review the eligibility of the three students listed below:  
(3 student files)  
Reevaluate students as determined appropriate by a review of eligibility.  
Convene the IEP Team/eligibility team and determine eligibility.  
(4) Provide to the SDE documentation on the evaluation, eligibility, and reevaluation process/training requirements including, but not limited to, training agenda/outline and participant sign-in forms.  
Participant sign-in forms should contain columns for the
<table>
<thead>
<tr>
<th>AREAS</th>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Needed Improvement</td>
<td><strong>Immediate Correction</strong>&lt;br&gt;(30-day items)</td>
<td><strong>Systemic Improvement</strong>&lt;br&gt;(6-month items)</td>
<td>following: name, position, and school/worksite.</td>
</tr>
<tr>
<td></td>
<td>for the students who were evaluated as determined appropriate by the review.</td>
<td></td>
<td>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>
</tr>
<tr>
<td></td>
<td>(5) 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, (2 student files)</td>
<td>(5) 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 two students listed below:</td>
<td>(5) 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 two students indicated.</td>
</tr>
<tr>
<td></td>
<td>Indicate corrected copy and date of correction</td>
<td>(5) Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for the disability areas.</td>
<td>(5) Provide to the SDE documentation on the evaluation, eligibility, and reevaluation process/training requirements including, but not limited to, written information provided, training agenda/outline, description of technical assistance provided, and participant sign-in forms.</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
<td>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>interviews, work samples, etc.) as required by the AAC.</td>
<td>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. Send a copy of both forms to the parent and/or student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6) The IEP Team and/or eligibility team membership was not documented (i.e. signatures on the IEP, excusals/nonattendance agreements, etc.) as required by the AAC.</td>
<td>(6) Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the required team membership for eligibility meetings.</td>
<td>(6) Provide to the SDE a description of the information, training, and/or technical assistance on team membership that was provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
<td>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<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) Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td></td>
<td>(7) 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</td>
<td></td>
<td>for the following: name, position, and school/ worksite.</td>
</tr>
<tr>
<td></td>
<td>(7) Provide a copy of the Notice and Eligibility Decision Regarding Special Education Services form to the parent of the student listed below:</td>
<td></td>
<td>Provide to the SDE five eligibility reports, completed after the monitoring date, documenting appropriate IEP Team and/or eligibility team membership.</td>
</tr>
<tr>
<td></td>
<td>(7) Provide to the appropriate teachers and administrators information, training, and/or technical assistance on providing a copy of the eligibility report to the parent and</td>
<td></td>
<td>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>
</tr>
<tr>
<td></td>
<td>(7) 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</td>
<td></td>
<td>(7) Provide to the SDE a description of the information, training, and/or technical assistance on the proper use and completion of the consent forms that was provided including.</td>
</tr>
</tbody>
</table>
### AREAS

<table>
<thead>
<tr>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Needed Improvement</strong></td>
<td><strong>Immediate Correction (30-day items)</strong></td>
<td><strong>Systemic Improvement (6-month items)</strong></td>
</tr>
<tr>
<td></td>
<td>(1 student file)</td>
<td>documenting that a copy was given on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
</tr>
<tr>
<td></td>
<td>Document the date sent in the appropriate place on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
<td>Provide to the parent/student the Notice of Intent Regarding Special Education Services form with explanation regarding corrective action taken.</td>
</tr>
<tr>
<td></td>
<td>Provide to the parent/student the Notice of Intent Regarding Special Education Services form with explanation regarding corrective action taken.</td>
<td></td>
</tr>
<tr>
<td><strong>(8) Files were missing consent forms (e.g., Notice and Consent for Initial Evaluation, Notice and Consent for Reevaluation) as required by the AAC. Two files were missing a consent form (e.g.,</strong></td>
<td>(8) Obtain the missing consent form(s) for the two students listed below:</td>
<td>(8) Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the proper use and completion of consent forms.</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td>Notice and Consent for Reevaluation) as required by the AAC.</td>
<td>Complete the Notice of Intent Regarding Special Education Services form with explanation regarding the missing consent form.</td>
<td></td>
</tr>
<tr>
<td>(9) The Notice of IEP Team’s Decision Regarding Reevaluation form was not utilized to document the IEP Team decision as required by the AAC.</td>
<td>(9) Provide to the appropriate teachers and administrators training specifically on the reevaluation process. Provide to the appropriate teachers and administrators involved</td>
<td>(9) Provide to the SDE documentation that all the training on the reevaluation process occurred including, but not limited to, written information provided, training agenda/outline, description of technical assistance, and</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate Correction (30-day items)</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td>in reevaluation decisions training on the process of comprehensively reviewing data to make decisions on the need for additional data to determine continued eligibility.</td>
<td>participant sign-in forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate Correction (30-day items)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<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)</td>
<td>(1) Notice of Proposed Meeting forms were not completed (e.g., missing forms, required participants not indicated, no documentation of attempts/alternate methods to ensure parent, student, and/or other agency personnel</td>
<td>(1) Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the use and proper completion of the Notice of Proposed Meeting form. Provide to the appropriate teachers</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td>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, consent for placement)</td>
<td>participation, and/or contact information not provided) as required by the AAC.</td>
<td>and administrators training and/or technical assistance to ensure parents are given an opportunity to participate in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.</td>
</tr>
<tr>
<td>(2) The IEPs did not specify the specially designed instruction (e.g., special education, related services, supplementary aids and services, assistive technology, program accommodations and modifications, and/or support for personnel)</td>
<td>(2) Review the IEPs of the student listed below: (1 student file) Revise IEPs as determined appropriate by the review.</td>
<td>(2) 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. Begin with the IEP review process.</td>
</tr>
</tbody>
</table>
### Areas of Needed Improvement

<table>
<thead>
<tr>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Needed Improvement</strong></td>
<td><strong>Immediate Correction</strong> (30-day items)</td>
<td><strong>Systemic Improvement</strong> (6-month items)</td>
</tr>
<tr>
<td><strong>Immediate Correction</strong> (30-day items)</td>
<td><strong>Systemic Improvement</strong> (6-month items)</td>
<td><strong>Immediate Correction</strong> (30-day items)</td>
</tr>
</tbody>
</table>

- 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.

- 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.

- 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.

- If the LEA 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.
<table>
<thead>
<tr>
<th>AREAS</th>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Areas of Needed Improvement</td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td></td>
<td>(3) Specific IEP components (e.g., copy to parents/student) were not completed as required by the AAC.</td>
<td>(3) Send a copy of the completed IEP to the parents of the student listed below: (1 student file) Document the date sent in the appropriate place on the IEP form. Send the Notice of Intent Regarding Special Education Services form to the parent with explanation regarding corrective action taken.</td>
<td>(3) Provide to the appropriate teachers and administrators training, information, and/or technical assistance on the procedure for providing a copy of the IEP to parents/students.</td>
</tr>
</tbody>
</table>
### Areas of Needed Improvement

**Immediate Correction** (30-day items)  
(4) Review the IEPs of the three students listed below:  

(3 student files)  
Address the components that were not completed as required.  
Revise IEPs as determined appropriate by the review.

**Systemic Improvement** (6-month items)  
(4) 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.  
Begin with the profile and continue through the delivery and evaluation of services.

**Immediate Correction** (30-day items)  
(4) Provide to the SDE documentation that the IEP review process has occurred for the three students indicated.  
If the LEA 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.

**Systemic Improvement** (6-month items)  
(4) Provide to the SDE documentation that training on IEP development/writing has occurred 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.

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.
<table>
<thead>
<tr>
<th>AREAS</th>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Needed Improvement</td>
<td></td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td>(5) The IEP Team membership was not documented as required by the AAC.</td>
<td>(5) Provide to the appropriate teachers and administrators training, information, and/or technical assistance on appropriate IEP Team composition.</td>
<td>谁将与家长会面并修订现行IEP及修订IEP的副本。</td>
<td>(5) 提供给SDE有关IEP团队构成的培训、信息和技术协助的文档，包括但不限于培训大纲/提纲和参与者签到表。 提供给SDE五份完成的IEP，记录适当的IEP团队成员。</td>
</tr>
</tbody>
</table>

The participant sign-in forms should contain columns for the following: name, position, and school/worksite.

Provide to the SDE five IEPs completed after the monitoring date, documenting appropriate IEP Team membership.

An amendment to the Special Education Plan for Children with
<table>
<thead>
<tr>
<th>AREAS</th>
<th>FINDINGS</th>
<th>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Needed Improvement</td>
<td></td>
<td>Immediate Correction (30-day items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td>(6) Progress reports reflecting progress toward IEP goals were not developed and provided as required by the AAC.</td>
<td>(6) Develop a progress report reflecting progress toward IEP goals for the six students listed below: <strong>(6 student files)</strong></td>
<td>(6) Provide to the appropriate teachers and administrators training, information, and/or technical assistance on written progress reports that reflect progress toward IEP goals for the six students identified. Provide a copy of the progress report to the parent.</td>
<td>(6) Provide to the SDE a copy of the progress report reflecting progress toward IEP goals for the six students indicated. Ensure that progress reports reflecting progress toward IEP goals are developed for all students with disabilities and provided to parents as required.</td>
</tr>
<tr>
<td>AREAS</td>
<td>FINDINGS</td>
<td>IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
<td>DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate Correction (30-day items)</td>
<td>Immediate Correction (30-day items)</td>
</tr>
<tr>
<td>Areas of Needed Improvement</td>
<td></td>
<td>Systemic Improvement (6-month items)</td>
<td>Systemic Improvement (6-month items)</td>
</tr>
<tr>
<td>Personnel Certification/ Licensure.</td>
<td>General education teacher is not properly certified as required by the AAC. One individual currently providing education services to students with disabilities does not hold any valid education certification.</td>
<td>Monitor the status of the progress toward proper certification for the teacher indicated. Immediately attempt to locate properly certified personnel to provide education services to students with disabilities.</td>
<td>Provide to the SDE documentation of recruitment attempts, results of interviews, if appropriate, and justification for not hiring properly certified personnel. Provide to the SDE documentation that all personnel serving as teachers are properly certified, that uncertified personnel are making adequate progress toward proper certification, and/or that continued attempts to recruit certified personnel are made.</td>
</tr>
</tbody>
</table>