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** include 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
ADR ............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
OH ..........Other Health Impairment
OI ..........Orthopedic Impairment
OT ..........Occupational Therapy
PLOP ..........Present Level of Performance
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**

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 program appears to have hardworking, dedicated, and professional educators and staff, who work collaboratively to ensure student success.

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

Numerous enrichment programs/opportunities are available for all students.

In most files reviewed, IEPs were well developed.

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

The program provides before and after-school opportunities for students to receive extra help from teachers.

The files reviewed were well organized.

Preparation for the focused monitoring review was excellent. The program and the special education staff are to be commended.

The program has provided extensive professional development.

Parents and students interviewed expressed satisfaction.

Communication between home and school was evident.

Staff knowledge of individual students 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. Include training on interpretation of data to determine eligibility and the proper completion of the *Notice and Eligibility Decision Regarding Special Education Services* form.

**Reading** - Continue to encourage all teachers to share reading strategies/evaluations to improve reading and to develop IEPs that address appropriate reading instruction to meet the individual needs of students with disabilities. Expand the research-based supplemental and/or intervention reading programs available to be used by special education personnel that complement the core reading programs used in general education. Provide training on functional diagnosis of reading that correlates with the reading curriculum.

**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, consent for reevaluation).

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

  In some files reviewed, the *Notice of IEP Team’s Decision Regarding Reevaluation* form was not utilized to document the IEP Team’s decision as required by the AAC.

  In some files reviewed, the IEP Team and/or eligibility team membership was not documented 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, 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).
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.

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

- **General Concerns.**

  There was a lack of adequate space for the instructional program.

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<td>Evaluation, Eligibility, and/or Revaluations (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>All evaluations for disability areas were not conducted as required by the AAC. The reevaluation process was not completed as required by the AAC.</td>
<td>Convene the IEP Team and review the eligibility of the five students reviewed. 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. Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for the disability areas.</td>
<td>Provide to the SDE a copy of the Notice of Proposed Meeting, Notice of IEP Team's Decision Regarding Reevaluation, Consent for Reevaluation (if appropriate), and Notice and Eligibility Decision Regarding Special Education Services form for the students reviewed.</td>
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<td>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 and a random sampling of eligibility reports completed after the on-site visit.</td>
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#### 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, LRE, documentation copy of IEP given to parents and service providers informing

The IEPs did not specify the specially designed instruction (e.g., special education, related services, assistive technology, program accommodations and modifications, and/or support for personnel) including frequency, duration, and/or location as required by the AAC.

Review the IEPs of the five students reviewed.

Revise IEPs as determined appropriate by the review.

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.

Provide to the SDE documentation that the IEP review process has occurred for the students reviewed. 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

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.

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 2004 reflects appropriate/current practice.

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 2004 reflects appropriate/current practice.
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<td>them of their responsibilities and access to IEP, behavior intervention plan review, notice of intent, consent for placement).</td>
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<td>Surrogate Parents.</td>
<td>Surrogate Parents should be appointed in a timely manner</td>
<td>The program should develop a procedure for the program to appoint surrogate parents in a timely manner</td>
<td>Provide to the SDE a copy of the procedure for timely surrogate parent appointment.</td>
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<td>Personnel Certification/Licensure.</td>
<td>Special education teachers are not properly certified as required by the AAC.</td>
<td>Monitor the status of the progress toward proper certification for the teachers currently working on certification.</td>
<td>Provide to the SDE documentation of teacher certification status.</td>
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Disabilities is not required. Ensure that the **Special Education Plan for Children with Disabilities** written for IDEA 2004 reflects appropriate/current practice.