Focused Monitoring Report

Education Agency: Woody’s Song
Special Education Coordinator: Ms. Jules Starr
Focused Monitoring Date: May 09-14, 2013
Date Mailed to Coordinator: June 13, 2013
Special Education Services Team Leader: Ms. Fannie Adams
Special Education Services Data Analyst: Ms. Cynthia C. Lester

The Focused Monitoring Process is a blend of compliance monitoring and improving outcomes for students. This report is based on findings from the Student File Review.

A designated number of student files were reviewed to verify compliance with state and federal requirements.

The purpose of this report is to provide feedback to the agency in identifying findings of noncompliance that must be corrected as soon as possible, and in no case later than one year from identification of noncompliance. The report also identifies the corrective action that must be taken by the agency as well as the documentation that must be submitted to the Alabama State Department of Education (ALSDE). In addition, the report informs the agency of the steps the ALSDE will take in order to ensure 100% correction of noncompliance with the statutory requirement(s).
The Focused Monitoring Report will include the following:

- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

GLOSSARY

AAA ................... Alabama Alternate Assessment
AAC ................... Alabama Administrative Code
ADRS ................. Alabama Department of Rehabilitation Services
ALSDE .......... Alabama State Department of Education
AMSTI ............... Alabama Math, Science and Technology Initiative
ARI ..................... Alabama Reading Initiative
AYP ................... Adequate Yearly Progress
AOD ................... Alabama Occupational Diploma
CRS ................... Children’s Rehabilitation Services
CTIP ................ Career Technical Implementation Plan
DB .................... Deaf-Blindness
DD .................... Developmental Delay
ECEC ................. Environmental, Cultural, and/or Economic Concerns Checklist
ED .................... Emotional Disability
EI ..................... Early Intervention
ESL .................. English as a Second Language
ESY .................. Extended School Year
HI .................... Hearing Impairment
ID .................... Intellectual Disability
IEP ................... Individualized Education Program

LEA ................. Local Education Agency (to include State-Operated/State-Supported Agencies)
LEP .................. Limited English Proficiency
LRE ................. Least Restrictive Environment
MD ................... Multiple Disabilities
OHI .................. Other Health Impairment
OI .................. Orthopedic Impairment
OT .................. Occupational Therapy
PST ................ Problem Solving Team
PT .................. Physical Therapy
SES ................ Special Education Services
SPDG ............... State Personnel Development Grant
SSR ................ Student Services Review
STI ................. Software Technology Incorporated
TBI .................. Traumatic Brain Injury
VIS ................ Visual Impairment
VRS ................. Vocational Rehabilitation Services
### Protection in Evaluation Procedures

The education agency did not assess all areas related to the suspected disability, whether or not commonly linked to the disability category. 

AAC 290-8-9-.02(1)(f); 34 CFR § 300.304(c)(4)

In evaluation decisions the education agency, as part of an initial evaluation and as part of any reevaluation, did not utilize an IEP Team including the parent. 

AAC 290-8-9-.02(1)(d); .05(3)(a); 34 CFR § 300.304(a)(b)(c)(d)

The required assessments were not administered for each student before the eligibility determination meeting. 

AAC 290-8-9-.03; 34 CFR § 300.301(a)

<table>
<thead>
<tr>
<th>FINDINGS OF NONCOMPLIANCE</th>
<th>IMMEDIATE CORRECTION STRATEGIES (30-Day items)</th>
<th>IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF CORRECTIVE ACTION</th>
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<tbody>
<tr>
<td>Convene the IEP Team and review the eligibility of the four students discussed.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</td>
<td>Provide to the ALSDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
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<td>Reevaluate students as determined appropriate by a review of eligibility.</td>
<td>The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form.</td>
<td>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
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<tr>
<td>Convene the IEP Team/Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.</td>
<td>The completion of the Alabama Student Assessment forms in the IEP.</td>
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<td>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 students.</td>
<td>The evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area.</td>
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<tr>
<td>Indicate corrected copy and date of correction on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
<td>The evaluation process, using appropriate assessment data to determine eligibility.</td>
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<td>Complete the Notice of Intent Regarding Special Education Services form with explanation regarding omission of the required information that must be documented on the eligibility report.</td>
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<td>documentation on the eligibility report.</td>
<td>The required</td>
<td>Provide to the ALSDE</td>
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<td></td>
<td>Send a copy of both forms to the parent and/or student.</td>
<td>Eligibility Committee or IEP Team</td>
<td>documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
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<tr>
<th>Individualized Education Program (IEP)</th>
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<tr>
<td>Each student’s IEP does not include a statement of any individual modifications in the administration of the state testing program or why that assessment is not appropriate.</td>
<td>Review the IEPs of the two students discussed.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</td>
<td>Provide to the ALSDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
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<td>AAC 290-8-9-.05(6)(e); 34 CFR § 300.320(a)(6)(i)</td>
<td>Revise IEPs as determined appropriate by the review.</td>
<td>The completion of the Alabama Student Assessment forms in the IEP.</td>
<td>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
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<td>Address the components that were not completed as required.</td>
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<td>Review the IEPs and complete the Alabama Student Assessment forms for the students:</td>
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<td>Send a copy of the revised/amended IEP, including the Alabama Student Assessment forms, to the parent and document the date sent on the signature page of the IEP.</td>
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<td>Send the Notice of Intent Regarding Special Education Services form to the parent with explanation regarding corrective action taken.</td>
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Steps to be taken by the ALSDE to ensure compliance with the Statutory Requirements

1. For each Immediate Correction Strategy (30-day item), the ALSDE will review corrections on line.

2. Sixty calendar days from the date the LEA received notification of the status of the immediate correction strategies, a random sample of updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 3 will be taken.

3. Twenty calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 4 will be taken.

4. Ten calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and the ALSDE will determine what enforcement procedures will be considered.

Enforcement Procedures:
1. The Special Education Coordinator will receive a call from the Program Coordinator of Special Education.
2. A letter will be written to the Superintendent outlining the seriousness of correction of noncompliance.
3. A Compliance agreement will be implemented.
4. The Superintendent will be directed to come to the ALSDE and meet with the Director of the Office of Learning Support, Program Coordinator of Special Education, Focused Monitoring Administrator, and the Focused Monitoring Team Leader.
5. Withholding of funds procedures may be implemented.