The Focused Monitoring Process is a blend of compliance monitoring 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 any other information obtained during the on-site visit.

During the Focused Monitoring Process, a designated number of student files were reviewed to verify compliance with state and federal requirements. Also, during the on-site process, a number of students were selected to determine student status and related system performance results. Each SSR provides information to determine if there is a match between the individual needs of the student and the services being provided to the student by the agency.

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:

- SSR RESULTS
- 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
SETS ............. Special Education Tracking System
SLD ................. Specific Learning Disability
SLI ................. Speech or Language Impairment
SPDG .............. State Personnel Development Grant
SSR ............... Student Services Review
STI ............... Software Technology Incorporated
TBI ................. Traumatic Brain Injury
VI ................ Visual Impairment
VRS ............... Vocational Rehabilitation Services
SSR Results: (Legend—Maintenance Zone=Optimal/Good Conditions; Refinement Zone=Fair/Borderline Conditions; Improvement Zone=Poor/Adverse Conditions)
The graphs depicting the results of the SSR Reviews are based on a selected number of students with disabilities and should not be interpreted to represent the services as a whole for all students with disabilities in the LEA.
<table>
<thead>
<tr>
<th>FINDINGS OF NONCOMPLIANCE</th>
<th>IMMEDIATE CORRECTION STRATEGIES (30-Day items)</th>
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<tbody>
<tr>
<td>Protection In Evaluation Procedures</td>
<td>The education agency did not conduct a full and individual initial evaluation, before the initial provision of special education and related services to a student with a disability. AAC 290-8-9-.02(1)(c); 34 CFR § 300.301(a)</td>
<td>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit.</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>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)(d); 34 CFR § 300.304(c)(4)</td>
<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>
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<td>In evaluation decisions the education agency did not administer tests and other evaluation materials as may be needed to produce the data needed to determine whether the child has a particular disability or continues to be a child with a disability. AAC 290-8-9-.02(1)(d)(2)(v); 34 CFR § 300.305(a)(c)</td>
<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>Upon completing the administration of tests and other evaluation materials, the eligibility decision did not include documentation that, if eligible, was not due to the student’s lack of instruction in math or reading or LEP. AAC 290-8-9-.04(1)(e); 34 CFR § 300.306(b)(1-2)</td>
<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>Ensuring parents are given an opportunity to participate in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.</td>
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<td>The required assessments were not administered to each student before the eligibility determination meeting. AAC 290-8-9-.03; 34 CFR § 300.301(a)</td>
<td>Indicate corrected copy and date of correction on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
<td>The evaluation, eligibility, and reevaluation process/criteria and requirements for each</td>
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<td>Parental consent is not obtained for reevaluation if new assessments are needed to determine continued eligibility. AAC 290-8-9-.02(6)(e); 34 CFR § 300.300(c)(1)(i)</td>
<td>Complete the Notice of Intent Regarding Special Education Services form with explanation</td>
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<td>Children with disabilities are not included in the general state and district-wide assessment programs with appropriate accommodations and modifications in administration, if necessary. AAC 290-8-9-.02(8); 34 CFR § 300.157</td>
<td>regarding omission of the documentation on the eligibility report. Send a copy of both forms to the parent and/or student. Document the date sent in the appropriate place on the Notice and Eligibility Decision Regarding Special Education Services form. Provide to the parent/student the Notice of Intent Regarding Special Education Services form with explanation regarding corrective action taken. Obtain the missing consent form for the students.</td>
<td>disability area. The evaluation process, using appropriate assessment data to determine eligibility. On interpreting evaluation data correctly. The required information that must be documented on the eligibility report. The proper use and completion of notice and consent forms. The reevaluation process. The process of comprehensively reviewing data to make decisions on the need for additional data to determine continued eligibility. The appropriate steps to take to complete the initial evaluation or reevaluation process.</td>
<td>3-Month Training</td>
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</tbody>
</table>

Children with disabilities are not included in the general state and district-wide assessment programs with appropriate accommodations and modifications in administration, if necessary. AAC 290-8-9-.02(8); 34 CFR § 300.157

regarding omission of the documentation on the eligibility report.

Send a copy of both forms to the parent and/or student.

Document the date sent in the appropriate place on the Notice and Eligibility Decision Regarding Special Education Services form.

Provide to the parent/student the Notice of Intent Regarding Special Education Services form with explanation regarding corrective action taken.

Obtain the missing consent form for the students.
### Findings of Noncompliance

**Immediate Correction Strategies (30-Day items)**

<table>
<thead>
<tr>
<th>Individualized Education Program (IEP)</th>
<th>Improvement Strategies</th>
<th>Documentation of Corrective Action</th>
</tr>
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</table>
| Each student with disabilities does not have an appropriate IEP developed prior to receiving services.  
AAC 290-8-9-.05(2)(b); 34 CFR § 300.3231(a) | Review the IEPs of the students discussed during the on-site visit.  
Revise IEPs as determined appropriate by the review.  
Address the components that were not completed as required.  
Send a copy of the completed/amended IEP to the parents of the students.  
Send the Notice of Intent Regarding Special Education Services form to the parent with explanation regarding corrective action taken.  
Document the date sent in the appropriate place on the IEP form.  
Convene the IEP team to develop a current IEP for the applicable student(s).  
Review the IEPs and complete the Alabama Student Assessment forms for the students:  
Send a copy of the | Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:  
The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form.  
Parental participation in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.  
IEP development that includes completion of the form, all required components of the transition page of the IEP including the requirement and selection of the most appropriate diploma option, changing between diploma/exit |
| Each student with disabilities does not have a current IEP developed.  
AAC 290-8-9-.05(2)(b); 34 CFR § 300.323(a) |  | 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.  
The participant sign-in forms should contain columns for the following: name, position, and school/worksite. |
| Each student with disabilities does not have the IEP implemented at the beginning of the school year.  
AAC 290-8-9-.05(2)(a)(b); 34 CFR § 300.101(b)(2); 300.323(a) |  |  |
| Each student's IEP does not include a student profile, detailing how the student's disability affects the student's involvement and progress in the general curriculum or for preschool children as appropriate, how the disability affects the child's involvement.  
AAC 290-8-9-.05(6)(a); 34 CFR § 300.320(a)(i)(ii) |  |  |
| Each student's IEP does not include a statement of measurable annual goals.  
AAC 290-8-9-.05(6)(b)(o); 34 CFR § 300.320(a)(i)(ii) |  |  |
| Each student's IEP is not written to the general education content standards; or Alabama Extended Standards for students with significant cognitive disabilities who are being assessed with the Alabama Alternate Assessment; or Developmental Standards for preschool children with disabilities.  
AAC 290-8-9-.05(6)(o) |  |  |
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<td>Each student's IEP does not include, if required, benchmarks enabling the student to be involved in and progress in the general curriculum. AAC 290-8-9-.05(6)(b); 34 CFR § 300.320(a)(2)(B)(ii)</td>
<td>revised/amended IEP, including the <em>Alabama Student Assessment</em> forms, to the parent and document the date sent on the signature page of the IEP.</td>
<td>options, transition assessments, transition goals, transition services, and appropriate implementation of transition planning as well as the process for developing an IEP based on the individual needs of the student.</td>
<td>3-Month Training</td>
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<td>Each student's IEP does not include a statement of the special education and related services and supplementary aids and services or program modifications or supports for school personnel. AAC 290-8-9-.05(6)(c); 34 CFR § 300.320(a)(4)</td>
<td>Meet with the students eligible to explain the transfer of rights and document on the current IEP form the date that the student was informed.</td>
<td>Procedures for providing a copy of the IEP to parents/students.</td>
<td>3-Month Training</td>
</tr>
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<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. AAC 290-8-9-.05(6)(c); 34 CFR § 300.320(a)(6)(i)</td>
<td></td>
<td>The completion of the <em>Alabama Student Assessment</em> forms in the IEP.</td>
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<td>Each student's IEP does not include a projected date for the beginning of services and modifications and the anticipated frequency, location, and duration. AAC 290-8-9-.05(6)(f); 34 CFR § 300.320(a)(7)</td>
<td></td>
<td>Progress reports that Completion of the notice and consent forms.</td>
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<td>Each student's IEP does not include, beginning with the IEP in effect when the child is 16, and updated annually thereafter, age-appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and the transition services needed to assist the child in reaching those goals. AAC 290-8-9.05(6)(h); 34 CFR § 300.320(7)(b)(1)(2)</td>
<td></td>
<td>On timeline compliance for implementation of the initial IEP, including implementation of a child’s IEP on his/her third birthday if the</td>
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<td>The parents are not notified of the IEP meeting early enough to ensure participation. AAC 290-8-9-.05(a); 34 CFR § 300.322(a)(1)</td>
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<td>The IEP notice does not include the purpose, time, location, anticipated participants, and inform the parents that they may bring other individuals who have special expertise regarding the child. AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(i)</td>
<td>child transitioned from EI. The process for entering student information into the STIETS program.</td>
<td></td>
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<tr>
<td>The education agency does not utilize a variety of means to involve the parent in developing the IEP. AAC 290-8-9-.05(c); 34 CFR § 300.322(c)</td>
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<tr>
<td>The education agency does not document a variety of means to involve the parent in developing the IEP. AAC 290-8-9-.05(d); 34 CFR § 300.322(d)(1)(2)(3)</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.