

Focused Monitoring Report



Education Agency:

Clay County

Special Education Coordinator:

Dr. JoAnne Blair

Focused Monitoring Date:

September 3-6 , 2013

Date Mailed to Coordinator:

Special Education Services Team Leader:

Ms. Fannie S. 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 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:

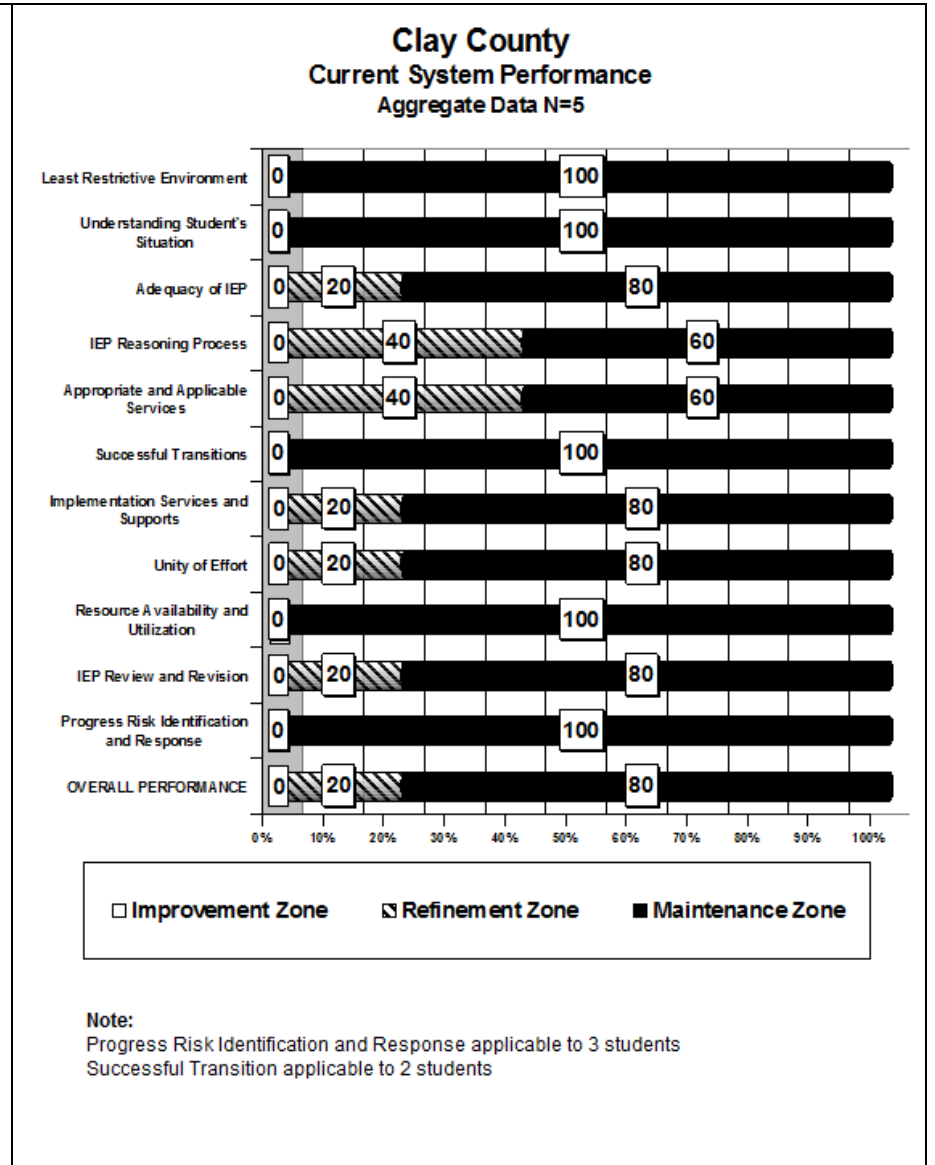
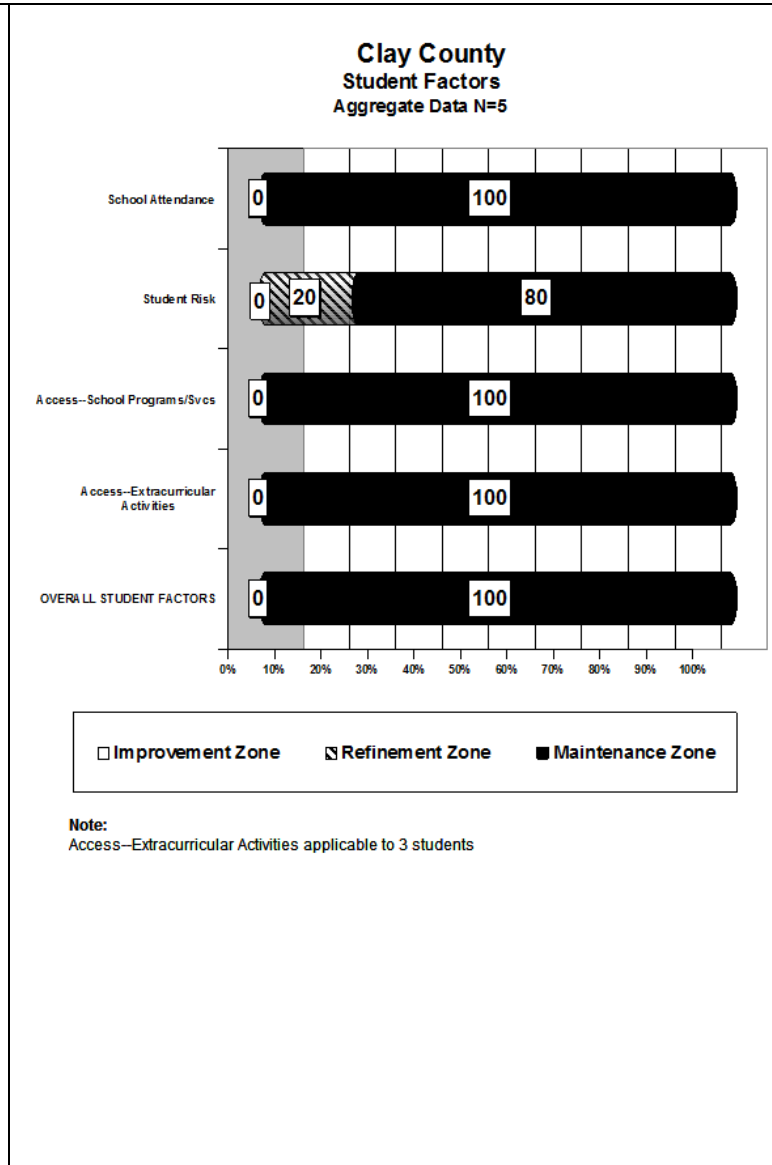
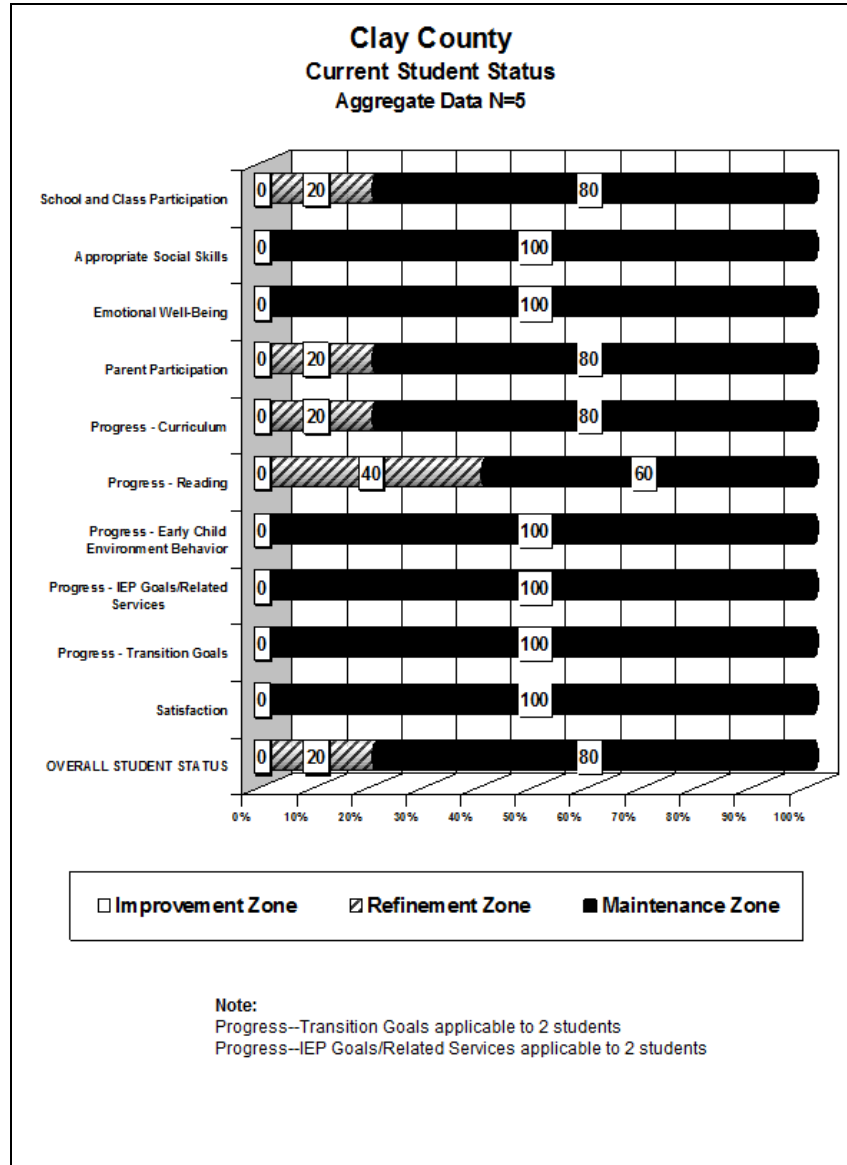
- SSR RESULTS
- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

GLOSSARY

AAA.....	Alabama Alternate Assessment	LEA.....	Local Education Agency (to include State-Operated/ State-Supported Agencies)
AAC.....	Alabama Administrative Code	LEP.....	Limited English Proficiency
ADRS.....	Alabama Department of Rehabilitation Services	LRE.....	Least Restrictive Environment
ALSDE.....	Alabama State Department of Education	MD.....	Multiple Disabilities
AMSTI.....	Alabama Math, Science and Technology Initiative	OHI.....	Other Health Impairment
ARI.....	Alabama Reading Initiative	OI.....	Orthopedic Impairment
AYP.....	Adequate Yearly Progress	OT.....	Occupational Therapy
AOD.....	Alabama Occupational Diploma	PST.....	Problem Solving Team
CRS.....	Children’s Rehabilitation Services	PT.....	Physical Therapy
CTIP.....	Career Technical Implementation Plan	SES.....	Special Education Services
DB.....	Deaf-Blindness	SETS.....	Special Education Tracking System
DD.....	Developmental Delay	SLD.....	Specific Learning Disability
ECEC.....	Environmental, Cultural, and/or Economic Concerns Checklist	SLI.....	Speech or Language Impairment
ED.....	Emotional Disability	SPDG.....	State Personnel Development Grant
EI.....	Early Intervention	SSR.....	Student Services Review
ESL.....	English as a Second Language	STI.....	Software Technology Incorporated
ESY.....	Extended School Year	TBI.....	Traumatic Brain Injury
HI.....	Hearing Impairment	VI.....	Visual Impairment
ID.....	Intellectual Disability	VRS.....	Vocational Rehabilitation Services
IEP.....	Individualized Education Program		

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



FINDINGS OF NONCOMPLIANCE	IMMEDIATE CORRECTION STRATEGIES (30-Day items)	IMPROVEMENT STRATEGIES		DOCUMENTATION OF CORRECTIVE ACTION	
		3-Month Training	6-Month Training	3-Month Training	6-Month Training
Protection In Evaluation Procedures					
<p>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)</p> <p>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)</p> <p>The required assessments were not administered to each student before the eligibility determination meeting. AAC 290-8-9-.03; 34 CFR § 300.301(a)</p> <p>An evaluation is not conducted every three years for each student with disabilities unless the parent and the education agency agree that a reevaluation is unnecessary. AAC 290-8-9-.02(6)(c); 34 CFR § 300.303(b)(1)(2)</p>	<p>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit. Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team/ Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review. Use the information in the file to correct the eligibility report by documenting the missing information on the appropriate pages of the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form for the students. Indicate corrected copy and date of correction on the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form. Complete the <i>Notice of Intent Regarding Special Education Services</i> form with explanation regarding omission of the documentation on the eligibility report.</p>	<p>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</p> <p>The proper completion of the <i>Notice of Proposed Meeting/ Consent for Agency Participation</i> form. Timeline compliance and documentation. Refining the central office procedures for monitoring compliance to timelines for initial and continued eligibility. The evaluation, eligibility, and reevaluation process/ criteria and requirements for each disability area. The evaluation process, using appropriate assessment data to determine eligibility. On interpreting evaluation data</p>		<p>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.</p> <p>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p>	

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	<p>Send a copy of both forms to the parent and/or student. Document the date sent in the appropriate place on the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form. Provide to the parent/student the <i>Notice of Intent Regarding Special Education Services</i> form with explanation regarding corrective action taken. Obtain the missing consent form for the students</p>	<p>correctly. The required information that must be documented on the eligibility report. On providing a copy of the eligibility report to the parent and documenting that a copy was given on the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form. The proper use and completion of notice and consent forms. The reevaluation process.</p>			
Individualized Education Program (IEP)					
<p>There is no documentation that a copy and/or access to the IEP is provided to regular/special education teacher(s) and other related service provider(s). AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(1)</p> <p>There is no documentation that each teacher and provider is informed of his/her specific responsibilities relating to implementing the IEP. AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(i)</p> <p>There is no documentation that each teacher and provider is informed of the specific accommodations, modifications, and supports that must be provided in accordance with the IEP.</p>	<p>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. Review the IEPs with the appropriate personnel informing them of access to the IEP, responsibilities in implementing the IEP, and specific accommodations, modifications, and supports that must be</p>	<p>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</p> <p>Provide to the appropriate teachers and administrators training on IEP development that includes completion of the form as well as the</p>		<p>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.</p> <p>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p>	

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AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(ii)	provided to the student	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. Specifically train on all required IEP components.			
Professional Development					
<p>The education agency inservice program did not make provisions for meeting the needs of special education teachers. 34 CFR § 300.156; .207</p> <p>The education agency inservice program did not make provisions for meeting the needs of regular education teachers. 34 CFR § 300.156; .207</p> <p>The education agency inservice program did not make provisions for meeting the needs of support personnel. 34 CFR § 300.156; .207</p> <p>The education agency inservice program did not make provisions for meeting the needs of administrators. 34 CFR § 300.156; .207</p> <p>The education agency inservice program did not make provisions for meeting the needs of related services personnel. 34 CFR § 300.156; .207</p>			<p>Provide special education teachers, general education teachers, administrators, related services personnel, and support personnel, training on: Confidentiality, Special Education process, Shortened School Day, Addressing Disproportionality in Alabama, Positive Behavior Supports, and general special education issues.</p>		<p>Provide to the SDE documentation of required training including, but not limited to, training agenda/outline and the sign-in forms that include the name, position, and school/worksite of the participants.</p>

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.