

Focused Monitoring Report



Education Agency:	Coosa County
Special Education Coordinator:	Ms. Andi Wilson
Focused Monitoring Date:	November 19 – 22, 2013
Date Mailed to Coordinator:	November 22, 2013
Special Education Services Team Leader:	Ms. Fannie Adams
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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 small 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 student needs 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 State Department of Education (SDE). In addition, the report informs the agency of the steps the SDE 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

AAC	Alabama Administrative Code	LEP.....	Limited English Proficiency
ADRS	Alabama Department of Rehabilitation Services	LRE	Least Restrictive Environment
AMSTI	Alabama Math, Science and Technology Initiative	MD	Multiple Disabilities
ARI.....	Alabama Reading Initiative	OHI.....	Other Health Impairment
AYP.....	Adequate Yearly Progress	OI	Orthopedic Impairment
AOD	Alabama Occupational Diploma	OT	Occupational Therapy
CRS	Children’s Rehabilitation Services	PST.....	Problem Solving Team
CTIP	Career Technical Implementation Plan	PT	Physical Therapy
DB	Deaf-Blindness	SAT 10	Stanford Achievement Test 10
DD.....	Developmental Delay	SDE	State Department of Education
ECEC	Environmental, Cultural, and/or Economic Concerns Checklist	SES.....	Special Education Services
ED	Emotional Disability	SETS	Special Education Tracking System
EI.....	Early Intervention	SLD	Specific Learning Disability
ESL	English as a Second Language	SLI.....	Speech/Language Impairment
ESY	Extended School Year	SPDG	State Personnel Development Grant
HI	Hearing Impairment	SSR.....	Student Services Review
ID	Intellectual Disability	STI.....	Software Technology Incorporated
IEP.....	Individualized Education Program	TBI	Traumatic Brain Injury
LEA.....	Local Education Agency (to include State-Operated/State-Supported Agencies)	VI	Visual Impairment
		VRS.....	Vocational Rehabilitation Services

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 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)</p> <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>Upon completing the administration of tests and other evaluation materials, a team of qualified professionals and the parent of the student did not determine whether the student has a disability. AAC 290-8-9-.04(1); 34 CFR § 300.306(a)(1); .10(c)(2)</p> <p>Upon completing the administration of tests and other evaluation materials, the education agency did not provide a copy of the evaluation report and documentation of determination of eligibility to the parent. AAC 290-8-9-.04(2)(b); 34 CFR § 300.306(a)(2)</p>	<p>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit.</p> <p>Reevaluate students as determined appropriate by a review of eligibility.</p> <p>Convene the IEP Team/ Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.</p> <p>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.</p> <p>Indicate corrected copy and date of correction on the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form.</p>	<p>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</p> <p>The completion of the <i>Alabama Student Assessment</i> forms in the IEP.</p> <p>Ensuring parents are given an opportunity to participate in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.</p> <p>Timeline compliance and documentation.</p> <p>The evaluation process, using appropriate assessment data to determine eligibility.</p>	<p>Provide to all school IEP Team and/or Eligibility Committee members information, training, and/or technical assistance on timeline compliance and documentation.</p> <p>All overdue eligibility determinations, including any that were overdue at the time of the monitoring visit, must be completed by the six-month due date.</p> <p>Refine the central office procedures for monitoring compliance to timelines for initial and continued eligibility.</p>	<p>Provide to the SDE 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>	<p>Provide to the SDE documentation on using appropriate assessment data to determine eligibility including, but not limited to, training agenda/outline and participant sign-in forms.</p> <p>Participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p>

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<p>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)</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>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>Send a copy of both forms to the parent and/or student.</p> <p>Document the date sent in the appropriate place on the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form.</p> <p>Provide to the parent/student the <i>Notice of Intent Regarding Special Education Services</i> form with explanation regarding corrective action taken.</p> <p>Obtain the missing consent form for the students.</p>	<p>On interpreting evaluation data correctly.</p> <p>The required information that must be documented on the eligibility report.</p> <p>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.</p> <p>The proper use and completion of notice and consent forms.</p> <p>The reevaluation process.</p> <p>The process of comprehensively reviewing data to make decisions on the need for additional data to determine continued eligibility.</p>			

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		The appropriate steps to take to complete the initial evaluation or reevaluation process.			
Individualized Education Program (IEP)					
<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>Revise IEPs as determined appropriate by the review.</p> <p>Send a copy of the completed/amended IEP to the parents of the students.</p> <p>Send the <i>Notice of Intent Regarding Special Education Services</i> form to the parent with explanation regarding corrective action taken.</p> <p>Document the date sent in the appropriate place on the IEP form.</p> <p>Convene the IEP team to develop a current IEP for the applicable student(s).</p> <p>Develop a progress report reflecting progress toward IEP goals students.</p> <p>Send a copy of the revised/amended IEP, including the <i>Alabama Student Assessment</i> forms, to the parent</p>	<p>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</p> <p>The required IEP Team composition.</p> <p>Parental participation in all meetings when decisions are being made regarding identification, evaluation, placement, and provision of services.</p> <p>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</p>		<p>Provide to the SDE 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>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)</p> <p>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)</p> <p>Each student's IEP does not include extended school year services documentation. AAC 290-8-9-.05(9); 34 CFR § 300.106(a)(b)</p> <p>The IEP and/or student's file does not document the involvement in each IEP meeting of at least one general education teacher of the child. AAC 290-8-9-.05(3)(b); 34 CFR § 300.321(a)(2)</p> <p>The IEP and/or student's file does not document the involvement in each IEP meeting of an individual who can interpret the instructional implications of evaluation results. AAC 290-8-9-.05(3)(e); 34 CFR § 300.321(a)(5)</p> <p>For a student with a disability beginning at age 16, or younger, if appropriate, the notice does not include that a purpose of the meeting will be transition and indicate that the student and other agency representatives are</p>	<p>and document the date sent on the signature page of the IEP.</p> <p>Obtain the missing consent form for the students.</p> <p>Complete <i>the Notice of Intent Regarding Special Education Services</i> form with explanation regarding the missing consent form.</p> <p>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.</p> <p>Obtain the missing consent form for the students discussed during the on-site review.</p>	<p>the profile and continue through the delivery and evaluation of services. Specifically train on all required IEP components.</p> <p>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 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.</p> <p>Completion of the notice and consent forms.</p>			

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<p>invited. AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(2)(i)(A)</p> <p>Consent is not obtained prior to the initial provision of special education services. AAC 290-8-9-.04(4)(a); 34 CFR § 300.300(b)(1)</p>		The process for entering student information into the STISSETS program.			
Professional Development					
<p>All special education teachers are not teaching infield. AAC 290-8-9-.00(7); 34 CFR § 300.18</p>			Immediately attempt to locate properly certified personnel to provide special education services to students with disabilities.		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.

Steps to be taken by the SDE to ensure compliance with the Statutory Requirements

1. For each Immediate Correction Strategy (30-day item), the SDE 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 SDE will determine what enforcement procedures will be considered.

Enforcement Procedures:

1. The Special Education Coordinator will receive a call from the State Director 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 SDE and meet with the Deputy Superintendent of Education, State Director of Special Education, Data Analyst, and Team Leader.
5. Withholding of funds procedures may be implemented