

Focused Monitoring Report



Education Agency:	Elmore County
Special Education Coordinator:	Ms. Temeyra McElrath
Focused Monitoring Date:	October 31-November 2, 2011
Date Mailed to Coordinator:	November 21, 2011
Special Education Services Team Leader:	Ms. Charlie Jackson
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 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

AACAlabama Administrative Code
ADRSAlabama Department of Rehabilitation Services
AMSTIAlabama Math, Science and Technology Initiative
ARI.....Alabama Reading Initiative
AYP.....Adequate Yearly Progress
AODAlabama Occupational Diploma
CRSChildren’s Rehabilitation Services
CTIPCareer Technical Implementation Plan
DBDeaf-Blindness
DD.....Developmental Delay
ECECEnvironmental, Cultural, and/or Economic Concerns Checklist
EDEmotional Disability
EI.....Early Intervention
ESLEnglish as a Second Language
ESYExtended School Year
FACEFunctional Assessment of the Classroom Environment
GEMS.....Gaining Expertise through Mentoring and Support
HIHearing Impairment
IDIntellectual Disability
IEP.....Individualized Education Program
LEALocal 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
SAT 10 Stanford Achievement Test 10
SDE State Department of Education
SES..... Special Education Services
SETS Special Education Tracking System
SLD Specific Learning Disability
SLI..... Speech/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

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					
Tests and other evaluation materials were not validated for the specific purpose for which they were used. AAC 290-8-9-.02(1)(j)(k); 34 CFR § 300.304(c)(i)(iii)	<p>Convene the IEP Team and review the eligibility of the two students listed below:</p> <p>(2 student files)</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>	Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area.		Provide to the SDE documentation on the evaluation, eligibility, and reevaluation process/training requirements including, but not limited to, training agenda/outline and participant sign-in forms.	Participant sign-in forms should contain columns for the following: name, position, and school/worksite.
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>Convene the IEP Team and review the eligibility of the 16 students listed below:</p> <p>(16 student files)</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>	Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area.		Provide to the SDE documentation on the evaluation, eligibility, and reevaluation process/ training requirements including, but not limited to, training agenda/outline and participant sign-in forms.	Participant sign-in forms should contain columns for the following: name, position, and school/ worksite.

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<p>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)</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>		Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the required Eligibility Committee or IEP Team composition.		Provide to the SDE a description of the information, training, and/or technical assistance on team membership that was provided including, but not limited to, training agenda/outline and participant sign-in forms.	Participant sign-in forms should contain columns for the following: name, position, and school/worksite.
Individualized Education Program (IEP)					
<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>Review the IEPs of the 14 students listed below: (14 student files)</p> <p>Revise IEPs as determined appropriate by the review.</p>	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. Specifically train on all required IEP components.		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.	The participant sign-in forms should contain columns for the following: name, position, and school/worksite.

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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 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)</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>Provide to the appropriate teachers and administrators training, information, and/or technical assistance on the need to document that each person responsible for implementing the IEP has been informed of their role and responsibility.</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>		<p>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the proper use and completion of the notice and consent forms.</p>		<p>Provide to the SDE a description of the information, training, and/or technical assistance provided on the proper use and completion of the notice and consent forms including, but not limited to, training agenda/outline, and participant sign-in forms.</p>	

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				Participant sign-in forms should contain columns for the following: name, position, and school/worksite.	
Least Restrictive Environment					
The education agency does not ensure that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, will be educated with students who do not have disabilities and document this based on the IEP. AAC 290-8-9-.06; 34 CFR § 300.114(a)(2)			Develop a system-wide plan, including timeline, for transitioning students into an age-appropriate setting and/or providing appropriate opportunities for interaction with non-disabled peers		Provide to the SDE a copy of the plan for transitioning students into an age-appropriate setting and/or providing opportunities for interaction with non-disabled peers.

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

1. 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 2 will be taken.
2. 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 3 will be taken.
3. 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.