

# Focused Monitoring Report



Education Agency:	<b>Auburn City</b>
Special Education Coordinator:	<b>Ms. Crystal Oglesbee</b>
Focused Monitoring Date:	<b>September 2-5, 2014</b>
Special Education Services Team Leader:	<b>Ms. Fannie Adams</b>
Special Education Services Data Analyst:	<b>Ms. Courtney Utsey</b>

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, 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 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:

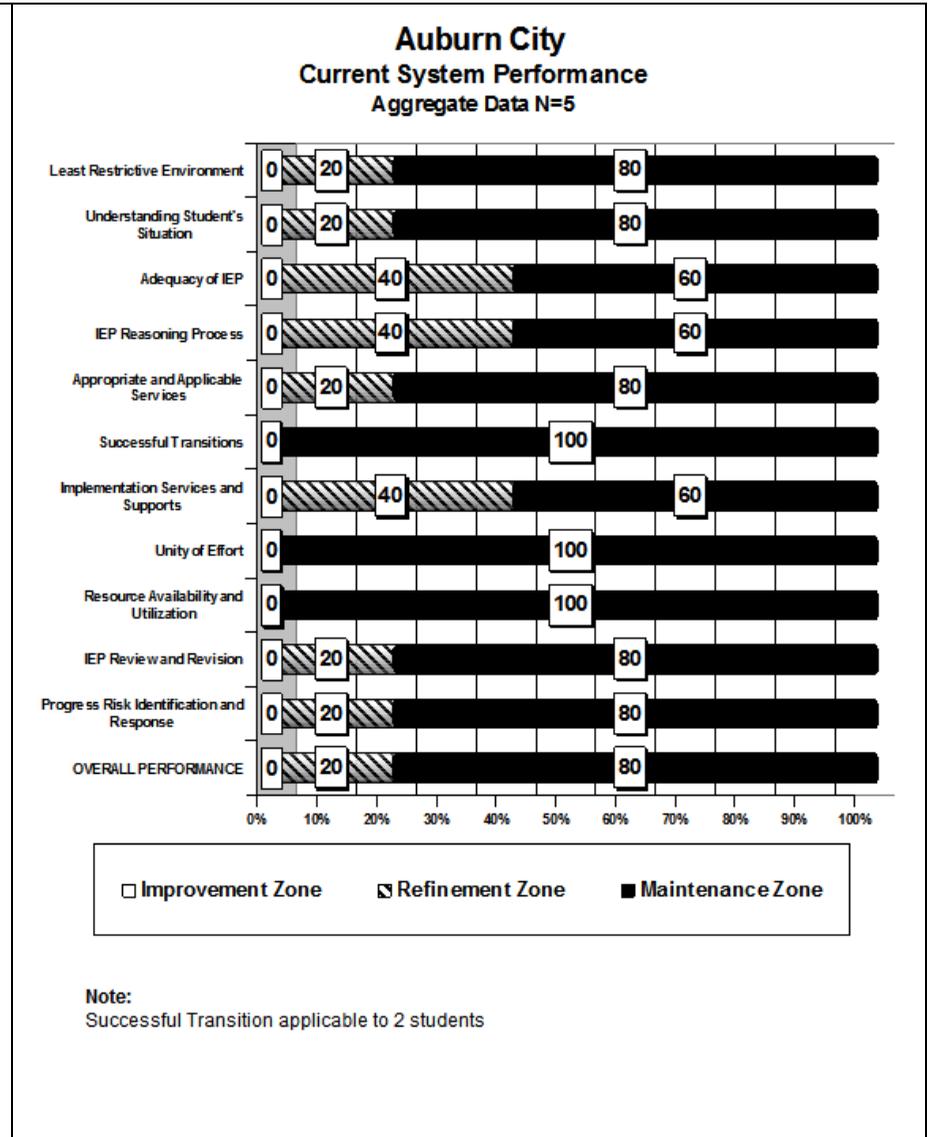
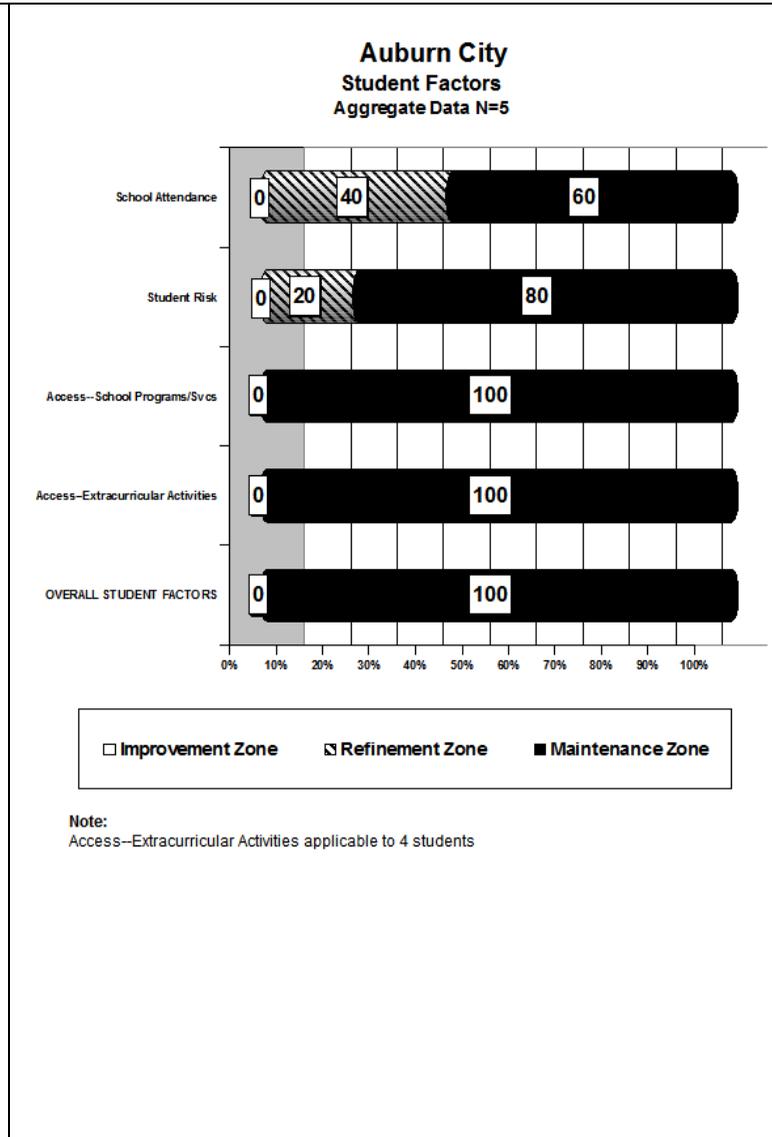
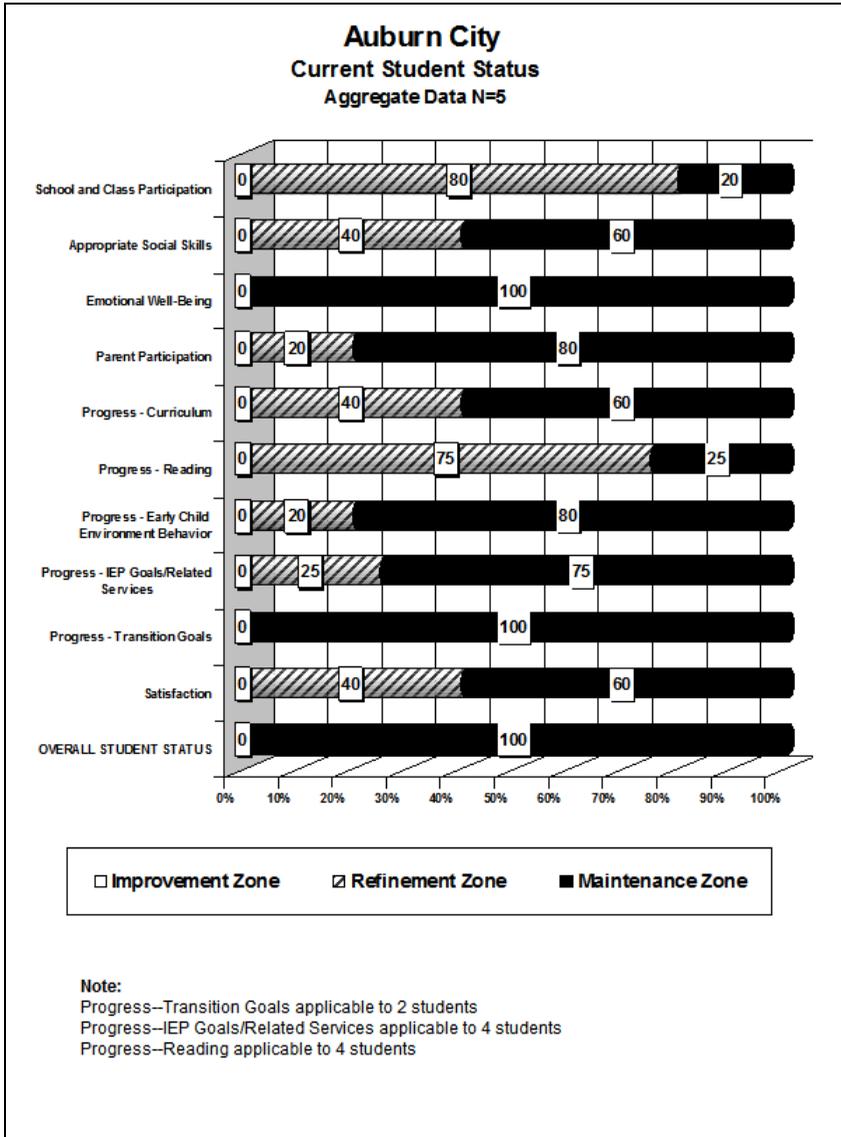
- SSR RESULTS
- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

## GLOSSARY

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

**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
<b>Protection In Evaluation Procedures</b>					
<p>Tests and other evaluation materials were not administered by trained personnel in accordance with the instructions provided by their producers that directly assist in determining the educational needs of the child. AAC 290-8-9-.02(1)(j); 34 CFR § 300.304(c)</p>	<p>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit.</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 or incorrect scores 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>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 evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area.</p> <p>The evaluation process, using appropriate assessment data to determine eligibility.</p> <p>On interpreting evaluation data correctly.</p> <p>The required information that must be documented on the eligibility report.</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.</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>				
<b>Individualized Education Program</b>					
<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>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)</p>	<p>Review the IEPs of the students discussed during the on-site visit.</p> <p>Convene the IEP team to develop a current IEP for the applicable student(s).</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.</p> <p>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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		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.			

**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.