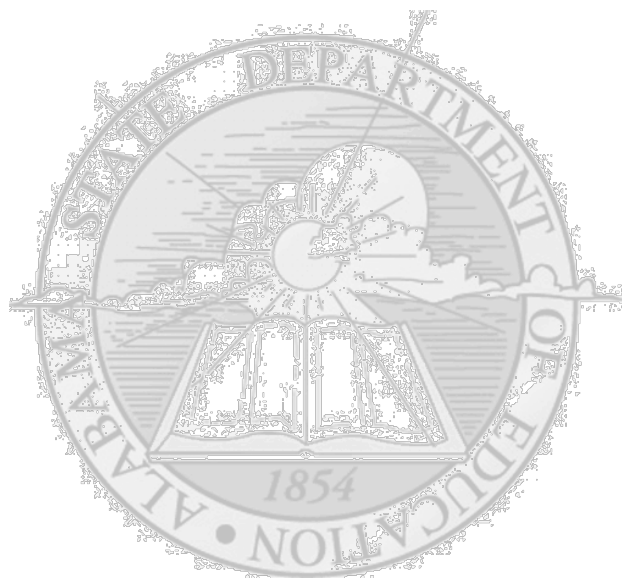


# Focused Monitoring Report



Education Agency:	<b>Demopolis City</b>
Special Education Coordinator:	<b>Ms. Kim Logan</b>
Focused Monitoring Date:	<b>December 17–20, 2012</b>
Date Mailed to Coordinator:	<b>January 16, 2013</b>
Special Education Services Team Leader:	<b>Ms. Charlie Jackson</b>
Special Education Services Data Analyst:	<b>Ms. Cynthia C. Lester</b>

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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 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:

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

## GLOSSARY

AAC .....	Alabama Administrative Code	LEA .....	Local Education Agency (to include State-Operated/ State-Supported Agencies)
ADRS .....	Alabama Department of Rehabilitation Services	LEP .....	Limited English Proficiency
ALSDE.....	Alabama State Department of Education	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	SES .....	Special Education Services
DD.....	Developmental Delay	SETS.....	Special Education Tracking System
ECEC .....	Environmental, Cultural, and/or Economic Concerns Checklist	SLD .....	Specific Learning Disability
ED .....	Emotional Disability	SLI.....	Speech or Language Impairment
EI.....	Early Intervention	SPDG.....	State Personnel Development Grant
ESL .....	English as a Second Language	SSR.....	Student Services Review
ESY .....	Extended School Year	STI.....	Software Technology Incorporated
HI .....	Hearing Impairment	TBI.....	Traumatic Brain Injury
ID .....	Intellectual Disability	VI.....	Visual Impairment
IEP.....	Individualized Education Program	VRS .....	Vocational Rehabilitation Services

## **Commendations**

A technology grant was written to purchase iPads to be used by students and school personnel.

## **Strengths**

The LEA uses a variety of resources to provide professional development activities to personnel regarding the special education process and strategies to work with students with disabilities.

Good communication exists between school personnel and parents; as a result the community is supportive of school activities.

The LEA provides morning and afternoon tutoring in all of the schools.

The U.S. Jones Elementary School participates in a fundraiser each year to raise money to sponsor trips for students.

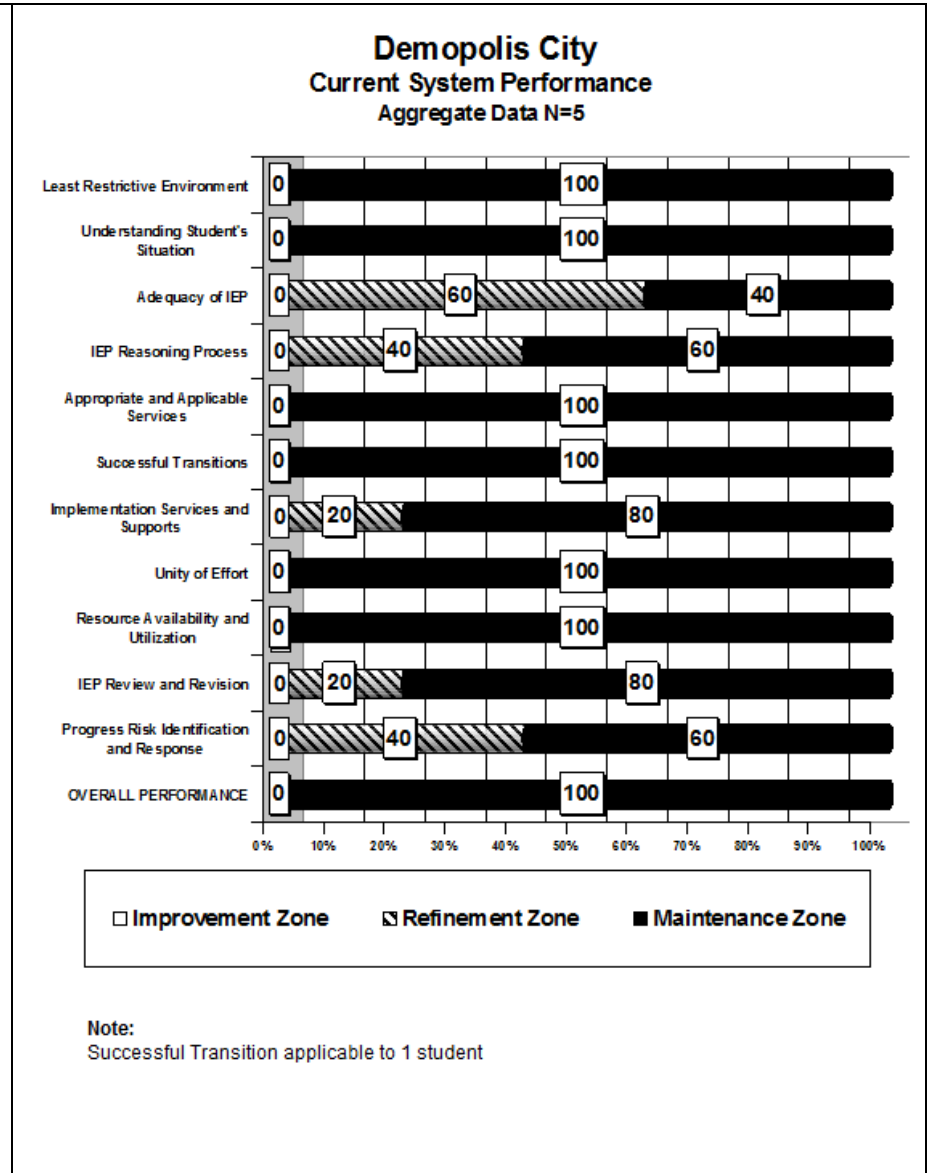
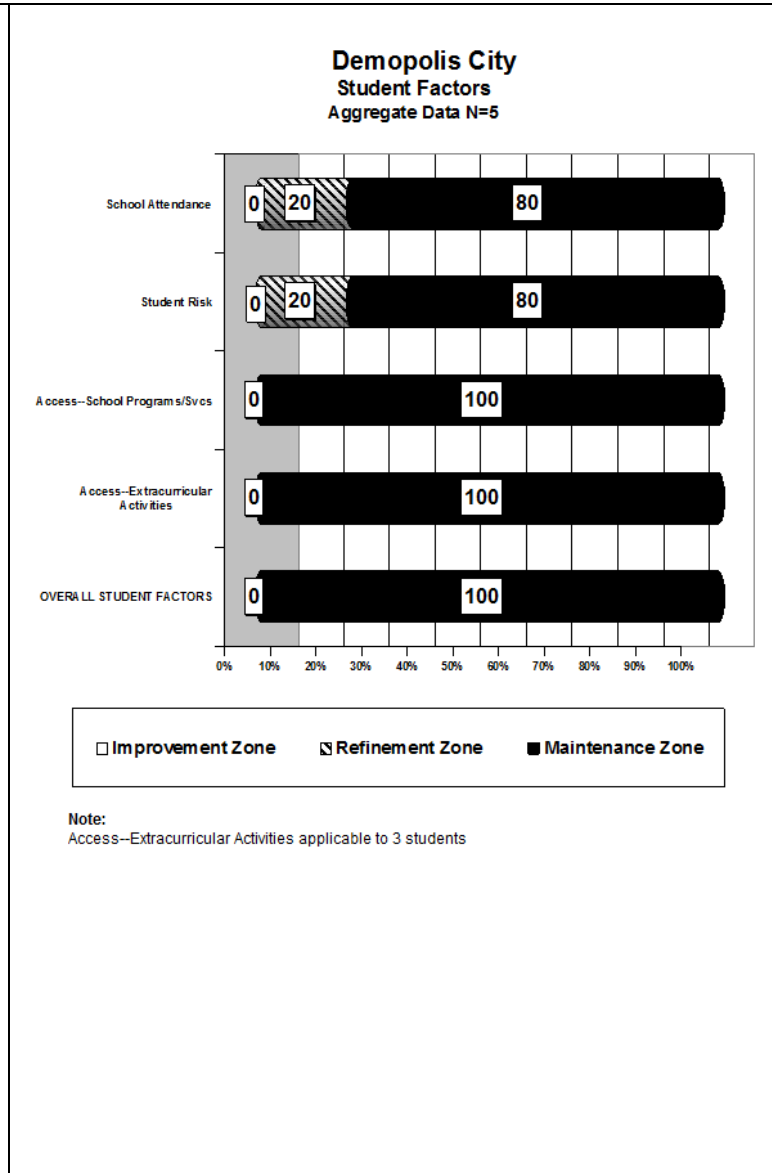
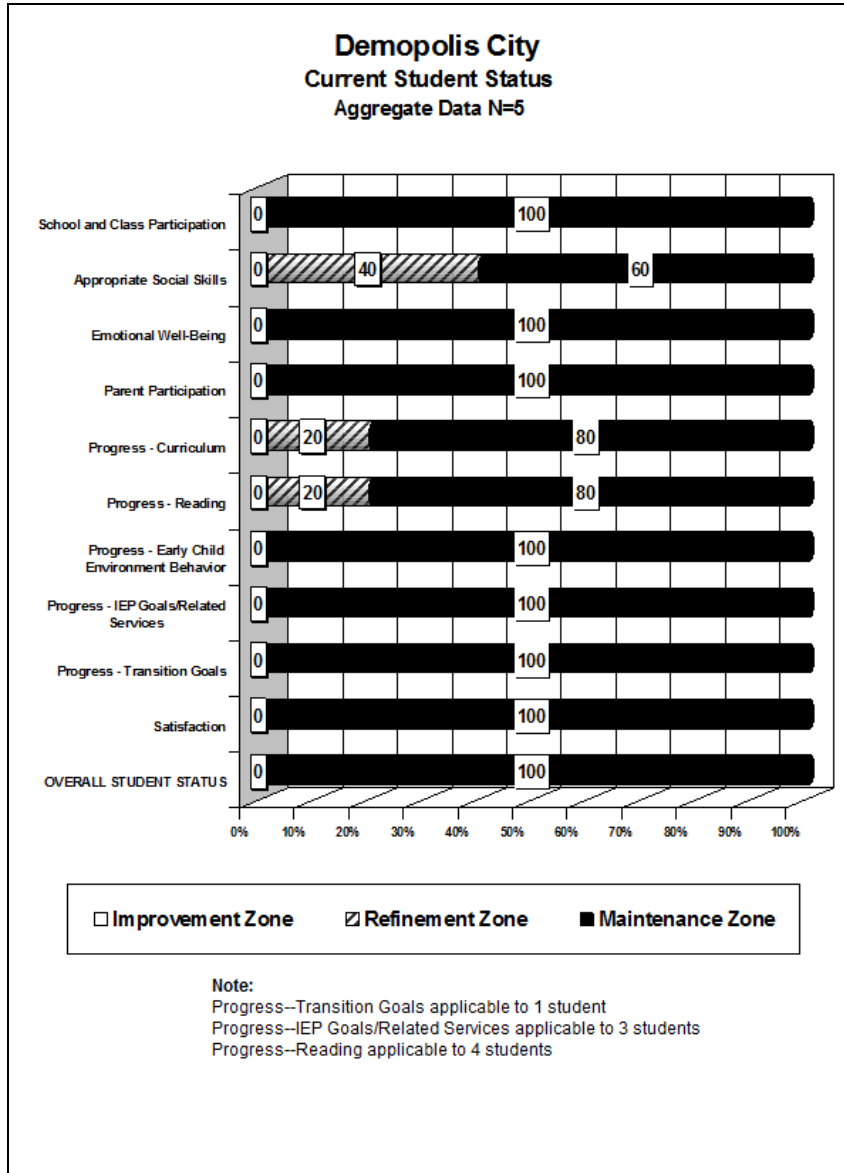
The U.S. Jones Elementary Art Class participates each year in the Christmas on the River parade which displays art work designed by students.

All the schools have an environment that is conducive to learning.

Technology is used extensively in all school.

**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>Private School</b>					
<p>The consultation meeting did not address the process developed for the children to participate equitably. AAC 290-8-9-.10(8); 34 CFR § 300.131-141</p> <p>The consultation meeting did not address the process developed for proportionate funding to be utilized. AAC 290-8-9-.10(8); 34 CFR § 300.131-141</p> <p>The meeting did not address how the consultation process will operate throughout the school year. AAC 290-8-9-.10(8); 34 CFR § 300.131-141</p> <p>The consultation meeting did not address how, where, and by whom special education and related services will be provided. AAC 290-8-9-.10(8); 34 CFR § 300.131-141</p> <p>The consultation meeting did not address how disagreements are handled between the public education agency and the private school officials. AAC 290-8-9-.10(8); 34 CFR § 300.131-141</p>			Develop a plan of services offered to students eligible for special education services and disseminate the plan to the directors of private schools.		Provide to the ALSDE documentation of the dissemination of the plan of services offered to students eligible for special education services.
<b>Protection In Evaluation Procedures</b>					
<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>Hearing and vision screenings were not provided prior to other initial evaluations. AAC 290-8-9-.03</p>	<p>Convene the IEP Team and review the eligibility of the 11 students discussed during the on-site visit.</p> <p>Reevaluate students as determined appropriate by a review of eligibility.</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</i></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>	

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
<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>In evaluation decisions the education agency did not review existing evaluation, such as current classroom-based assessments and observations, data on the child including evaluations, and information provided by the parents of the child. AAC 290-8-9-.02(1)(d)(1); 34 CFR § 300.305(a)(1)(i-iii)</p> <p>In evaluation decisions the team, on the basis of the review and input from the child’s parents, did not identify what additional data, if any, was needed to determine if a child has a particular category of disability or whether the child continues to have such a disability. AAC 290-8-9-.02(1)(d)(i); 34 CFR § 300.305(a)(2)</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, 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/ 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>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</i></p>	<p><i>Proposed Meeting/ Consent for Agency Participation</i> form.</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>Overdue eligibility determinations, including any that were overdue at the time of the monitoring visit.</p> <p>Refining the central office procedures for monitoring compliance to timelines for initial and continued eligibility.</p>		<p>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p>	

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
<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>Upon completing the administration of tests and other evaluation materials, the evaluation team did not include the required members for a child suspected of having a specific learning disability. AAC 290-8-9-.03(10)(b)(2); 34 CFR § 300.321(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>Reevaluation is conducted not more than once a year unless the parents and the education agency agree otherwise. AAC 290-8-9-.02(6)(c); 34 CFR § 300.303(b)(1)(2)</p> <p>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</p> <p>Consent is not obtained prior to conducting an initial evaluation. AAC 290-8-9-.02(1)(a); 34 CFR § 300.300(a)</p>	<p><i>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>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>The required Eligibility Committee or IEP Team composition.</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</i></p>			

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
		<p><i>Services form.</i></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> <p>The appropriate steps to take to complete the initial evaluation or reevaluation process.</p>			
<b>Individualized Education Program (IEP)</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>Each student with disabilities does not have a current IEP developed.  AAC 290-8-9-.05(2)(b); 34 CFR § 300.323(a)</p> <p>Each student with disabilities does not have the IEP reviewed annually.  AAC 290-8-9-.05(2)(b); 34 CFR § 300.323(a)</p>	<p>Review the IEPs of the 21 students discussed during the on-site visit.</p> <p>Revise IEPs as determined appropriate by the review.</p> <p>Address the components that were not completed as required.</p> <p>Send a copy of the completed/ amended IEP to the parents of</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</i></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:</p>	



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
<p>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)</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>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>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>Provide a copy of the progress report to the parent.</p> <p>Review the IEPs and complete the <i>Alabama Student Assessment</i> forms for the students.</p> <p>Send a copy of the revised/amended IEP, including the <i>Alabama Student Assessment</i> forms, to the parent and document the date sent on the signature page of the IEP.</p>	<p><i>Agency Participation</i> form.</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 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</p>		<p>name, position, and school/worksite.</p>	

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		3-Month Training	6-Month Training	3-Month Training	6-Month Training
<p>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)(e); 34 CFR § 300.320(a)(6)(i)</p> <p>Each student's IEP does not include a statement of how the student's progress toward the annual goal will be measured. AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(i)</p> <p>Each student's IEP does not include a statement of how the student's parents will be regularly informed of the student's progress toward annual goals. AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(ii)</p> <p>Each student's IEP does not include documentation of completed progress notes. AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(ii)</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>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>Obtain the missing consent form for the students indicated.</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>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>Procedures for providing a copy of the IEP to parents/students.</p> <p>The completion of the <i>Alabama Student Assessment</i> forms in the IEP.</p> <p>Progress reports that reflect progress toward IEP goals and are provided to the parent according to the schedule in the IEP.</p>			

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<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.  AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(ii)</p> <p>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)</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>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 invited.  AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(2)(i)(A)</p> <p>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)</p>		<p>Completion of the notice and consent forms.</p> <p>On timeline compliance for implementation of the initial IEP, including implementation of a child's IEP on his/her third birthday if the child transitioned from EI.</p> <p>The process for entering student information into the STISETS program.</p>			

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
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)					
<b>Least Restrictive Environment</b>					
<p>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)</p> <p>The education agency does not ensure that special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily and document this based on the IEP. AAC 290-8-9-.06; 34 CFR § 300.114(a)(2)</p> <p>The education agency does not ensure that a student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. AAC 290-8-9-.06(1)(f); 34 CFR § 300.116(b)(3)(e)</p>			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.

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		3-Month Training	6-Month Training	3-Month Training	6-Month Training
The education agency does not ensure participation to the maximum extent appropriate in nonacademic/extracurricular activities. AAC 290-8-9-.06(2); 34 CFR § 300.107-.110					

**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.