

Focused Monitoring Report



Education Agency:	Calhoun County
Special Education Coordinator:	Dr. Charlene Hill
Focused Monitoring Date:	November 18 -21, 2013
Date Mailed to Coordinator:	November 21, 2013
Special Education Services Team Leader:	Ms. Alicia Myrick
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 STRAGTEGIES
- 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 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>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>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>If the determination is that no additional data is needed to determine whether the student continues to be a student with a disability, the education agency does not notify the parents of the determination and the reason(s) for it and of the right of the parent to request an assessment to determine continued eligibility. AAC 290-8-9-.02(6)(d); 34 CFR § 300.305(d)</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>Convene the IEP Team and review the eligibility of the students discussed during the on-site review.</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>Document the date sent in the appropriate place on the <i>Notice and Eligibility Decision Regarding Special Education Services</i> form.</p> <p>Obtain the missing consent form for the students discussed during the on-site review.</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 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>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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		The process of comprehensively reviewing data to make decisions on the need for additional data to determine continued eligibility.			
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>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>Review the IEPs of the 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 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>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>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>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 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 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>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 consideration of special factors. AAC 290-8-9-.05(6)(1); 34 CFR § 300.324(a)(2)(i-v)</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 the student, at the age when transition services are discussed, and other times when appropriate. AAC 290-8-9-.05(3)(g); 34 CFR § 300.321(b)(1)(2)</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 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 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</p>			

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<p>The IEP and/or student's file does not document the involvement in each IEP meeting of other individuals or agency representatives, as appropriate. AAC 290-8-9-.05(3)(h)(i); 34 CFR § 300.321(b)(3)</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>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>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>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>Completion of the notice and consent forms.</p>			

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Procedural Safeguards					
Documentation available does not show that procedural safeguards were provided to parents upon initial referral, notification of IEP meeting (including parents of students who have reached the age of majority), reevaluation of the student, and when requesting a due process hearing. AAC 290-8-9-.08(6); 34 CFR § 300.504	Provide a copy of the <i>Special Education Rights</i> to the parents of the student discussed during the on-site visit. Document the <i>Special Education Rights</i> were given.	Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the when the <i>Special Education Rights</i> are to be provided.		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. The participant sign-in forms should contain columns for the following: name, position, and school/worksite.	
Professional Development					
All special education teachers are not teaching infield. AAC 290-8-9-.00(7); 34 CFR § 300.18			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.