

# Focused Monitoring Report



Education Agency:

**Shelby County**

Special Education Coordinator:

**Dr. Marla Aldrich**

Focused Monitoring Date:

**February 29- March 3, 2016**

Special Education Services Team Leader:

**Mrs. Clare Ward**

Special Education Services Data Analyst:

**Mrs. Courtney Utsey**

The Continuous Improvement Process is a blend of compliance monitoring and improving outcomes for students. This report is based on findings from the Special Education Coordinator's Questionnaire, Student File Review, Student Services Review, and any other information obtained during the on-site visit.

During the Continuous Improvement 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:

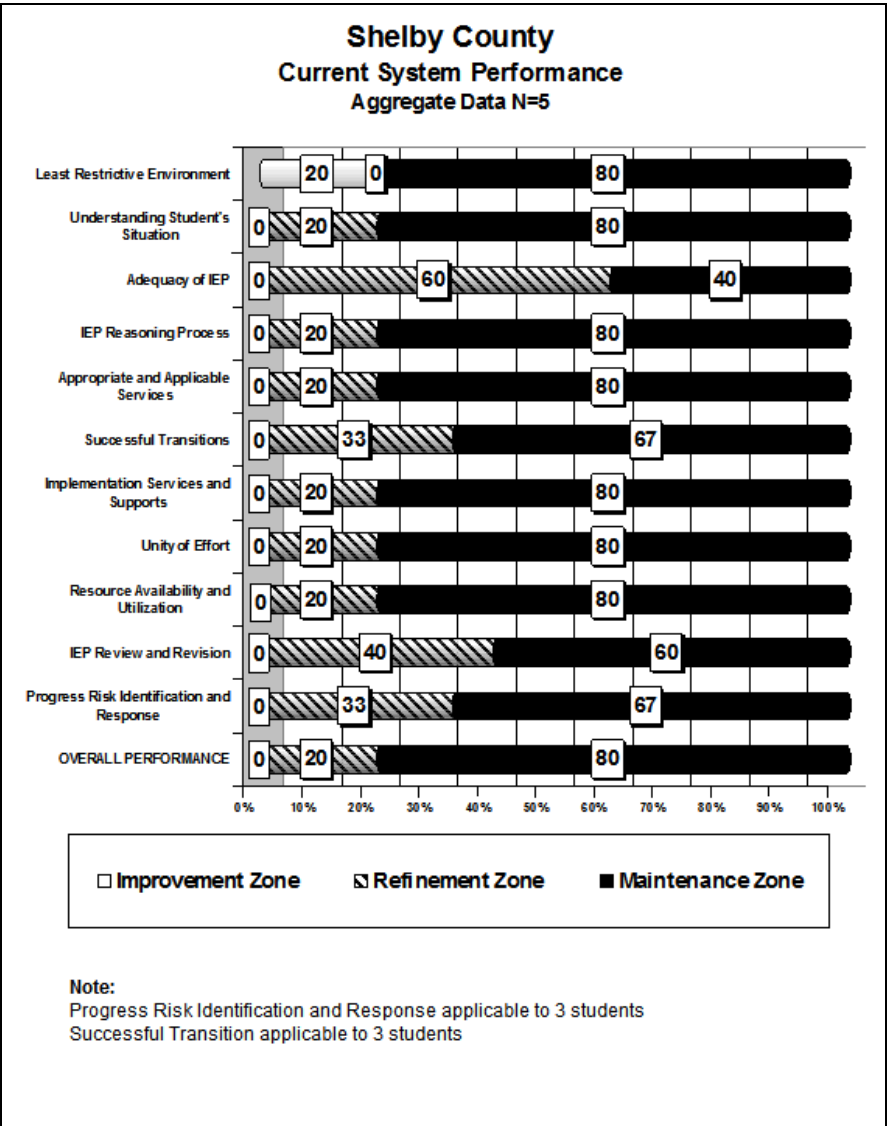
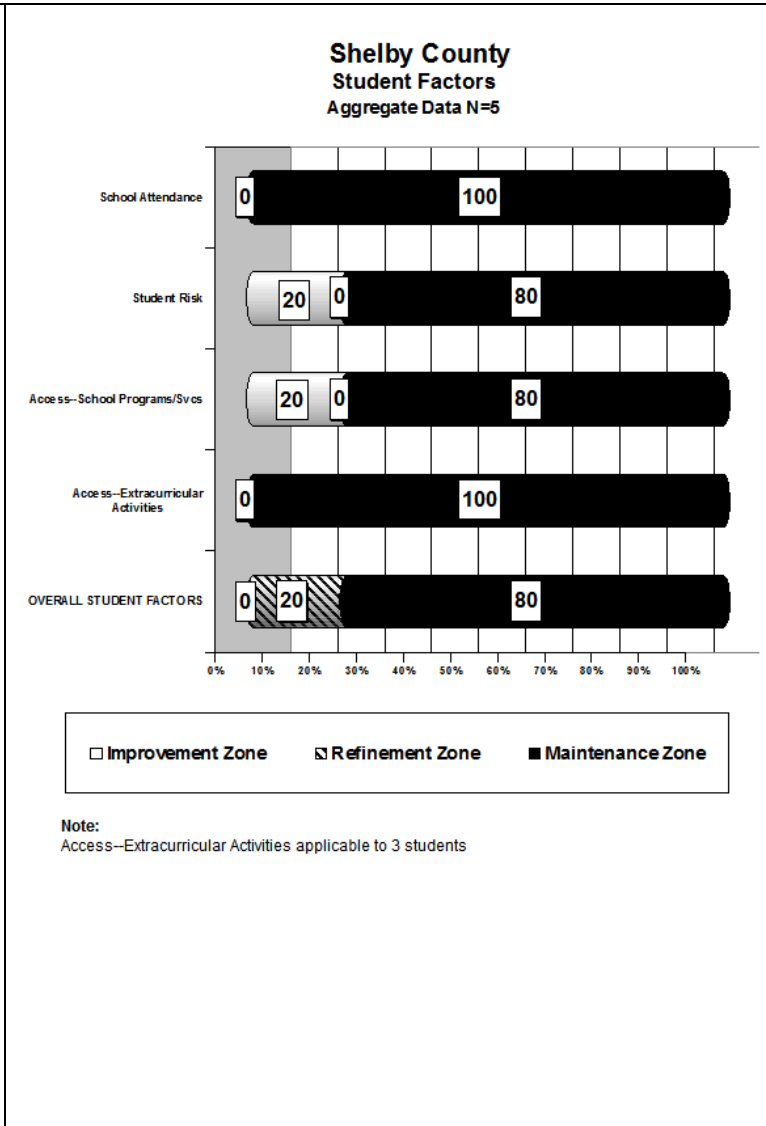
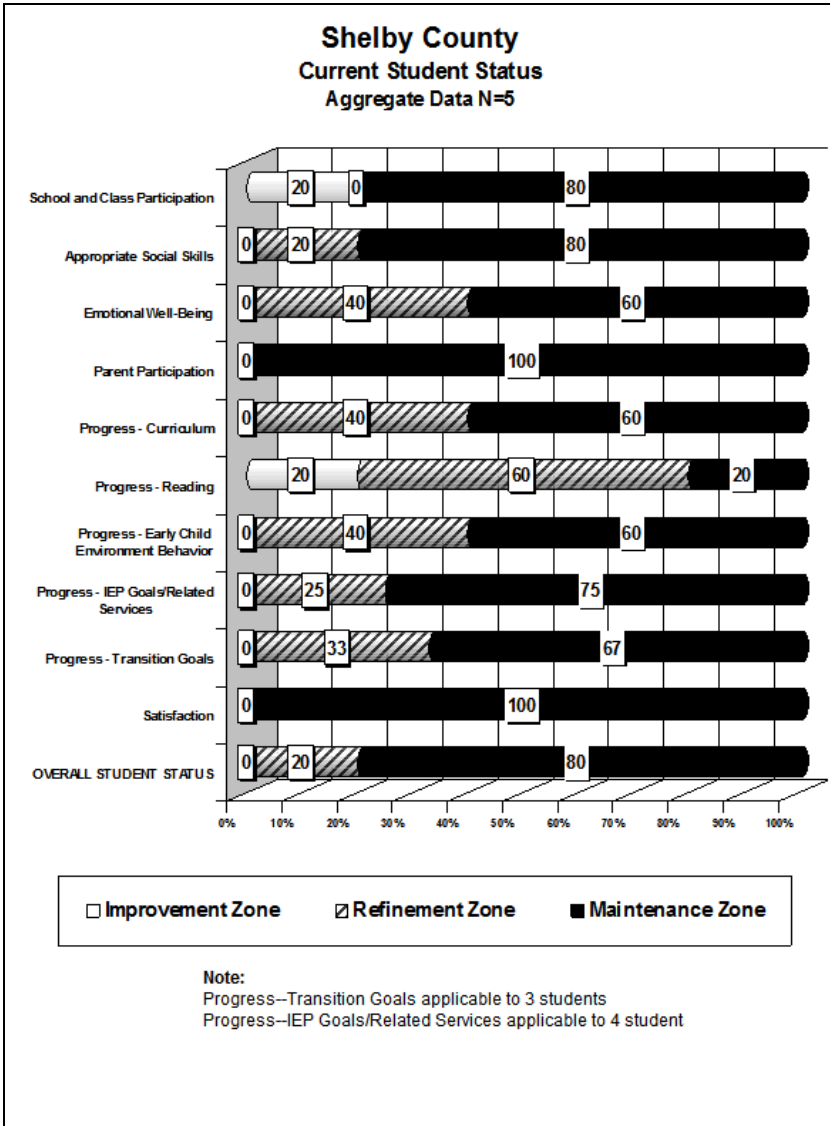
- SSR RESULTS
- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

## GLOSSARY

|            |  |           |   |
|------------|--|-----------|---|
| AAA.....   | Alabama Alternate Assessment                                   | IEP.....  | Individualized Education Program  |
| AAC.....   | Alabama Administrative Code                                    | LEA.....  | Local Education Agency (to include State-Operated/<br>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<br>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   | TBI.....  | Traumatic Brain Injury  |
| HI.....    | Hearing Impairment   | VI.....   | Visual Impairment   |
| ID.....    | Intellectual Disability  | VRS.....  | Vocational Rehabilitation Services  |

**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>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.<br/>AAC 290-8-9-.02(1)(c); 34 CFR § 300.301(a)</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>Complete the <i>Notice of Proposal or Refusal to take Action</i> form with explanation</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>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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|   |  | 3-Month Training  | 6-Month Training | 3-Month Training  | 6-Month Training |
|   | <p>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 Proposal or Refusal to take Action</i> form with explanation regarding corrective action taken.</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'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</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>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>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/worksites.</p> |                  |

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|  |  | 3-Month Training   | 6-Month Training | 3-Month Training                   | 6-Month Training |
| <p>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>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 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, beginning with the IEP in effect when the child is 16, and updated</p> | <p>Send the <i>Notice of Proposal or Refusal to take Action</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>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>Obtain the missing consent form for the students indicated.</p> <p>Complete the <i>Notice of Proposal or Refusal to take Action</i> form with explanation regarding the missing consent form.</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 pathway, 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> |                  |                                    |                  |

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|   |  | 3-Month Training  | 6-Month Training | 3-Month Training                   | 6-Month Training |
| <p>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.<br/>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.<br/>AAC 290-8-9-.05(6)(1); 34 CFR § 300.324(a)(2)(i-v)</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.<br/>AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(2)(i)(A)</p> |  | The completion of the <i>Alabama Student Assessment</i> forms in the IEP. |                  |                                    |                  |

**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.