

Focused Monitoring Report



Education Agency:	Madison City
Special Education Coordinator:	Ms. Maria Kilgore
Focused Monitoring Date:	October 25-28, 2010
Date Mailed to Coordinator:	December 20, 2010
Date of Verification Call From Coordinator:	_____
Date Documentation Due: 30 Day	_____
Date of Review of New Data: 60 Day	_____
Date Documentation Due: 6 Month	_____
Special Education Services Team Leader:	Ms. Wanda Lovelady
Special Education Services Data Analyst:	Ms. Cynthia C. Lester

The Focused Monitoring Process is a blend of compliance monitoring and improving outcomes for students. For on-site visits, 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. For on-line file reviews, this report is based on the findings from the individual **Student File Reviews**.

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 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 LEA received an on-line review of student records.**
- The LEA received an on-site focused monitoring visit.**

The Focused Monitoring Report will include the following:

- ***Findings of Noncompliance***
Area(s) of Needed Improvement
- ***Corrective Action Required*** (addresses what **must** be done)
Immediate Correction Strategies
Improvement Strategies
- ***Documentation of Corrective Action*** (addresses documentation of what must be done)
Immediate Correction Strategies (documentation that findings of noncompliance in individual records have been corrected)
Improvement Strategies (documentation of training, technical assistance provided, any changes in current practices and procedures, review of updated data)

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
BBSSTBuilding-Based Student Support Team
CRSChildren’s Rehabilitation Services
CTIPCareer Technical Implementation Plan
DBDeaf-Blindness
DD.....Developmental Delay
EDEmotional Disturbance
EI.....Early Intervention
ESLEnglish as a Second Language
ESYExtended School Year
FACEFunctional Assessment of the Classroom Environment
GEMSGaining Expertise through Mentoring and Support
HIHearing Impairment
IEP.....Individualized Education Program
LEA.....Local Education Agency

LEP..... Limited English Proficiency
LRE Least Restrictive Environment
MD Multiple Disabilities
MR Mental Retardation
OHI..... Other Health Impairment
OI Orthopedic Impairment
OT Occupational Therapy
PT Physical Therapy
SAT 10 Stanford Achievement Test 10
SDE State Department of Education
SES..... Special Education Services
STISETS Special Education Tracking System
SIG State Improvement Grant
SLD Specific Learning Disability
SLI..... Speech/Language Impairment
SSR..... Student Services Review
STI..... Software Technology Incorporated
TBI Traumatic Brain Injury
VI Visual Impairment
VRS..... Vocational Rehabilitation Services

AREAS	FINDINGS OF NONCOMPLIANCE	CORRECTIVE ACTION REQUIRED		DOCUMENTATION OF CORRECTIVE ACTION	
	Areas of Needed Improvement	Immediate Correction Strategies (30-day items)	Improvement Strategies (6-month items)	Immediate Correction Strategies (30-day items)	Improvement Strategies (6-month items)
<p>Evaluation, Eligibility, and/or Reevaluations. (i.e., appropriate evaluations completed and documented on eligibility report, process for initial evaluation or reevaluation, notice of meeting, timelines met, appropriate membership including parents, decision regarding reevaluation, notice and consent for reevaluation etc.)</p>	<p>(1) All evaluations for disability areas were not conducted as required by the AAC. (300.304; 300.311; 300.502)</p> <p>Findings of noncompliance with both initial eligibility and reevaluation for continued eligibility decisions using the disability criteria in the AAC were noted during the initial review of student records.</p> <p>All individual student folders with these findings were corrected prior to the development of this report.</p>		<p>(1) Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for each disability area.</p>		<p>(1) 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.</p> <p>Participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p> <p>The SDE will conduct a review of new/updated data in 60 days to determine if the LEA has 100% correction of noncompliance.</p>
	<p>(2) The <i>Notice and Eligibility Decision Regarding Special Education Services</i> form did not document all evaluation data (e.g., missing rating scales,</p>		<p>(2) Provide to the appropriate teachers and administrators training and/or technical assistance on the required information that must</p>		<p>(2) Provide to the SDE documentation of training on completion of the eligibility report with all required evaluation data including, but not</p>

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	<p>intelligence tests, achievement tests, vision screening, hearing screening, documentation of accommodations, <i>Environmental, Cultural and/or Economic Concerns</i> checklist, observations, interviews, work samples, etc.) as required by the AAC. (300.503; 300.300; 300.311; 300.502)</p> <p>Findings of noncompliance with completion of the eligibility report at both initial eligibility and reevaluation for continued eligibility were noted during the initial review of student records.</p> <p>All individual student folders with these findings were corrected prior to the development of this report.</p>		<p>be documented on the eligibility report.</p>		<p>limited to, training agenda/outline and participant sign-in forms.</p> <p>Participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p> <p>The SDE will conduct a review of new/updated data in 60 days to determine if the LEA has 100% correction of noncompliance.</p>

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<p>IEP Development/Implementation. (i.e., IEP notice, implementation/duration date, implementation date for preschoolers beginning on third birthday, student profile, goals, benchmarks, supplementary aids and services, related services/supports for school personnel, reporting of progress, transition, state testing information, appropriate membership, LRE, documentation copy of IEP given to parents and service providers informing them of their responsibilities and access to IEP, behavior intervention plan review, notice of intent, notice and consent for the provision of special education services, etc.)</p>	<p>(1) Appropriate personnel (e.g., general education teacher[s], special education teacher[s], case manager, and/or related service provider [s]) were not adequately informed regarding access to the student's IEP, responsibilities in implementing the IEP, and specific accommodations, modifications, and supports that must be provided to the student as required by the AAC. (300.303)</p> <p>Findings of noncompliance with informing each person responsible for implementing the IEP of his/her specific responsibilities and that he/she had access to the IEP were noted during the initial review of student records.</p>		<p>(1) 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>(1) Provide to the SDE documentation of training, information, and/or technical assistance on access to the IEP and roles/responsibilities 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> <p>The SDE will conduct a review of new/updated data in 60 days to determine if the LEA has 100 % correction of noncompliance.</p>

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	All individual student folders with these findings were corrected prior to the development of this report.				
	<p>(2) Specific IEP components (e.g., special factors, general factors, transition needs/services, evaluation of goals/benchmarks, LRE justification, transfer of student rights, nonacademic and extracurricular activities, implementation date, report of progress schedule, and/or copy to parents/students) were not completed as required by the AAC. (303.320)</p> <p>Findings of noncompliance documenting all required IEP content were noted during the initial review of student records.</p>		(2) 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.		<p>(2) 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.</p> <p>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p> <p>The SDE will conduct a review of new/updated data in 60 days to determine if the LEA has 100 % correction of noncompliance.</p>

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	All individual student folders with these findings were corrected prior to the development of this report.				
	<p>(3) Progress reports reflecting progress toward IEP goals were not developed and provided as required by the AAC. (300.320; 300.322)</p> <p>Findings of noncompliance with providing progress reports as often as parents of nondisabled students are provided progress reports were noted during the initial review of student records.</p> <p>All individual student folders with these findings were corrected prior to the development of this report.</p>		(3) Provide to the appropriate teachers and administrators training, information, and/or technical assistance on written progress reports that reflect progress toward IEP goals and are provided to the parent according to the schedule in the IEP.		<p>(3) Provide to the SDE documentation of training, information, and/or technical assistance on progress reports reflecting progress toward IEP goals 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> <p>The SDE will conduct a review of new/updated data in 60 days to determine if the LEA has 100 % correction of noncompliance.</p>

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	<p>(4) Files were missing the <i>Notice and Consent for Provision of Special Education Services</i> form as required by the AAC. (300.300)</p> <p>Findings of noncompliance providing notice and/or obtaining consent at the required times were noted during the initial review of student records.</p> <p>All individual student folders with these findings were corrected prior to the development of this report.</p>		<p>(4) 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>(4) 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> <p>Participant sign-in forms should contain columns for the following: name, position, and school/worksite.</p> <p>The SDE will conduct a review of new/updated data in 60 days to determine if the LEA has 100 % correction of noncompliance.</p>

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

1. Sixty calendar days from the verification call to confirm receipt of this Focused Monitoring Report, 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, if any, 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.