

Focused Monitoring Report On-Line Review



Education Agency:	Tuscumbia City
Special Education Coordinator:	Ms. Marsha Ricks
Focused Monitoring Date:	March 22-25, 2010
Date Mailed to Coordinator:	June 25, 2010
Date of Verification Call From Coordinator:	_____
Date Documentation Due:	30 Day _____
	6 Month _____
Special Education Services Team Leader:	Ms. Jan Enstrom
Special Education Services Data Analyst:	Ms. Cynthia C. Lester

The purpose of this report is to provide feedback to the school system based on the on-line review of special education records. During the on-line review, 25 records were reviewed for compliance purposes.

At the time of the on-line review 24 of the 25 special education records reviewed were found to be out of compliance.

A total of 20 special education records remain out of compliance.

Please see the following pages for corrective action(s) that must be implemented.

The Focused Monitoring Report may include the following:

- **Continuous Improvement Strategies** based on findings from the self-monitoring process conducted by the education agency to address practice issues focusing on program development and improving outcomes for students.
- **Areas of Concern** includes problems that are not systemic at this time and requires no immediate action; however, if not addressed by the education agency, these concerns may become systemic problems.
- **Areas of Needed Improvement** include systemic problems and student files that require immediate correction.
- **Immediate Correction Strategies** (30-day items) address correcting specific student files.
- **Systemic Improvement Strategies** (6-month items) address correcting problems that could affect the quality of services and outcomes for all students with disabilities.
- **Documentation of Strategy Implementation** includes documentation of immediate corrections to student files that must be completed within 30 working days from the date of the verification call. All systemic areas of needed improvement must be addressed through professional development activities and either amending the *Special Education Plan for Children with Disabilities* to reflect appropriate current practice or documenting appropriate implementation of the current plan.

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	MR	Mental Retardation
AYP.....	Adequate Yearly Progress	OHI.....	Other Health Impairment
AOD.....	Alabama Occupational Diploma	OI	Orthopedic Impairment
BBSST	Building-Based Student Support Team	OT	Occupational Therapy
CRS	Children’s Rehabilitation Services	PT	Physical Therapy
CTIP	Career Technical Implementation Plan	SAT 10	Stanford Achievement Test 10
DB	Deaf-Blindness	SDE	State Department of Education
DD.....	Developmental Delay	SES.....	Special Education Services
ED	Emotional Disturbance	SETWeb.....	Special Education Tracking System
EI.....	Early Intervention	SIG	State Improvement Grant
ESL	English as a Second Language	SLD	Specific Learning Disabilities
ESY	Extended School Year	SLI.....	Speech/Language Impairment
FACE	Functional Assessment of the Classroom Environment	SSR.....	Student Services Review
GEMS	Gaining Expertise through Mentoring and Support	STI.....	Software Technology Incorporated
HI	Hearing Impairment	TBI	Traumatic Brain Injury
IEP.....	Individualized Education Program	VI	Visual Impairment
LEA.....	Local Education Agency	VRS.....	Vocational Rehabilitation Service

Continuous Improvement Strategies

NOTE: The following strategies are offered as suggestions for program improvement to facilitate continued growth and development in the implementation of the special education process.

- **Evaluation, Eligibility, and/or Reevaluation.**

Provide to the appropriate teachers and administrators training on the evaluation, eligibility, and reevaluation process/criteria and requirements for the disability areas.

Include training on interpretation of data to determine eligibility and the proper completion of the *Notice and Eligibility Decision Regarding Special Education Services* form.

Review the process for conducting reevaluations with appropriate personnel. *Notice and Consent for Reevaluation* forms should not be completed when the IEP Team determines that no additional data is needed for continued eligibility determination.

- **IEP Development/Implementation.**

Professional development should focus on helping teachers identify and address the individual needs of students when developing IEPs.

Supplementary aids and services, and program accommodations, including frequency, location, and duration should be individualized for each student.

Ensure that all appropriate personnel understand how to complete the transition page of the IEP. This page should be the guide used to identify transition needs/services for students 16 years old (or younger if appropriate).

Provide on-going training on standards-based IEP development that includes completion of the form, and the process for developing an IEP based on the individual needs of the student. Help teachers to clearly understand that the present level should include information regarding what the student can actually do at the time of the IEP development. Ensure that goals contain measurable criteria. Emphasize that the IEPs should clearly address how each student will access the general curriculum and justify any removal from the general education classroom.

- **Professional Development.**

Provide on-going training on the special education process to ensure compliance with state and federal regulations.

- **Meeting Notices.**

Provide training on the proper completion of all sections of the *Notice of Proposed Meeting/Consent for Agency Participation* form.

Areas of Concern

NOTE: These concerns are not systemic at this time; however, if not addressed by the education agency, they may become systemic problems.

- **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.)

In some files reviewed, the appropriate assessments and/or assessment data were not used in determining eligibility as required by the AAC.

In some files reviewed, timelines for eligibility (initial and/or reevaluation for continued eligibility) were not met as required by the AAC.

In some files reviewed, the *Notice of IEP Team's Decision Regarding Reevaluation* form was not utilized to document the IEP Team's decision as required by the AAC.

In some files reviewed, the eligibility decision did not include documentation that the disability was not due to student's lack of instruction in math, or reading, or limited English proficiency as required by the AAC.

In some files reviewed, evaluation data was not interpreted correctly to determine eligibility as required by the AAC.

- **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 and consent for the provision of special education services, etc.)

In some files reviewed, the reasoning process for IEP development was not apparent; there was not a clear and measurable link between the information provided in the student profile and other IEP components including, but not limited to, transition needs/services, present level of performance, goals and benchmarks, statement of special education and related services, modifications and/or accommodations, supports for school personnel, and LRE as required by the AAC.

In some files reviewed, the IEP goals and benchmarks lacked measurability to the extent that they could not be used to monitor the students' progress and assess the appropriateness of the special education services as required by the AAC.

In some files reviewed, the appropriate personnel (e.g., general education teacher[s], special education teacher[s], case manager, and/or related service provider [s]) were not adequately informed and as documented on the *Persons Responsible for IEP Implementation* form 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.

AREAS	FINDINGS	IMPLEMENTATION OF IMPROVEMENT STRATEGIES		DOCUMENTATION OF IMPLEMENTATION OF IMPROVEMENT STRATEGIES	
	Areas of Needed Improvement	Immediate Correction (30-day items)	Systemic Improvement (6-month items)	Immediate Correction (30-day items)	Systemic Improvement (6-month items)
Referral to IEP Process. (noncompliance occurring during Referral, Evaluation, Eligibility, and/or Reevaluations and IEP, etc.)	All required items were not entered into the SETSWeb processes (i.e., <i>Persons Responsible for IEP Implementation, Notice and Eligibility Decision Regarding Special Education Services, Notice and Consent for Special Education Services.</i>)	Enter the required items in SETSWeb processes as delineated in the SDE memorandum dated May 26, 2006, for the following ten students: (10 student files)		Records will be reviewed online by SDE staff using the SETSWeb program.	
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	(1) The Reevaluation process was not followed appropriately.	(1) Convene the IEP Team and review the eligibility of the student listed below: (1 student file) Reevaluate student as determined appropriate by a review of eligibility.		(1) Records will be reviewed online by SDE staff using the SETSWeb program	

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regarding reevaluation, notice and consent for reevaluation etc.)		Convene the IEP Team/Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.			
	(2) Timelines for eligibility determination (initial and/or reevaluation for continued eligibility) were not met as required by the AAC. (300.301)	(2) Convene the IEP Team and review the eligibility of the three students listed below: (3 student files) Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team/Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.		(2) The SDE will review, on line, the <i>Notice of Proposed Meeting/Consent for Agency Participation, Notice and Consent for Initial Evaluation, or Notice of IEP Team's Decision Regarding Reevaluation, Notice and Consent for Reevaluation</i> (if appropriate), and <i>Notice and Eligibility Decision Regarding Special Education Services</i> form for the three students indicated.	

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	Areas of Needed Improvement	Immediate Correction (30-day items)	Systemic Improvement (6-month items)	Immediate Correction (30-day items)	Systemic Improvement (6-month items)
	<p>(3) The <i>Notice and Eligibility Decision Regarding Special Education Services</i> form did not document all evaluation data (e.g., missing rating scales, intelligence tests, achievement tests, vision screening, hearing screening, documentation of accommodations, <i>Environmental, Cultural and/or Economic Concerns</i> checklist, observations, interviews, work samples, documentation of appropriate instruction, documentation of adverse affects, etc.) as required by the AAC. (300.503; 300.300; 300.311; 300.502)</p>	<p>(3) 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 ten students listed below:</p> <p>(10 student files)</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>(3) The SDE will review, on line, the complete eligibility report (including corrected pages) and the <i>Notice of Intent Regarding Special Education Services</i> form for the ten students indicated.</p>	

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		Send a copy of both forms to the parent and/or student.				
	(4) Evaluation data was not interpreted correctly to determine eligibility as required by the AAC. (300.304; 300.311; 300.502)	(4) Convene the IEP Team and review the eligibility of the student listed below: (1 student file) (SIB-R scores) Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team/Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.		(4) The SDE review on line the <i>Notice of Proposed Meeting/ Consent for Agency Participation, Notice of IEP Team's Decision Regarding Reevaluation Notice and, Consent for Reevaluation</i> (if appropriate), and <i>Notice and Eligibility Decision Regarding Special Education Services</i> form for the student indicated.		
IEP Development/ Implementation. (i.e., IEP notice, implementation/ duration date, implementation date for preschoolers beginning on third birthday,	(1) Specific IEP components (e.g., special factors, general factors, transition needs/services, goals/benchmarks,	(1) Review the IEPs of the eight students listed below: (8 student files)		(1) The SDE will review, on line, documentation that the IEP review process has occurred for the eight students indicated.		

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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.)	evaluation of goals/benchmarks, LRE justification, transfer of student rights, nonacademic and extracurricular activities, implementation date, report of progress schedule, state testing page, and/or copy to parents/students) were not completed as required by the AAC. (303.320)	Address the components that were not completed as required. Revise IEPs as determined appropriate by the review.		If the LEA has determined that an IEP Team meeting will be held to make the required corrections, documentation should include a copy of the <i>Notice of Proposed Meeting/Consent for Agency Participation</i> form and/or the written agreement of nonattendance (indicating the IEP Team members not in attendance) or the consent for excusal (indicating the IEP Team members excused) and a copy of the revised IEP. If the LEA has determined to amend the IEP without holding an IEP Team meeting, documentation should include a written statement indicating who will meet with the parent to amend the current IEP and a copy of the revised IEP.	

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	<p>(2) The reasoning process for IEP development was not apparent; there was not a clear and measurable link between the information provided in the student profile and other IEP components including, but not limited to, transition needs/services, present level of performance, goals and benchmarks, statement of the special education, related services, modifications and/or accommodations, supports for school personnel, and LRE as required by the AAC. (303.320)</p>	<p>(2) Review the IEPs of the student listed below: (1 student file) Revise IEPs as determined appropriate by the review.</p>		<p>(2) The SDE will review, on line, documentation that the IEP review process has occurred for the student indicated.</p> <p>If the LEA has determined that an IEP Team meeting will be held to make the required corrections, documentation should include a copy of the <i>Notice of Proposed Meeting/Consent for Agency Participation</i> form and/or the written agreement of nonattendance (indicating the IEP Team members not in attendance) or the consent for excusal (indicating the IEP Team members excused) and a copy of the revised IEP.</p> <p>If the LEA has determined to amend the IEP without holding an IEP Team meeting,</p>	

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				documentation should include a written statement indicating who will meet with the parent to amend the current IEP and a copy of the revised IEP.	