# Focused Monitoring Report

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| Education Agency: | **Cullman City** |
| Special Education Coordinator: | **Dr. Richard Templeton** |
| Focused Monitoring Date: | **October 26, 2015** |
| Special Education Services Team Leader: | **Mrs. Tina Sanders** |
| Special Education Services Data Analyst: | **Mrs.  Courtney Utsey** |

The Continuous Improvement Process is a blend of compliance monitoring and improving outcomes for students. During Phase I of the Continuous Improvement Process, a designated number of student files were reviewed to verify compliance with state and federal requirements.

Based on Phase I review, a Corrective Action Plan (CAP) is developed. The CAP is implemented by the Local Education Agency (LEA) and compliance is ensured by the Alabama State Department of Education (ALSDE).

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 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:

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

GLOSSARY

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| AAA | Alabama Alternate Assessment |
| AAC | Alabama Administrative Code |
| ADRS | Alabama Department of Rehabilitation Services |
| ALSDE | Alabama State Department of Education |
| AMSTI | Alabama Math, Science and Technology Initiative |
| ARI | Alabama Reading Initiative |
| AYP | Adequate Yearly Progress |
| AOD | Alabama Occupational Diploma |
| CRS | Children's Rehabilitation Services |
| CTIP | Career Technical Implementation Plan |
| DB | Deaf-Blindness |
| DD | Developmental Delay |
| ECEC | Environmental, Cultural, and/or Economic Concerns Checklist |
| ED | Emotional Disability |
| EI | Early Intervention |
| ESL | English as a Second Language |
| ESY | Extended School Year |
| HI | Hearing Impairment |
| ID | Intellectual Disability |
| IEP | Individualized Education Program |
| LEA | Local Education Agency (to include State-Operated/ State-Supported Agencies) |
| LEP | Limited English Proficiency |
| LRE | Least Restrictive Environment |
| MD | Multiple Disabilities |
| OHI | Other Health Impairment |
| OI | Orthopedic Impairment |
| OT | Occupational Therapy |
| PST | Problem Solving Team |
| PT | Physical Therapy |
| SES | Special Education Services |
| SETS | Special Education Tracking System |
| SLD | Specific Learning Disability |
| SLI | Speech or Language Impairment |
| SPDG | State Personnel Development Grant |
| SSR | Student Services Review |
| STI | Software Technology Incorporated |
| TBI | Traumatic Brain Injury |
| VI | Visual Impairment |
| VRS | Vocational Rehabilitation Services |

| FINDINGS OF NONCOMPLIANCE | IMMEDIATE CORRECTION STRATEGIES (30-Day items) | IMPROVEMENT STRATEGIES | | DOCUMENTATION OF CORRECTIVE ACTION | |
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| | | 3-Month Training | 6-Month Training | 3-Month Training | 6-Month Training |
| **Protection In Evaluation Procedures** | | | | | |
| 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. AAC 290-8-9-.02(1)(c); 34 CFR § 300.301(a)\n\nIn 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)\n\nThe required assessments were not administered to each student before the eligibility determination meeting. AAC 290-8-9-.03; 34 CFR § 300.301(a) | Convene the IEP Team and review the eligibility of the students discussed during the on-site visit.\n\nReevaluate students as determined appropriate by a review of eligibility.\n\nConvene the IEP Team/ Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.\n\nUse the information in the file to correct the eligibility report by documenting the missing information on the appropriate pages of the *Notice and Eligibility Decision Regarding Special Education Service*s form for the students.\n\nIndicate corrected copy and date of correction on the *Notice and Eligibility Decision Regarding Special Education Services* form. | Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:\n\nThe evaluation, eligibility, and reevaluation process/ criteria and requirements for each disability area.\n\nThe evaluation process, using appropriate assessment data to determine eligibility.\n\nThe required information that must be documented on the eligibility report. | | 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.\n\nThe participant sign-in forms should contain columns for the following: name, position, and school/worksite. | |

| FINDINGS OF NONCOMPLIANCE | IMMEDIATE CORRECTION STRATEGIES (30-Day items) | IMPROVEMENT STRATEGIES | | DOCUMENTATION OF CORRECTIVE ACTION | |
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| | | 3-Month Training | 6-Month Training | 3-Month Training | 6-Month Training |
| | Complete the *Notice of Proposal or Refusal to Take Action* form with explanation regarding omission of the documentation on the eligibility report.<br><br>Send a copy of both forms to the parent and/or student.<br><br>Document the date sent in the appropriate place on the *Notice and Eligibility Decision Regarding Special Education Services* form.<br><br>Provide to the parent/student the *Notice of Proposal or Refusal to Take Action* form with explanation regarding corrective action taken. | | | | |
| **Individualized Education Program (IEP)** | | | | | |
| 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.<br>AAC 290-8-9-.05(6)(a); 34 CFR § 300.320(a)(i)(ii)<br><br>Each student's IEP does not include a statement of measurable annual goals.<br>AAC 290-8-9-.05(6)(b)(o); 34 CFR § 300.320(a)(i)(ii) | Review the IEPs of the students discussed during the on-site visit.<br><br>Revise IEPs as determined appropriate by the review.<br><br>Address the components that were not completed as required. | Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:<br><br>IEP development that includes completion of the form as well as the process for developing | | 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.<br><br>The participant sign-in forms should contain columns for the following: | |

| 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 |
| 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)  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)  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)  The education agency does not provide a copy of the IEP to the parent(s). AAC 290-8-9-.05(f); 34 CFR § 300.322(f) | Send a copy of the completed/ amended IEP to the parents of the students.  Send the *Notice of Proposal or Refusal to Take Action* form to the parent with explanation regarding corrective action taken.  Document the date sent in the appropriate place on the IEP form.  Convene the IEP team to develop a current IEP for the applicable student(s).  Complete the Persons Responsible form for the students discussed during the onsite visit.  Review the IEPs and complete the *Alabama Student Assessment* forms for the students:  Send a copy of the revised/amended IEP, including the *Alabama Student Assessment* forms, to the parent and document the date sent on the signature page of the IEP. | 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.  Procedures for providing a copy of the IEP to parents/students.  The completion of the *Alabama Student Assessment* forms in the IEP.  The completion of the *Persons Responsible* form. | | name, position, and school/worksite. | |

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)

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)

## <u>Steps to be taken by the ALSDE to ensure compliance with the Statutory Requirements</u>

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.