

1/4/2013

Boardman Local School District IRN 048306

Ohio Department of Education, Office for Exceptional Children 2012-2013 Onsite Review Summary Report

Introduction

The Ohio Department of Education's Office for Exceptional Children would like to extend appreciation to the district staff for their efforts, attention and time committed to the completion of the review processes.

The following report is a summary of the onsite review conducted on November 27-30, 2012 by the Ohio Department of Education's Office for Exceptional Children (OEC) and Office of Early Learning and School Readiness (OEL&SR) as part of its general supervision requirements under the Individuals with Disabilities Education Act (IDEA) and Am. Sub. HB1. The onsite visit consisted of the following reviews:

- IDEA Review (Special Education School Age, Special Education Early Childhood and Fiscal)
- Gifted Education Review

IDEA Review

Overview

Educational consultants from the Office for Exceptional Children (OEC) conducted IDEA review activities on November 27-30, 2012. During the IDEA Review, OEC consultants monitor the LEA's implementation of IDEA to ensure compliance. The primary focus of the IDEA Review is to:

- Improve educational results and functional outcomes for all children with disabilities; and
- Ensure that LEAs meet program requirements under Part B of IDEA, particularly those requirements that are most closely related to improving educational results for children with disabilities.

OEC focused the review on the following areas:

- Child Find;
- Delivery of Services;
- Least Restrictive Environment;
- Discipline

Data Sources

During the review, OEC considered information from the following sources:

1. Public Parent Meeting, Individual Parent Meetings and Written Comments

On November 6, 2012, Boardman Local School District mailed 650 OEC approved letters to all families with students with disabilities in the district. OEC provided the district with a public meeting announcement for inclusion on its website or newsletter. The district posted the information regarding the meeting in their school buildings.

On November 27, 2012, OEC consultants held a public meeting for parents and other interested parties. Public parent meeting dates for all districts selected for IDEA Reviews are posted on the ODE website. Eleven parents and family members and two State Support Team (SST) Region 5 representatives attended the public meeting. Attendees could speak to OEC representatives publicly in the meeting or individually, provide written comments, or both. Eight attendees made comments during the public meeting. Written comment forms were available before, during and after the meeting. OEC received two written comments.

During the public meeting, parents were advised by OEC consultants of the formal complaint process under IDEA and that their public comments did not constitute a formal complaint. The participants were also informed that while the information they provided may be helpful to the review, it may not necessarily be acted upon as part of the review process. "Whose IDEA Is This?", Ohio's procedural safeguards notice, was available for participants who wanted a copy.

2. Pre-Onsite Data Analysis

OEC and SST consultants reviewed district, building and grade level data. District data analyzed included the Special Education Performance Profile, Local Report Cards, and Education Management Information System (EMIS) data. The data analysis assists OEC in determining potential growth areas and district strengths.

3. Record Review

On November 27-28, 2012, OEC consultants reviewed 41 records of school age students with disabilities. An OEL&SR consultant, on November 29, 2012, reviewed six records as part of the Early Childhood Special Education Review. OEC selected records of a variety of children with disabilities from eight buildings.

Please note, not all records are reviewed for every component.

4. Staff/Administrative Interviews

On November 29, 2012 OEC consultants held three sessions of interviews with 32 teachers, related services personnel and school psychologists. On November 30, 2012 OEC consultants interviewed seven administrators. OEC interviews focused on the following review areas: Child Find; Delivery of Services; Least Restrictive Environment (LRE) and IEP alignment; and Discipline.

Findings

A finding is made when noncompliance with a specific IDEA requirement is identified through the processes outlined above. All findings of noncompliance must be corrected as soon as possible, but no later than one year from the date of this report.

OEC provides separate written correspondence to the school district and the parent/guardian when action is required to correct findings of non-compliance for individual students.

Noncompliance that is identified in **30% or more** of the records reviewed by OEC and substantiated through other data sources must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings.

All noncompliance identified by OEC as part of the IDEA review, listed by subject area within this report in the *Review of Findings and District Required Actions* table, must be corrected as set forth below.

Corrective Action Plan (CAP)

The Review of Findings and District Required Actions identifies the noncompliance which must be addressed in the corrective action plan developed by the Boardman Local School District. An approved form for the corrective action plan will be provided by OEC or can be accessed on ODE's web site by using the keyword search "OEC Corrective Action Plan". The corrective action plan developed by the district must include the following:

- Improvement strategies to address all areas of identified non-compliance,
- Documentation/evidence of implementation of the strategies,
- Individuals responsible for implementing the strategies,
- Resources needed, and
- Completion dates.

State Performance Plan (SPP) results indicators may also be included in the corrective action plan to address improved performance for students with disabilities.

The district must submit the corrective action plan to Linda Dotterweich, OEC Lead Consultant at linda.dotterweich@education.ohio.gov within 30 school days from the date of this report. OEC will review the action plan submitted by the district for approval. If OEC deems that a revision(s) is necessary, the district will be required to revise and resubmit. The district will be contacted by the OEC Lead Consultant and notified when the action plan has been approved.

CAP Due Date: 2/19/2013

Individual Correction

The district has 60 school days of the issuance of the letter of findings to correct all identified findings of non-compliance for individual students, unless noted otherwise in the report.

Individual Correction Due Date: 4/12/2013

Systemic Correction

The district must correct any noncompliant policies, procedures and/or practices identified through the onsite review. OEC will verify through follow-up review of new data that the noncompliant policies, procedures and/or practices have been revised and the district is correctly implementing the regulatory requirements of IDEA. The follow-up review of new data will include review of individual student records and may include parent/staff/administrative interviews, as needed.

Systemic Correction Due Date: 1/3/2014

For questions about specific components of this report please contact:

- Special Education School Age: Linda Dotterweich, OEC Lead Consultant, at (440) 858-3766, or by e-mail at linda.dotterweich@education.ohio.gov.
- **Special Education Early Childhood:** Connie Prairie, Educational Consultant, at (614) 995-9934, toll-free at (877) 644-6338, or by e-mail at connie.prairie@education.ohio.gov.
- **Fiscal:** Paul Sogan, Educational Consultant, at (614)-728-2098 toll-free at (877) 644-6338, or by e-mail at paul.sogan@education.ohio.gov.
- **Gifted Education:** Rosemary Pearson, Educational Consultant, at (614) 644-2641, toll-free at (877) 644-6338, or by e-mail at rosemary.pearson@education.ohio.gov.

<u>Special Education School Age/Preschool Components, OEC's Review Findings, and District Required Actions</u>

Component 1: Child Find

Each school district shall adopt and implement written policies and procedures approved by the Ohio Department of Education, Office for Exceptional Children, that ensure all children with disabilities residing within the district, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated as required by the Individuals with Disabilities Education Improvement Act of 2004 and Federal Regulations at 34 C.F.R. Part 300 pertaining to child find, including the regulations at 34 C.F.R. 300.111 and 300.646 and Rule 3301-51-03 of the Operating Standards for Ohio Educational Agencies serving Children with Disabilities.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
CF-1	300.303(b)(2)	Record Review One reevaluation record indicated that the child's reevaluation was not completed within the three year timeline.		No The district does not need to address this finding in a Corrective Action Plan.
CF-2	300.305(a)	Record Review All preschool evaluation records of children transitioning from Part C, utilized child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services.	Systemic Correction	⊠ NA

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
CF-3	OAC 3301-51-06 (2) and OAC 3301-51- 06(4)	Record Review Four school age initial evaluations did not appropriately document interventions provided to resolve concerns for the child performing below grade-level standards. Interviews The district has data from a variety of sources, but this information is not reflected in the Evaluation Team Reports. Other Considerations Some parents expressed concerns on the amount of time it took to get their children tested.	Individual Correction OEC has verified that these students have a current IEP in place, so no additional individual correction is required. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding documentation of intervention and supports provided prior to completion of the initial evaluation team report. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
CF-4	300.501(b)(1)	Record Review Thirteen (13) school age and one preschool student records did not show evidence that the evaluation planning team included the parent. Interviews District personnel indicated that the district calls the parents but no evidence was documented.	Individual Correction The district must provide evidence that the parent was involved or provided the opportunity to participate (three documented attempts) in the evaluation planning process. The evidence may include; evaluation planning form, prior written notice, parent invitation, referral form or communication log. If the district cannot provide documentation that the parent was involved or provided the opportunity to participate in the evaluation planning process, the district must conduct evaluation planning with the parent or the district will provide evidence of the parent's involvement or opportunity to participate.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
			Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the evaluation planning process to include the parent. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	CAP
CF-5	300.305(a)(1)	Record Review Thirteen (13) school age evaluations did not provide evidence that the evaluation planning team reviewed existing data on the child. All preschool student evaluations provided evidence that the evaluation planning team reviewed existing data on the child. Interviews During the interviews, district personnel stated time was an issue in getting input from all team members.	Individual Correction The district must provide the evaluation planning form or evidence documenting existing data was reviewed during the evaluation planning process. If not, the IEP team must reconvene the ETR planning and ETR meeting. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place to review existing data during the evaluation planning. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
CF-6	300.305(a)(2)	Record Review Thirteen (13) school age and six preschool student evaluations did not provide evidence that the evaluation planning team identified what additional data, if any, were needed.	Individual Correction The district must provide the evaluation planning form or evidence documenting additional data, if any was reviewed during the evaluation planning process. If not, the IEP team must reconvene the ETR planning and ETR meeting. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place to review additional data, if any during evaluation planning. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
CF-7	300.304(c)(4); OAC 3301-51-01; and OAC 3301- 51-06	Record Review All school age student evaluations provided evidence that the evaluation addresses all areas related to the suspected disability. Three preschool student evaluations did not provide evidence that the evaluation addressed all areas related to the suspected disability.	Individual Correction The district will convene the ETR team to conduct a reevaluation and provide evidence that the evaluation addresses all areas related to the suspected disability. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not_need to address this finding in a Corrective Action Plan.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
CF-8	300.306(a)(1)	Record Review Four school age student records did not show evidence that the parent of the child was involved in determining whether the child is a child with a disability. All preschool student records showed evidence that the parent of the child was involved in determining whether the child is a child with a disability.	Individual Correction The district must provide evidence that the parent was involved in determining whether the child is a child with a disability or evidence that the parent was provided the opportunity to participate in the eligibility determination as evidenced by three attempts to contact the parent. If not, the IEP team must reconvene the ETR meeting and provide OEC evidence of parent involvement. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.
CF-9	300.306(a)(1)	Record Review All school age and preschool student initial evaluations showed evidence that a group of qualified professionals as appropriate to the suspected disability were involved in determining whether the child is a child with a disability. Interviews When staff and administrators were asked if their knowledge of the qualifications of disability categories was adequate, they indicated they needed professional development in that area.	Individual Correction None Systemic Correction None	NA NA

Record	Demulation 24		Evidence of Correction	Must be
Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
CF-10	300.306(a)(1); 300.305(a); and 3301-51-01 (B)(21)	Record Review Two school age reevaluations did not show evidence that a group of qualified professionals as appropriate to the suspected disability were involved in determining whether the child is a child with a disability.	Individual Correction The district must provide evidence that the IEP team and other qualified professionals participated in the eligibility determination. If not, the IEP team must reconvene the ETR meeting and provide OEC evidence of group participation. IEP Team Members include, but are not limited to: 1. Parent 2. Regular Education Teacher 3. Special Education Provider 4. District Representative 5. An individual who can interpret the instructional implications of evaluation results, 6. At the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; 7. Whenever appropriate, the child with a disability. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.

Component 2: Delivery of Services

Each school district shall have policies, procedures and practices to ensure that each child with a disability has an IEP that is developed, reviewed, and revised in a meeting and implemented in accordance with 300.320 through 300.324.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-1	300.320(a)(1)(i)	Record Review Six school age student IEPs did not address how the child's disability affects his/her involvement and progress in the general education curriculum. All preschool student IEPs addressed how the child's disability affects his/her involvement and progress in the general education curriculum.	Individual Correction The district must reconvene the IEP teams of the six IEPs identified as noncompliant to review and amend the IEP to include a statement of how the child's disability affects the child's participation in appropriate activities to access, participate and progress in the general education curriculum. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.
DS-2	300.320(a)(1)	Record Review Thirteen (13) school age student IEPs did not contain Present Levels of Academic Achievement and Functional Performance (PLOP) that addressed the needs of the student. All preschool student IEPs contained Present Levels of Academic Achievement and Functional Performance (PLOP) that addressed the needs of the student Other Considerations The district uses many programs and assessments that provide data, but this was not evident in the IEP PLOPs.	 Individual Correction The district must reconvene the IEP teams of the 13 IEPs identified as noncompliant to review and amend the PLOP related to each goal to include: A summary of current daily academic/behavior and/or functional performance (strengths and needs); Baseline data provided for developing a measurable goal. For preschool, the PLOP should relate to the child's developmental domains, functional performance and pre-academic skills. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the review of current academic/functional data when writing IEPs. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation. 	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-3	300.320 (a)(2)(i)(A)	Record Review Eight school age student IEPs did not contain annual goals that address the child's academic area(s) of need. All preschool student IEPs contained annual goals that address the child's academic area(s) of need.	Individual Correction The district must reconvene the IEP teams of the eight IEPs identified as noncompliant to review and amend the IEP to include annual goals that address the academic needs that were identified in the IEP or provide evidence that the IEP team, based on the severity of the needs of the child, decided to prioritize addressing the needs. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.
DS-4	300.320(a)(2)(i) (A)	Record Review Eleven (11) school age student IEPs did not contain annual goals that address the child's functional area(s) of need. All preschool student IEPs contained annual goals that address the child's functional area(s) of need. Interviews It was evident during the interviews that the teachers are working on functional needs of the students, but this is not reflected in the writing of the IEPs.	IEPs identified as noncompliant to review and amend the IEP to include annual goals that address the functional needs that were identified in the IEP or provide evidence that the IEP team, based on the severity of the needs of the child, decided to prioritize addressing the needs	No The district does not need to address this finding in a Corrective Action Plan.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-5	300.320(a)(2)(i)	Record Review Thirteen (13) school age and six preschool student IEPs did not contain measurable annual goals. Interviews District personnel feel they need professional development on writing measurable goals.	Individual Correction The district must reconvene the IEP teams of the 19 IEPs identified as noncompliant to review and amend annual goals to contain the following six critical elements: 1. Who? 2. Will Do What? 3. To What Level or Degree? 4. Under What Conditions? 5. In What Length of Time? 6. How Will Progress Be Measured? Systemic Correction The district must implement new procedures to ensure that annual goals written subsequent to this report will include the following six critical elements to demonstrate correction: 1. Who? 2. Will Do What? 3. To What Level or Degree? 4. Under What Conditions? 5. In What Length of Time? 6. How Will Progress Be Measured? OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.

Record	Regulation 34	Evidence of Findings	Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-6	300.320(a)(4)	Record Review	Individual Correction	
		Thirteen (13) school age and five preschool student IEPs did not contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals. Interviews	The district must reconvene the IEP teams of the 18 IEPs identified as noncompliant to review and amend the specially designed instruction to describe the adaption of, as appropriate to the needs of the child, the content, methodology, or delivery of instruction.	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
		During the interviews staff explained the specially	Systemic Correction	
		designed instructional techniques that they use but this was not evident in the IEPs reviewed.	The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of determining specially designed instruction.	
			OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
DS-7	300.320(a)(7)	Record Review	Individual Correction	⊠ No
		Eight school age and one preschool student IEPs did not indicate the location where the specially designed instruction will be provided.	The district must reconvene the IEP teams of the nine IEPs identified as noncompliant to review and amend the location where the specially designed instruction will be provided.	The district does not need to address this finding in a Corrective Action Plan.
			Systemic Correction	Action Flam.
			OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
DS-8	300.320(a)(7)	Record Review	Individual Correction	⊠ No
		Four school age student IEPs did not indicate the amount of time and frequency of the specially designed instruction. All preschool student IEPs indicated the amount of	The district must reconvene the IEP teams of the four IEPs identified as noncompliant to review and amend the amount of time and frequency of the specially designed instruction.	The district does not need to address this finding in a Corrective Action Plan.
		time and frequency of the specially designed instruction.	Systemic Correction	, todori i idil.
			OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC		Required Actions	addressed in CAP
DS-9	300.320(a)(4)	Record Review Thirteen (13) school age and one preschool student IEPs did not identify related services that address the needs of the child and support the annual goals.	Individual Correction The district must reconvene the IEP teams of the 14 IEPs identified as noncompliant to review and amend the IEP to include related services that were identified as needed in the IEP. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of addressing identified related service needs. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	➤ Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
DS-10	300.320(a)(7)	Record Review Three school age student IEPs did not indicate the location where the related services will be provided. All preschool student IEPs indicated the location where the related services will be provided.	Individual Correction The district must reconvene the IEP teams of the three IEPs identified as noncompliant to review and amend the IEP to include the location where the related services will be provided. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.

Record Review	Regulation 34	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
Item	CFR or OAC		Required Actions	
DS-11	300.320(a)(7)	Record Review Two school age student IEPs did not indicate the amount of time and frequency of the related services to be provided. All preschool student IEPs indicated the amount of time and frequency of the related services to be provided.	Individual Correction The district must reconvene the IEP teams of the two IEPs identified as noncompliant to review and amend on the IEP the amount of time and frequency of the related services to be provided. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.

Component 3: Least Restrictive Environment (LRE) and IEP Alignment

Each school district shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled; and that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

Record Review	Regulation 34		Evidence of Correction	Must be addressed in CAP
Item	CFR or OAC		Required Actions	
LRE-1	300.324(a)(2)(v)	Record Review One school age student IEP did not identify assistive technology to enable the child to be involved in and make progress in the general education curriculum. All preschool student IEPs identified assistive technology to enable the child to be involved in and make progress in the general education curriculum.	IEP identified as noncompliant to review assistive	No The district does not need to address this finding in a Corrective Action Plan.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
LRE-2	300.320(a)(6)(i)	Record Review Thirteen (13) school age student IEPs did not identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum. All preschool student IEPs identified accommodations provided to enable the child to be involved in and make progress in the general education curriculum. Interviews Through the interview process, OEC learned that accommodations are being provided but the evidence is not reflected in the students' IEPs.	Individual Correction The district must reconvene the IEP teams of the 13 IEPs identified as noncompliant to review the accommodations that would directly assist the child to access the course content without altering the amount or complexity of the information taught and include them on the IEP. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding accommodations. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
LRE-3	300.320(a)(4)	Record Review Eight school age student IEPs did not identify modifications to enable the child to be involved in and make progress in the general education curriculum. All preschool student IEPs identified modifications to enable the child to be involved in and make progress in the general education curriculum. Interviews During the interview process, staff were not able to describe the modifications that students are receiving.	Individual Correction The district must reconvene the IEP teams of the eight IEPs identified as noncompliant to review the modifications that would alter the amount or complexity of materials or the performance expected of the child from grade level curriculum expectations and include them on the IEP. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding modifications. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
LRE-4	300.320(a)(4)	Record Review	Individual Correction	
		Six school age and one preschool student IEPs did not identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum.	The district must reconvene the IEP teams of the seven IEPs identified as noncompliant to review the supports for school personnel that were identified by the IEP team and define on the IEP the support, who will provide it and when the support will take place.	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
			Systemic Correction	
			The district must submit evidence to OEC of written procedures and practices in place regarding supports for school personnel.	
			OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
LRE-5	300.320(a)(5)	Record Review	Individual Correction	
		Thirteen (13) school age student IEPs did not include an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom.	The district must reconvene the IEP teams of the 13 IEPs identified as noncompliant to review and include a justification for why the child was removed from the regular education classroom.	A Corrective Action Plan is required due to meeting the 30% threshold of
		All preschool student IEPs included an explanation	The justification should:	non-compliance.
		 of the extent to which the child will not participate with nondisabled children in the regular education classroom. Be based on the needs of the child disability. Reflect that the team has given consideration to meeting the student's the regular classroom with supplementary. 	Be based on the needs of the child, not the disability.	;
			Reflect that the team has given adequate consideration to meeting the student's needs in	
			the regular classroom with supplementary aids	
		During the interview process, it was determined that the district has a continuum of services.	 and services. Document that the nature or severity of the disability is such that education in regular 	
		Other Considerations	education classes, even with the use of supplementary aids and services, cannot be	
		Parents stated a need for the district to provide more information about the services that are available in the district.	 achieved satisfactorily. Describe potential harmful effects to the child or others, if applicable. 	

Record	Regulation 34		Evidence of Correction	Must be	
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP	
			Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding least restrictive environment placement decision process. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.		
LRE-6	300.321(1)	Record Review Three school age student IEPs did not indicate that the IEP Team included a parent. All preschool student IEPs indicated that the IEP Team included a parent.	Individual Correction For the three IEPs identified as noncompliant, the district must: Provide evidence of parent participation at the IEP meeting, or Provide documentation of at least three attempts made by the district to ensure parent participation, or Reconvene the IEP team to review the IEP with the parent. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	No The district does not need to address this finding in a Corrective Action Plan.	

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
LRE-7	300.321(2)	Record Review Six school age student IEPs did not indicate that the IEP Team included a regular education teacher. All preschool student IEPs indicated that the IEP Team included a regular education teacher.	 Individual Correction For the six IEPs identified as noncompliant, the district must: Provide documentation that the parent was informed prior to the IEP meeting that the regular education teacher would not participate in the meeting, and Provide a written excuse signed by the parents and the district that allowed the regular education teacher not to be in attendance at the IEP meeting, or Reconvene the IEP team to review the IEP will all required members present. Systemic Correction OEC will contact the district for submission of new records and review these records to determine compliance with this regulation. 	No The district does not need to address this finding in a Corrective Action Plan.
LRE-8	300.321(3)	Record Review All school age and preschool student IEPs indicated that the IEP Team included a special education teacher.	Individual Correction None Systemic Correction None	⊠ NA
LRE-9	300.321(4)	Record Review All school age and preschool student IEPs indicated that the IEP Team included an LEA representative.	Individual Correction None Systemic Correction None	⊠ NA

Record	Regulation 34		Evidence of Correction	Must be
Review CFR or OAC		Evidence of Findings	Required Actions	addressed in CAP
LRE-10	300.321(5)	Record Review	Individual Correction	⊠ NA
		All school age and preschool student IEPs		
		indicated that the IEP Team included a person qualified to interpret the instructional implications of	Systemic Correction	
		evaluation results.	None	

Component 4: Discipline

Each school district shall ensure that if the child's behavior impedes his or her learning or the learning of others, the IEP team must specifically consider the child's behavioral needs.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
DIS-1	300.530(e)(1)	Record Review All student records showed evidence that the district conducted a manifestation determination. Interviews Administrators keep track of suspension days then notify the special education office. They addressed a need to have a checking system of what data is entered into EMIS.	Individual Correction None Systemic Correction None	⊠ NA
DIS-2	300.530(e)(1)	Record Review All student records indicated that the manifestation determination was conducted within 10 school days of the district's decision to change the placement of a child with a disability.	Individual Correction None Systemic Correction None	⊠ NA

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
DIS-3	300.530(e)(1)	Record Review All student records showed evidence that, as part of the manifestation determination review, the team reviewed relevant information included in the student's file and the student's IEP.	Individual Correction None Systemic Correction None	⊠ NA
DIS-4	300.530(e)(1)	Record Review All student records showed evidence that, as part of the manifestation determination review, the IEP team reviewed relevant information presented by the parents and teacher observations.	Individual Correction None Systemic Correction None	⊠ NA
DIS-5	300.530(e)(1)(i) and (2)	Record Review All student records showed evidence that, as part of the manifestation determination review, the IEP team determined whether or not the conduct in question was caused by/or had a direct and substantial relationship to the child's disability.	Individual Correction None Systemic Correction None	⊠ NA
DIS-6	300.530(e)(1)(i) and (2)	Record Review All student records showed evidence that, as part of the manifestation determination review, the IEP team determined whether or not the child's conduct was a direct result of the district's failure to implement the IEP.	Individual Correction None Systemic Correction None	⊠ NA
DIS-7	300.530(e)(1)	Record Review All student records indicated that the IEP team determined whether or not the child's conduct was a manifestation of the child's disability in accordance with the results of the manifestation determination review.	Individual Correction None Systemic Correction None	⊠ NA

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
DIS-8	300.530 (f) (1) (i)-(ii)	Record Review No student records required that the district initiate a functional behavior assessment (FBA) after the manifestation determination.	Individual Correction None Systemic Correction	⊠ NA
DIS-9	300.530 (f) (1) (i)-(ii)	Record Review No student records required that the district implement a behavioral intervention plan (BIP) for a child as a result of the FBA.	None Individual Correction None Systemic Correction None	⊠ NA

Fiscal Components, OEC's Review Findings, and District Required Actions

Component 1: Statement of Accounts

The district/school has submitted its FY12 FERs for IDEA Part B and Early Childhood IDEA. The district's financial detail (FINDET) report projects to match the current year budget in the CCIP by subtotaling FINDET transactions according to object codes (100, 200, 400, 500, 600 & 800) for the year to date. The year to date expenditures will be reviewed for coding accuracy. The fiscal reports are evidence that ensure that district children with disabilities have available to

them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs.

Finding		Evidence of Correction		Must be
s Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	Boardman Local School District provided fiscal reports for the FY13 IDEA Part B and early childhood program year.	Individual Correction None		⊠ NA
	The financial detail report (FINDET) was provided and aligned with the budget.	Systemic Correction None		

Component 2: Payroll Expenditures

The district/school is able to document that the 516 and 587 funds were expended in FY13 for an appropriate purpose; payroll expenditures are supported by Personal Activity Reports (PAR) showing the Time and Effort or Semi-Annual Certification; expense were properly coded to the correct function and object code; all staff in certified positions have appropriate licensure; all funded positions have position descriptions; district's ACCRPTs and budget are in agreement.

Finding		Evidence of Correction		Must be
s Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	The district provided an accounting report (ACCRPT) for the 13 employees being paid out of 516 IDEA funds. Semi-annual certification documentation was reviewed confirming proper documentation was occurring.	Individual Correction The district will create a job description for Speech and Language Pathologist.		⊠ No
	All staff in certified positions had appropriate licensures and all job descriptions were provided for the staff members being paid with IDEA funds except Speech and Language Pathologist. Most expenses were properly coded to the correct function and object code. Kristine Betts, Speech Pathologist, was coded with a 2150 function code. The code should be 2152.	Systemic Correction None		

Component 3: Non-Payroll Expenditures

The district/school is able to document that the 516 and 587 funds that were expended in FY13 for an appropriate purpose and reasonable for the program; that fiscal coding is appropriate and the funds were charged to the proper fund, function and object; that the district is able to document the expenditure with a

purchase order, receipt statement or invoice.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	Eight vouchers were provided by Boardman Local and reviewed for FY13 fund 516. All of the special education instruction expenditures were coded with 1231 – Multihandicapped. That code should only be used when expenditure is specifically used for students identified as Multihandicapped. If the expenditures are for many types of disabilities, then 1240 and 1230 would be more appropriate than 1241 and 1231. Also, the district uses the Object Code generically as 510 Supplies. For example, voucher 109139 was for computer supplies and was coded 510 Supplies. The item should be coded as 517. Under the same voucher the shipping was coded 510. It should be coded 842. Voucher 108819 was for member dues and should have been coded 841.	Individual Correction The district will review and correct the function codes identified in the Evidence of Findings column for FY13 Part B. Systemic Correction The district will develop a plan to ensure more precise and accurate function codes and object codes are utilized.		∑ Yes

Component 4: Use of funds for Capital Outlay and equipment purchase

If the district/school expended FY13 516 and 587 funds for Capital Outlay and/or equipment, the district/school evidences that it has followed the board adopted procurement policy. The district must ensure that equipment and supplies placed in the non-public school are used for IDEA purposes only and can be removed from the non-public school without remodeling the school facility.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	The district presented a copy of its procurement policy	Individual Correction		⊠ NA
	and followed its procurement policy in the purchase of the equipment.	None		
		Systemic Correction		
		None		

Component 5: Equipment inventory policy and procedures

The district/school retains control and administration of FY13 516 and 587 funds used to purchase materials, equipment and property (i.e. bus) purchased with those funds for the uses and purposes provided in the IDEA. The district is properly identifying equipment purchased with IDEA funds and is complying with Board Policy in cataloguing and inventorying the equipment. The district master list of equipment purchased with IDEA funds was updated within the last two years; the district has an equipment disposal policy; the district requested disposition instructions from ODE prior to disposing of assets with at fair market value of more than \$5,000.00, and sale proceeds were deposited back into the original grant.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	Boardman Local provided an inventory list of nearly approximately 500 items purchased with ARRA and Part B funds. The list included many items that were purchased prior to FY11. From this list, 27 items were located. Many of the items reviewed were located according to the list. Some items could not be located according to the list. The special education office is dependent on the district inventory system. Some items purchased with federal special education funding were not listed as such in the system. The inventory system is fair but needs improvement.	Individual Correction None Systemic Correction The equipment inventory process must be improved. The district must develop a plan to ensure that items are properly recorded in the district inventory system. The list must be regularly updated, the location must be correct and current, and items must be accurately indicated in the system as being purchased with IDEA Part B funding.		

Component 6: Non-Public Count and Proportionate Share

The district provides **child find** and ensures equitable participation. The district maintains in its records and provides to the SEA the following information related to parentally-placed private school children covered under 34 CFR 300.130 through 300.144: the number of children evaluated; the number of children determined to be children with disabilities; and the number of children served.

The district has timely and meaningful consultation with representatives of parentally-placed private school children with disabilities (consistent with 34 CFR 300.134); conducts a thorough and complete child find process to determine the number of parentally-placed private school children with disabilities attending private schools located in the school district.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.130	The district provided information about the number of	Individual Correction		
through 300.144	children evaluated, the number of children determined to be children with disabilities and the number of children	None		
	served. Some documentation was provided to demonstrate that timely discussions were held to address	Systemic Correction		
	the needs of the students with the appropriate funding but more specific documentation should be kept.	More specific documentation needs to be maintained concerning nonpublic interaction.		

Component 7: Notification of Public Participation

In accordance with 34 CFR 300.165, the district/school provided a public hearing, adequate notice of the hearings and an opportunity for comment available to the general public including individuals with disabilities and parents of children with disabilities in planning the use of IDEA Part B funds.

Finding		Evidence of Correction		Must be
s Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.165 and Part 300.201	The district provided documentation that a public hearing would be held and provided adequate notice of the hearings for the general public including individuals with disabilities and parents of children with disabilities in planning the use of IDEA Part B funds. The meeting was held. However, the notice did not indicate there would be an opportunity for comment. The main purpose of the meeting is the opportunity for public input in the use of IDEA Part B funds.	Individual Correction In the current year when the district has the public hearing, it will emphasize the opportunity for comment at the public hearing notice and record any public comment that is provided. Boardman Local will provide evidence of this to OEC. Systemic Correction None		⊠ No

Component 8: Redirection of funds

If the district/school has redirected funds for CEIS, it is able to document the expenditures related to CEIS and to validate that the percent of the IDEA funds used for CEIS is 15% (or less if voluntary) of total allocation, to document the number of students who were served and are able to track and report on the number of students who subsequently received special education services. The district has developed a means through which to track the expenditure of Part B funds for CEIS in its financial system and is able to create a report showing the expenditure of funds for CEIS. The district has a plan in place to utilize the funds for CEIS.

If the district/school reduced its local expenditure, it was by no more than ½ of its additional allocation amount and the district can document the expenditures/reduction and the amount is shown in the CCIP.

Finding		Evidence of Correction		Must be
s Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.205	The district did not redirect any of their IDEA funds for Coordinated Early Intervening Services.	Individual Correction None		⊠ NA
		Systemic Correction None		

Gifted Education Review

Gifted Components, OEC's Review Findings, and District Required Actions

Component 1: Gifted Budget

- A. Based on Section 267.30.50 in Am. Sub. HB 153, did the district spend for services to identified gifted students at least the same amount of state funding that it received in fiscal year 2009 through unit funding?
- B. If the district in fiscal year 2009 received gifted student services from an ESC, and the ESC received gifted unit funding in fiscal year 2009, did the district either (a) obtain gifted student services from an ESC that are comparable to the gifted student services provided to the district with gifted unit funding in fiscal year 2009 by an ESC or (b) spend for services to identified gifted students an amount not less than the amount of gifted unit funding expended by an ESC in fiscal year 2009 for the district's students?
- C. Did the district spend no less than their FY09 supplemental identification amount on gifted identification?

Citation	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed
Section 267.30.50, Am. Sub. HB 153	Evidence was provided to demonstrate that fiscal year 2012 gifted spending was equal to or more than fiscal year 2009 unit funding. The district employed a full time gifted intervention specialist during FY 12. Her salary combined with salaries paid in July and August of 2011 for two other gifted specialists exceeded the MOE requirement. Unfortunately, the GIS resigned unexpectedly in August, 2012. The district posted the position but has been unable to find a qualified GIS. They made appropriate modifications in the service to students who are now being served by the regular education teacher. OEC encourages the district to continue to explore options if a qualified GIS cannot be found so that they will again meet the maintenance of effort requirement. OEC reviewed expenditure reports and determined that the district spent at least the required amount on gifted identification. The district continues to hire their coordinator from the ESC as in 2009.	Systemic Correction None	in CAP ⊠ NA

Component 2: Gifted Identification

Per Ohio Revised Code 3324.04(B)(2), how does the district assure inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities and children for whom English is a second language?

Citation	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed
ORC 3324.04(B)(2)	OEC reviewed identification procedures. The district provided evidence to document that there are provisions in place to insure inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities and children for whom English is a second language. The district conducts annual whole grade screening in one grade, previously third, now fourth.	Individual Correction None Systemic Correction	in CAP ☑ NA

Component 3: Roster and Written Education Plans and Attestation

Per Ohio Administrative Code 3301-51-15 (D)(4), does the district have a current written education plan (WEP) for each student reported as served? Does each WEP include the following components?

- Goals for the students for each service to be provided;
- Specified methods for evaluating progress toward goals;
- Method and schedule for reporting progress to parents;
- Staff responsible for ensuring delivery of each service prescribed;
- Policies regarding waiver of assignments and rescheduling of tests;
- Deadline for next review of WEP; and
- Copy of WEP to parents and staff responsible for providing service listed?

		Evidence of Correction	
Citation	Evidence of Findings	Required Actions	addressed in CAP
OAC 3301- 51-15(D)(4)	WEPs for ten students were provided and reviewed. All required attributes were present on all WEPs.	Individual Correction	⊠ NA
31-13(D)(4)	required attributes were present on all WET's.	None	
		Systemic Correction	
		None	

Component 4: Equitable Services and Attestation

Are all district students who meet the written criteria for a gifted service provided an equal opportunity to receive that service? Each gifted service offered in the district must be available to all eligible students in each building in the district at that grade level.

		Evidence of Correction	Must be
Citation	Evidence of Findings	Required Actions	addressed in CAP
ORC 3324.06(D)	Each gifted service offered in the district is available to all eligible students in the district at that grade level. All	Individual Correction	⊠ NA
002 1.00(2)	fifth and sixth grade students identified in language arts, superior cognitive or creative thinking are served in	None	
	language arts by their regular classroom teacher.	Systemic Correction	
		None	

Component 5: Acceleration and Attestation

Did the district provide evidence that they are implementing their acceleration policy?

		Evidence of Correction	Must be
Citation	Evidence of Findings	Required Actions	addressed in CAP
ORC 3324.10	The district provided evidence that they are implementing their acceleration policy.	Individual Correction	⊠ NA
		None	
	OEC reviewed district acceleration policies and procedures. A Written Acceleration Plan for whole	Systemic Correction	
	grade acceleration was reviewed. Evidence was provided to document the district is meeting this	None	
	requirement.		

Component 6: Gifted Intervention Specialists and Attestation

Do gifted intervention specialists (GIS) spend at least 75 percent of their time providing instruction directly to gifted students? Is the remainder of their time spent on other duties related to gifted education?

Citation Evidence of Findings	Evidence of Correction	Must be addressed	
Citation	Lyluence of Findings	Required Actions	in CAP
OAC 3301- 51-15(E)(2)	The district does not currently employ any gifted intervention specialists so this component does not	Individual Correction	⊠ NA
	apply.	None	
		Systemic Correction	
		None	

Component 7: Requirement for Minutes of Service Attestation

Are all students receiving service from a GIS receiving at least 225 minutes of instruction per week (kindergarten through grade 5) or 240 minutes of instruction per week (grades 6-12) from the GIS?

		Evidence of Correction	Must be
Citation	Evidence of Findings	Required Actions	addressed in CAP
OAC 3301- 51-15(E)	The district does not currently employ any gifted intervention specialists so this component does not		⊠ NA
31-13(L)	apply.	None	
		Systemic Correction	
		None	

Component 8: Licensure

Do all staff members assigned as gifted coordinators or GIS have gifted licensure, gifted endorsement or a gifted supplemental license?

Citation	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
		Required Actions	
OAC 3301- 51-15(E)(3),	The gifted coordinator holds the appropriate licensure.	Individual Correction	⊠ NA
OAC 3301-		None	
51-15(E)(6)		Systemic Correction	
		None	

Component 9: Requirement for Regular Education Teacher Professional Development and Attestation

Are all general education teachers providing gifted services receiving professional development in teaching gifted students and ongoing assistance with curriculum development and instruction from a gifted specialist and is curriculum related to gifted services differentiated?

Citation	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
		Required Actions	
OAC 3301- 51-	The district provided evidence to document that regular education teachers providing gifted service receive	Individual Correction	⊠ NA
15(D)(3)(b)(i)	professional development and ongoing support. An all-day professional development session was held in		
	October and other professional development opportunities have been planned.	Systemic Correction	
		None	