

4/27/2012

Maple Heights School District IRN 044305

Ohio Department of Education, Office for Exceptional Children 2011-2012 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 February 14-16, 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 February 14-16, 2012. During the IDEA Review, OEC consultants monitor the LEA's implementation of the 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;
- Data Verification.

Data Sources

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

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

On February 14, 2012, Maple Heights City Schools mailed 3,804 OEC approved letters to all families of students in the district. OEC provided the district with a public meeting announcement for inclusion on its website or newsletter. The district did not post the announcement, since it sent the letter to all parents.

On February 14, 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. Four parents and four State Support Team (SST) Region 3 representatives attended the public meeting. Attendees could speak to OEC representatives publicly in the meeting or individually, provide written comments, or both. Four parents made comments during the public meeting. Written comment forms were available before, during and after the meeting. OEC did not receive any 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 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 February 14 and 15, 2012, OEC consultants reviewed 41 records of school age students with disabilities. An OEL&SR consultant, on February 15, 2012, reviewed six records as part of the Early Childhood Special Education Review. OEC selected records of a variety of children with disabilities from five buildings.

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

4. Staff/Administrative Interviews

On February 16, 2012, OEC consultants held three sessions of interviews with five administrators and 13 teachers, school counselors, related services personnel and school psychologists. OEC interviews focused on the following review areas: Child Find; Delivery of Services; Least Restrictive Environment (LRE) and IEP alignment.

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 of 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 Maple Heights City 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 Karla Spangler, OEC Lead Consultant at esclew_ks@sstr1.org 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: 06-07-2012

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: 10-08-2012

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: 04-26-2013

For questions about specific components of this report please contact:

- **Special Education School Age:** Karla Spangler, OEC Lead Consultant, at 419-, toll-free at (877) 644-6338, or by e-mail at esclew ks@sstr1.org.
- **Special Education Early Childhood:** Edith Greer, Educational Consultant, at (330) 308-9939 ext. 8204, or by e-mail at edith.greer@ecoesc.org.
- **Fiscal:** Stephanie Ferrell, Educational Consultant, at 614-752-1249, toll-free at (877) 644-6338, or by e-mail at stephanie.ferrell@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.

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

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 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 Two school age reevaluation records indicated that the child's reevaluation was not completed within the three year timeline. All preschool reevaluation records indicated that the child's reevaluation was 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, did utilize 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.		⊠ NA

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
CF-3	OAC 3301-51-06 (2) and OAC 3301-51- 06(4)	Record Review Two school age initial evaluations did not appropriately document interventions provided to resolve concerns for the child performing below grade-level standards. Interviews According to the teachers, the student is referred to the building level team. At that time, interventions are put into place. The team reconvenes and checks to see if the interventions are working prior to requesting an evaluation. The interventions are not documented in the ETR.	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.	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
CF-4	300.501(b)(1)	Record Review Thirteen school age records did not show evidence that the evaluation planning team included the parent. All preschool records showed evidence that the evaluation planning team included the parent. Interviews It was stated that the psychologist calls the parent and discusses the planning with them. The parent is not formally invited to the planning.	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. 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.	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
CF-5	300.305(a)(1)	Record Review	Individual Correction	
		Thirteen school age evaluations did not provide evidence that the evaluation planning team reviewed existing data on the child. All preschool evaluations provided evidence that the evaluation planning team reviewed existing data on the child. Interviews Involvement in planning for an evaluation was not consistent throughout the district. Building administration does not take an active role in the planning process, nor does the general education teacher. There was however involvement by the guidance counselors throughout the district.	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.
CF-6	300.305(a)(2)	Record Review Thirteen school age evaluations did not provide evidence that the evaluation planning team identified what additional data, if any, were needed. All preschool evaluations provided 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.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
CF-7	300.304(c)(4);	Record Review	Individual Correction	⊠ No
OAC 33	OAC 3301-51-01; and OAC 3301- 51-06	evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluation and provide evidence that the evaluation addresses all areas reevaluations are reconstructed at the evaluation and the evaluation a	The district will convene the ETR team to conduct a reevaluation and provide evidence that the evaluation addresses all areas related to the	The district does not need to address this finding in a Corrective
		All preschool evaluations provided evidence that the evaluation addresses all areas related to the suspected disability.	suspected disability. <u>Systemic Correction</u>	Action Plan.
		Interviews During the interview process, it was noted that the psychologist in each building is very involved with the students, so information concerning the student is readily available. Therefore, we did not see classroom data/ information from the teacher. Parent information was also very weak.	The district must submit evidence to OEC of written procedures and practices in place to provide evidence that the evaluation addresses all areas related to the suspected disability.	
			OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
CF-8	300.306(a)(1)	Record Review	Individual Correction	⊠ No
		Two school age 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 records showed evidence that the parent of the child was involved in determining whether the child is a child with a disability.	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.	The district does not need to address this finding in a Corrective Action Plan.
			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.	

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
CF-9	300.306(a)(1)	Record Review All school age and all 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.	Systemic Correction	⊠ NA
CF-10	300.306(a)(1); 300.305(a); and 3301-51-01 (B)(21)	Record Review All school age and preschool reevaluations 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.	Individual Correction None Systemic Correction None	⊠ NA

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 Regula	ation 34		Evidence of Correction	Must be
	or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-1 300.320((a)(1)(i)	Record Review Twelve school age IEPs did not address how the child's disability affects his/her involvement and progress in the general education curriculum. All preschool IEPs addressed how the child's disability affects his/her involvement and progress in the general education curriculum. Interviews In the interviews, OEC witness a disconnect between the general education teacher and special education teacher. Collaboration between general education teachers and special education teachers is not happening in all buildings. Special education teachers from most buildings stated that they are working with large numbers of students with disabilities. At times, it was noted that they have more students than the state case-load ratio allows.	Individual Correction The district must reconvene the IEP teams of the 12 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 The district must submit evidence to OEC of written procedures and practices in place regarding the involvement and progress of children with disabilities in the general education curriculum and assessing how their disability affects that involvement. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation. The district will provide to OEC documentation of the current case-load for each teacher by class period. The district will also provide documentation of IEPs each teacher is responsible for writing.	∑ Yes A Corrective Action Plan is required due to the question regarding the case-load ratio.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
DS-2	300.320(a)(1)	Record Review Thirteen school age IEPs did not contain Present Levels of Academic Achievement and Functional Performance (PLOP) that addressed the needs of the student. All preschool IEPs contained PLOP that addressed the needs of the student. Interviews According to the interviews, it was stated that the teachers have access to data, but it was not evident in the IEP's that were reviewed.	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	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
			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.	
DS-3	300.320 (a)(2)(i)(A)	Record Review Seven school age IEPs did not contain annual goals that address the child's academic area(s) of need. All preschool IEPs contain annual goals that address the child's academic area(s) of need. Interviews	Individual Correction The district must reconvene the IEP teams of the seven 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.	No The district does not need to address this finding in a Corrective Action Plan.
		During the interviews, it was stated that high school students remain in a self-contained classroom for all four years. Administration is in the process of researching this area.	Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of addressing identified academic needs. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	

Record	Regulation 34	Friday of Findings	Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-4	300.320(a)(2)(i) (A)	Record Review Two school age IEPs did not contain annual goals that address the child's functional area(s) of need. All preschool IEPs contain annual goals that address the child's functional area(s) of need.	Individual Correction The district must reconvene the IEP teams of the two 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. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of addressing identified functional needs. OEC will contact the district for submission of new records and review these records to determine compliance with	No The district does not need to address this finding in a Corrective Action Plan.
DS-5	300.320(a)(2)(i)	Record Review Thirteen school age and six preschool IEPs did not contain measurable annual goals. Interviews It was stated during the interviews that the last formal professional development on writing compliant IEP's took place when the new IEP form was approved in 2009. It was also noted that everyone was open to professional development that would be needed in the future for compliance.	Individual Correction The district must reconvene the IEP team(s) of the 19 IEP(s) 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 of 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 of 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.	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-6	300.320(a)(4)	Record Review	Individual Correction	⊠ Yes
		Thirteen school age and six preschool 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 19 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.
		When administration was asked if the students	Systemic Correction	
		were receiving specially designed instruction, they stated that they are beginning to do walk throughs, and would know that information in the future.	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
		Twelve school age IEPs did not indicate the location where the specially designed instruction will be provided.	The district must reconvene the IEP teams of the 12 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	
			The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of determining the location where specially designed instruction will occur.	
			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	Evidence of Findings	Required Actions	addressed in CAP
DS-8 30	300.320(a)(7)	Record Review One school age IEP did not indicate the amount of time and frequency of the specially designed instruction. All preschool IEPs indicated the amount of time and frequency of the specially designed instruction.	Individual Correction The district must reconvene the IEP team of the one IEP identified as noncompliant to review and amend the amount of time and frequency of the specially designed instruction. Systemic Correction	No The district does not need to address this finding in a Corrective Action Plan.
			The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of determining the amount and frequency of specially designed instruction to be provided. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
DS-9	300.320(a)(4)	Record Review Thirteen school age IEPs did not identify related services that address the needs of the child and support the annual goals. All preschool IEPs identified related services that address the needs of the child and support the annual goals. Interviews During interviews it was noted that scheduling many times dictates the amount of service a student receives. Other Considerations It was noted during the record review process that several related service personnel were putting no services the first two weeks of school and the last two weeks of school.	Individual Correction The district must reconvene the IEP teams of the 13 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.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-10	300.320(a)(7)	Record Review Eight school age IEPs did not indicate the location where the related services will be provided. All IEPs indicated the location where the related services will be provided.	Individual Correction The district must reconvene the IEP teams of the eight IEPs identified as noncompliant to review and amend the IEP to include the location where the related services will be provided. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of determining the location where related services will occur. 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-11	300.320(a)(7)	Record Review Five school age and four preschool IEPs did not indicate the amount of time and frequency of the related services to be provided.	Individual Correction The district must reconvene the IEP teams of the nine 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 The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of determining the amount and frequency of related services to be provided. 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	Regulation 34	tion and related services.	Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
LRE-1	300.324(a)(2)(v)	Record Review Two preschool student IEPs did not identify assistive technology to enable the child to be involved in and make progress in the general education curriculum. All school age student IEPs identified assistive technology to enable the child to be involved in and make progress in the general education curriculum.	Individual Correction The district must reconvene the IEP teams of the two IEPs identified as noncompliant to review assistive technology and/or services that would directly assist the child with a disability to increase, maintain, or improve their functional capabilities and include them on the IEP. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding assistive technology.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non- compliance.
			OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
LRE-2	300.320(a)(6)(i)	Record Review One school age IEP did not identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum All preschool IEPs identified accommodations	Individual Correction The district must reconvene the IEP team of the one IEP 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.	No The district does not need to address this finding in a Corrective Action Plan.
		provided to enable the child to be involved in and make progress in the general education curriculum	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.	

Record	Regulation 34		Evidence of Correction	Must be	
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP	
LRE-3	300.320(a)(4)	Record Review Two school age IEPs did not identify modifications to enable the child to be involved in and make progress in the general education curriculum.	Individual Correction The district must reconvene the IEP teams of the two 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.	No The district does not need to address this finding in a Corrective Action Plan.	
LRE-4	300.320(a)(4)	Record Review One preschool IEP did not identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum. All school age IEPs identified supports for school personnel to enable the child to be involved in and make progress in the general education curriculum. Interviews During the interview it was stated that the goal of the district is to have the students in the general education classroom and only pulled back when absolutely necessary. It was also noted by the general education teachers that they would like more professional development in knowing how to educate students with disabilities.	Individual Correction The district must reconvene the IEP team of the one IEP 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. 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.	No The district does not need to address this finding in a Corrective Action Plan.	

Record Review	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in
Item	CFR OF UAC		Required Actions	CAP
LRE-5	300.320(a)(5)	Record Review	Individual Correction	⊠ No
		Eight school age 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 eight IEPs identified as noncompliant to review and include a justification for why the child was removed from the regular education classroom.	The district does not need to address this finding in a Corrective
		All preschool IEPs included an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom.	 The justification should: 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 and services. Document that the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Describe potential harmful effects to the child or others, if applicable. 	Action Plan.
			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.	

Record Review	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in
Item			Required Actions	CAP
LRE-6	300.321(1)	Record Review Five school age IEPs did not indicate that the IEP Team included a parent. All preschool IEPs indicated that the IEP Team included a parent. Interviews During the interviews, the teachers stated that they tried many ways to get the parent to the meeting, but many times nothing worked.	 Individual Correction For the five 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 The district must submit evidence to OEC of written procedures and practices in place regarding parent involvement in the IEP process. 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-7	300.321(2)	Record Review One preschool IEP did not indicate that the IEP Team included a regular education teacher. All school age IEPs indicated that the IEP Team included a regular education teacher.	 Individual Correction For the one IEP 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 The district must submit evidence to OEC of written procedures and practices in place regarding regular education teacher involvement in the IEP process. 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	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
LRE-8	300.321(3) 300.321(4)	Record Review All school age and preschool IEPs indicated that the IEP Team included a special education teacher. Record Review	Individual Correction None Systemic Correction None Individual Correction	NA No
		One school age IEP did not indicate that the IEP Team included an LEA representative. All preschool IEPs indicated that the IEP Team included an LEA representative.	For the one IEP identified as noncompliant, the district must: Provide documentation that the parent was informed prior to the IEP meeting that the LEA representative would not participate in the meeting, and Provide a written excuse signed by the parents and the district that allowed the LEA representative 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 The district must submit evidence to OEC of written procedures and practices in place regarding LEA representative involvement in the IEP process. OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	The district does <u>not</u> need to address this finding in a Corrective Action Plan.
LRE-10	300.321(5)	Record Review All school age and preschool IEPs indicated that the IEP Team included of a person qualified to interpret the instructional implications of evaluation results.	Individual Correction None Systemic Correction None	⊠ NA

Component 4: Data Verification

Each school district shall report timely and accurate special education event records for students with disabilities; have in effect an Individualized Education program for each child with a disability with the LEA's jurisdiction and in place on or before Dec. 1, 2009; conduct initial evaluations within 60 days of receiving parental consent for evaluation; have an IEP in place for three-year olds transitioning from Early Intervention Programs on or before the child's third birthday; and have a secondary transition place in place that meets all required elements for IDEA.

Record	Povious Regulation 34 Evidence of Findings		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DV-1	300.645 R.C. 3301.07.14 300.645 R.C. 3301.07.14	Record Review All school age and preschool IEPs indicated that the child did have an IEP in effect as reported on the LEA's December 1, 2010 Child Count Report. Record Review All school age and preschool ETRs indicated that the child did have an ETR in effect as reported on the LEA's December 1, 2010 Child Count Report.	Individual Correction None Systemic Correction None Individual Correction None Systemic Correction	NANANA
DV-3	SPP Indicator 20: Accurate and Timely Reporting of Special Education Event Record	Record Review Two school age records had inaccurate student data reported by the LEA through the Education Management Information System (EMIS) for the December 1, 2010 Child Count Report, specifically in the following area(s): a) DOB b) IEP date (IIEP, RIEP, TIEP, CIEP, or FIEP events) c) ETR dates (IETR, RETR, TETR) d) Referral date e) Consent date f) Disability category as indicated as an outcome of ETR g) Admission date h) Withdrawal date i) Non-compliance reason for ETR or IEP date	Individual Correction The district must provide evidence that they corrected the student data through their Student Information System (SIS). Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding data reporting. 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
DV-4	SPP Indicator 11 300.301(c)(1)(i)	Record Review All school age and preschool initial evaluations reported as being conducted within 60 days of the district receiving parental consent for the evaluation were conducted within the required timeline.	Individual Correction None Systemic Correction None	⊠ NA
DV-5	SPP Indicator 12 300.124	Record Review All preschool IEPs did show evidence that an IEP was in place for 3 year olds transitioning from Early Intervention Programs (0-3 years) on or before the child's third birthday.	Individual Correction None Systemic Correction None	⊠ NA
DV-6 A/B	SPP Indicator 20 for Secondary Transition Plans	 Record Review Five school age IEP(s) did not show evidence that the secondary transition plan reported in EMIS during 2010-2011 was in place that meets all 8 required elements of IDEA for the student, specifically in the following area(s): 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age appropriate transition assessment. 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student's transition service needs. 7. There is evidence the student was invited to the IEP Team Meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meeting. 	Individual Correction Five current IEPs did not contain transition plans that meet all 8 required elements of IDEA. The district must reconvene the IEP teams to review and correct the secondary transition plan for the five records identified as still noncompliant or provide documentation of the student's withdrawal date. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding data reporting. 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.

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

Component 1: Statement of Accounts

The district/school has submitted its FY11 FERs for IDEA – ARRA funds and IDEA Pre-School ARRA funds. The Financial Detail (FINDET) Report for those funds and the Final Expenditure Reports are consistent and in agreement. 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.

Findings		Evidence of Correction		Must be addressed in CAP
Citation	Evidence	Required Actions	Date Due	
300.202	The documentation provided by the district for fund 516 special cost center 9320 (ARRA) and the CCIP FER matched in all categories.	Individual Correction None		⊠ NA
	The documentation provided by the district for fund 516 and fund 587 FY12 regular is in line with the current budgets in the CCIP – there were no deviations.	Systemic Correction None		

Component 2: Payroll Expenditures

The district/school is able to document that the federal funds were expended for an appropriate purpose; payroll expenditures are supported by Time and Effort Logs 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 FERs are in agreement.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	Five employees are paid from fund 516, regular FY12. All licenses are current, position descriptions were appropriate, semi-annual certifications were provided and the coding was correct. Three employees were paid from fund 516, special cost center 9320. All licenses were current at the time of payment, semi-annual certifications were provided and the coding was correct. One employee is paid from fund 587, regular FY12. The function code applied to her payroll is currently incorrect. Per a conversation with the special education director Ms. Marilla should be coded to 1280. A position description and semi-annual certification were provided and are appropriate. There were no employees paid from fund 587, special cost center 9320.	Individual Correction The district will correct the function code error identified in fund 587, FY12. The district will provide evidence of all corrections to OEC for review. Systemic Correction None	Individual Correction for Fiscal Requires the following due date: 30 days from receipt of this report.	⊠ No

Component 3: Non-Payroll Expenditures

The district/school is able to document that the federal funds were expended 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.202	During the onsite review I found that most all of the fund 516, special cost center 9320 vouchers were originally coded to function 1221 and then journaled to function 1231. During the onsite I asked the treasurer's office how they made the decision to code all the incorrect vouchers to 1231. After some thought it was shared with OEC that they were unaware that function code series 1240 was available. 1240 Handicapped Special Learning Experiences for Grades 7 through 12: 1241 Multi-handicapped * 1242 Hearing Handicapped * 1244 Orthopedically or Other Health Handicapped * 1245 Severe Behavior Handicapped * 1246 Developmentally Handicapped * 1247 Specific Learning Disabled * 1249 Other Handicaps * Fund 516, special cost center 9320: OEC selected 11 voucher packets for onsite review. Of the 11 reviewed, 4 incorrectly applied function code 1231 to payments for grade level 7-12 students. There were other supply orders coded to 1231 but I could not make the determination, based on the information on the requisitions, if the function code was appropriate. 1. Voucher 68168, Education Alternatives, coded services for a 10 th grade student to 1231. 2. Voucher 68438, Education Alternatives, seven students were listed on the invoice; five are grade level 7 or higher. The percent attributed to grade 7 and up should have been coded to function code series 1240. 3. Voucher 70954, Education Alternatives, seven students were listed on the invoice; five were grade level 7 or higher. The percent attributed to grade 7 and up should have been coded to function code	Individual Correction Fund 516, special cost center 9320, the district will correct errors associated with vouchers processed against this fund and SCC after 7-1-11. Errors prior to that date are not required to be corrected. Fund 516, FY12 Regular, the district will correct the errors identified in the evidence column, and will review the remaining expenditures to date for similar errors and correct them as well. The district will provide evidence of all corrections to OEC for review. Function code errors can negatively impact a district's maintenance of effort calculation with respect to non-federal fund coding. OEC recommends the district review all FY12 local fund coding for special education services to ensure the expenditures are properly coded to special education related instruction and support function codes. Systemic Correction The district will create a process document detailing how it will ensure the proper use of USAS function codes for special education grade K-6 and 7-12 The district will provide a copy of the process document and a FINDET for fund 516 for FY13 as evidence of correction.	Individual Correction for Fiscal Requires the following due date: *30 days from receipt of this report.	∀es

Findings Citation	Evidence	Evidence of Correction		Must be addressed in CAP
Ollation		Required Actions	Date Due	
	series 1240. 4. Voucher 68552, Martin Audio Visual, a -middle school/high school order coded 100% to function code 1231.			
	Fund 516, FY12 Regular IDEA: I selected 13 voucher packets for onsite review. Of the 13 reviewed 6 have incorrectly applied function code 1231 to payments for grade level 7-12 students.			
	 Voucher 72401, Education alternatives, is coded 100% of the expense to function 1231. Four students were listed on the invoice, three of the four are grade 7 or higher, which requires function code series 1240. 			
	 Voucher 71960, ESC of Cuyahoga County, is coded 100% to function 1231. Five students were listed on the invoice, three of the five are grade 7 or higher, which requires function code series 1240. 			
	3. Voucher 72860, Applewood Services, is coded 100% to function 1231. Applewood services are provided to students district wide. The district utilizes Applewood's services to evaluate students suspected of having a disability and considers this intervention. The costs associated with intervention should be coded to function 1920. The remaining costs are to be coded to the appropriate K-6 and 7-12 special education function.			
	 Voucher 72525, Mayfield City Schools is coded to function1231. The services are for the 11th grade which requires function code series 1240. 			
	 Voucher 72861, Cleveland Clinic, is coded to 1231. Three students are served by the clinic, all are function code series 1240 (one = Grade 12, two = Grade 23). 			
	 Voucher 71947, Rifton Equipment, is coded to 1231. The pacer was purchased for the middle school grades 7 & 8 served by Ms. Grattan. The appropriate function code can be found within the 1240 series. 			

Findings Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
	Fund 587, special cost center 9320: I selected two non-payroll transactions to review. Transaction 33524 was not produced for review. The other transaction reviewed met the review criteria.			
	There were no non-payroll expenditures against fund 587, FY12 to review.			
	100% of the expenditures reviewed were appropriate uses of the special education funds.			
	The special education director shared copies of the MOUs for students placed out of the district.			

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

If the district/school expended 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 Part B purposes only and can be removed from the non-public school without remodeling the school facility.

Findings Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.202	The district purchased a PACER from Rifton equipment, computers from CDW and audio equipment from Martin Audio. The purchases followed the districts purchasing guidelines.	Individual Correction None Systemic Correction None		⊠ NA

Component 5: Equipment inventory policy and procedures

The district/school retains control and administration of funds used to purchase materials, equipment and property purchased with those funds for the uses and purpose 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
To converse the converse to th	The district purchased a PACER from Rifton equipment. The Pacer was found outside Ms. Grattan's middle school classroom; it was not tagged. The total cost of the Pacer was just under the inventory threshold and, therefore, did not require an inventory tag. The district purchased Dell computers and HP Touch Screens for the elementary special education classrooms using fund 516. Two touch screens were found in Ms. Horvath's Kennedy Elementary School room; tags 7551 and 7552. Four computers were found in Ms. Kapadia's Elementary School room; tags 7244, 7245, 7246 and 7247. The district produced inventory change sheets for the items described above. The items were originally located at the Raymond and Rockside buildings but now have been moved to the new buildings, Lincoln and Kennedy. Due to construction, the district suspended updating their master list with valuation engineers. The district will update the inventory this summer. Per the District's Business Manager, "the update will include all new equipment and all moved equipment (and a net delete of all equipment not included in those categories) as part of an update and reappraisal due to the construction of all	Individual Correction None Systemic Correction The Office for Exceptional Children recognizes the logistical issues associated with transitioning to newly constructed facilities. The district will provide a copy of the updated inventory once it is complete. The district will highlight the items found in the evidence column on the updated inventory as proof they are properly accounted for.	Date Due	Yes

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	Maple Heights City Schools record the number of children	Individual Correction		☑ NA
through 300.144	evaluated; the number of children determined to be SWD; the number of children served; and held timely consultation	None		
	with NP as noted in the NS3 documentation.	Systemic Correction		
	The district is properly tracking expenditures made on behalf of the non-publics by utilizing function code 3260.	None		

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.

Findings	Evidence	Evidence of Correction		Must be
Citation	Lviuelice	Required Actions	Date Due	addressed in CAP
300.165 and Part 300.201	The district mentioned they will receive IDEA funding during the April 2010 meeting. During the board meeting, the following was shared: "If you have any questions, comments or would like additional information regarding these grants applications, you may submit them in writing to Cindy Caudill, Director of Special Pupil Service.	Individual Correction None Systemic Correction In accordance with 34 CFR 300.165, the district/school must provide 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. The district will develop a process document/plan to ensure it meets the requirement above annually upon receipt of their IDEA allocation. The district will present the plan to OEC for review. The district will provide evidence that it held a public meeting for school year 2012-13.		∑ Yes

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 CIES is 15% or less 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.

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.

Findings Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.205	The district did not redirect IDEA dollars for early intervening services per the CCIP. After a phone conversation with the special education director, OEC learned that the district does use their fund 516 dollars to support intervention through Applewood Services. There may be other intervention services paid from IDEA funding as well. Any intervention paid for a student not on an IEP should be coded to function 1920, Student Intervention Services and tracked separately from expenditures for students with an IEP. In addition the district is required to report the amount set aside to support such interventions, report the number of students served and report the number of students ultimately identified as a student with a disability on the CCIP Special Education redirection page.	Individual Correction The district will correct the function codes applied to all FY12 expenditures from fund 516 that support interventions for students not on an IEP. The district will update the CCIP Special Education Redirection page for FY12 to reflect the dollar amount budgeted for CEIS. The district will provide evidence of all corrections to OEC for review. Systemic Correction The district will develop a plan to ensure: 1. expenditures from fund 516 for intervention are properly coded to function code 1920; 2. The amount budgeted for intervention from fund 516 is recorded on the CCIP Special Education redirection page; 3. The number of students serviced by interventions are recorded annually; and 4. The number of students identified as having a disability, as a result of the interventions, are recorded annually.	Individual Correction for Fiscal Requires the following due date: *30 days from receipt of this report.	Yes

Gifted Education Review

A gifted education review to ensure compliance with state law and state *Operating Standards for Identifying and Serving Gifted Students* was conducted on February 16, 2012 by Rosemary Pearson.

Eight gifted education components were addressed during the review. Each component is detailed below, including a description of evidence provided and reviewed and corrective action required to resolve any issues of non-compliance.

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

Component 1: Gifted Budget

Based on Am. Sub. HB 1, 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? In addition, did districts that in fiscal year 2009 received gifted student services from an ESC – and the ESC received gifted unit funding in fiscal year 2009 – 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 from the funds received through the EBM an amount not less than the amount of gifted unit funding expended by an ESC in fiscal year 2009 for the district's students?

Citation	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
ORC 3306.09(G)	The district is not meeting this requirement as continued in Am. Sub. HB 153. In FY09, the district received \$108,890.41 in state gifted unit funds. The district has not met the requirement to 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.	Individual Correction None Systemic Correction The district must describe in the corrective action plan the process to become compliant with this requirement. The plan must address how services related to this requirement will be implemented beginning with the 2012-2013 school year.	⊠ Yes

Component 2: 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?

Citation	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
OAC 3301- 51-15(D)(4)	This component does not apply. This district does not provide gifted services.	Individual Correction None	⊠ NA
		Systemic Correction None	

Component 3: 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.

Citation	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
ORC 3324.06(D)	This component does not apply. This district does not provide gifted services.	Individual Correction None Systemic Correction None	⊠ NA

Component 4: 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	The district provided evidence that they have implemented	Individual Correction	⊠ No
3324.10	their acceleration policy. The district currently uses the lowa Acceleration Scale for whole grade acceleration. The district made a commitment to use the lowa Acceleration	None	
	Scale for future early entrance to kindergarten	Systemic Correction	
	accelerations.	None	
		Tions	

Component 5: 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?

		Evidence of Correction	Must be
Citation	Evidence of Findings	Required Actions	addressed in CAP
OAC 3301-	This component does not apply. The district does not	Individual Correction	⊠ NA
51-15(E)(2)	provide gifted services.	None	
		Systemic Correction	
		None	

Component 6: Licensure Attestation

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

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

Citation		Evidence of Correction	Must be
	Evidence of Findings	Required Actions	addressed in CAP
OAC 3301- 51-15(E)	This component does not apply. The district does not provide gifted services.	Individual Correction	⊠ NA
31-15(E)	51-13(E) provide girted services.	None	
		Systemic Correction	
		None	

Component 8: Requirement for Regular Education Teacher Professional Development

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?

		Evidence of Correction	Must be
Citation	Evidence of Findings	Required Actions	addressed in CAP
OAC 3301- 51-	This component does not apply. The district does not provide gifted services.	Individual Correction	⊠ NA
15(D)(3)(b)(i)	provide grited services.	None	
		Systemic Correction	
		None	