



Cleveland Heights-University Heights City School District IRN 043794

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 March 25-28, 2013 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 March 25-28, 2013. 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;
- 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 March 4, 2013, Cleveland Heights-University Heights City School District mailed 1,018 OEC approved letters to all families with students with disabilities in the district. On March 6, 2013, the district sent 1,283 letters adding an additional date, for the public parent meeting that would not conflict with holiday activities. OEC provided the district with a public meeting announcement for inclusion on its website or newsletter. The district posted the information regarding the meeting date on the school website on March 6, 2013.

On March 25, 2013, 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. Fifteen (15) parents and family members and three 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. OEC consultants held four individual meetings and ten

attendees made comments during the public meeting. Written comment forms were available before, during and after the meeting. OEC received one written comment. On April 18, 2013, OEC consultants held an additional public parent meeting. Three parents and three State Support Team (SST) Region 3 representatives attended the public meeting. Three attendees made 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 March 25 and 26, 2013, OEC consultants reviewed 41 records of school age students with disabilities. An OEL&SR consultant, on March 27, 2013, 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 March 27, 2013, OEC consultants held three sessions of interviews with 17 teachers, related services personnel and school psychologists. On March 28, OEC consultants interviewed four building administrators and two special education coordinators. 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 Cleveland Heights-University 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 Olivia Schmidt, OEC Lead Consultant, at olivia.schmidt@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: September 13, 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: October 25, 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: May, 9, 2014

For questions about specific components of this report please contact:

- **Special Education School Age:** Olivia Schmidt, OEC Lead Consultant, at (614) 752-1397, toll-free at (877) 644-6338 or by e-mail at olivia.schmidt@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	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	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.	Individual Correction OEC has verified that this student has a current ETR in place, so no additional individual correction is required. 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-2	300.305(a)	Record Review All preschool evaluation record 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.	Individual Correction None Systemic Correction None	⊠ NA
CF-3	OAC 3301-51-06 (2) and OAC 3301-51- 06(4)	Record Review Three school age initial evaluations did not appropriately document interventions provided to resolve concerns for the child performing below grade-level standards. Interviews It was evident during the interview that there is no consistency in data collection during the Rtl process or how the Student Assistant Teams used data from interventions.	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.

Record	Degulation 24		Evidence of Correction	Must be
Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
CF-4	300.501(b)(1)	Record Review Thirteen (13) school age student records did not show evidence that the evaluation planning team included the parent. All preschool student records showed evidence that the evaluation planning team included the parent. Interviews It was discussed with district personnel that the parents must be provided the opportunity to give input into the evaluation. Other Considerations Parents stated that their knowledge of their child's disability is not validated by the district.	was involved or provided the opportunity to participate (three documented attempts) in the evaluation planning process.	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-5	300.305(a)(1)	Record Review Fourteen (14) school age student 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 It was discussed with district personnel that planning for an evaluation must be a team process with all team members being afforded the opportunity to give input. There is a lack of understanding of how the planning form needs to be completed.	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.
CF-6	300.305(a)(2)	Record Review Twelve (12) school age student evaluations did not provide evidence that the evaluation planning team identified what additional data, if any, were needed. All preschool student 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 Review	Regulation 34	Evidence of Findings	Evidence of Correction	Must be addressed in
Item	CFR or OAC	Lyldende of Findings	Required Actions	CAP
CF-7	300.304(c)(4); OAC 3301-51-01; and OAC 3301- 51-06	Record Review Thirteen (13) school age student evaluations did not provide evidence that the evaluation addresses all areas related to the suspected disability. All preschool student evaluations provided evidence that the evaluation addresses all areas related to the suspected disability. Interviews When asked about the lack of classroom-based data in the evaluation report, intervention specialists stated that many times they fill out the data forms for the classroom teacher. Therefore when reviewing the reports it appears that the regular education teacher is not involved in the ETR. Parent input was often missing in the evaluation.	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 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.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
CF-8	300.306(a)(1)	Record Review Eleven (11) 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. Interviews The importance of keeping a contact/communication log was discussed with staff. Other Considerations Parents stated that they did not feel part of the team. They stated that they feel like they are always walking into an adversarial situation.	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.

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
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.	Individual Correction None Systemic Correction None	⊠ NA
CF-10	300.306(a)(1); 300.305(a); and 3301-51-01 (B)(21)	Record Review Eleven (11) 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 The district must submit evidence to OEC of written procedures and practices in place regarding the eligibility determination process. 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.

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	ed in accordance with 300.320 through 300.324.	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 Five 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 five 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. Interviews Staff described current data that are available, but were not including it in the present levels of performance on the IEP.	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,	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
DS-3	300.320 (a)(2)(i)(A)	Record Review Six school age student IEPs did not contain annual goals that address the child's academic areas of need. All preschool student IEPs contained annual goals that address the child's academic areas of need.	Individual Correction The district must reconvene the IEP teams of the six 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 Eight school age student IEPs did not contain annual goals that address the child's functional areas of need. All preschool student IEPs contained annual goals that address the child's functional 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 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 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		Evidence of Findings	Evidence of Correction Required Actions	Must be 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 administrators have a written checklist of what needs to be in a compliant IEP. This has been distributed to all special education staff but the requirements do not appear in the IEPs.	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.	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
DS-6	300.320(a)(4)	Record Review Twelve (12) school age and six preschool student IEPs did not contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals. Interviews Staff could explain the specially designed instruction they were doing but this was not documented in the IEP. The district has implemented a language arts program that incorporates a social studies curriculum and has added a science program that is hands on. Other Considerations Some parents shared that they do not feel their child's IEP is being implemented. Parents want to be educated on special education compliance. They want to know about the services available through the district. They have a difficult time understanding why they are told there are no textbooks in certain subjects.	Individual Correction 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. Systemic Correction 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.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
DS-7	300.320(a)(7)	Record Review Ten school age student IEPs did not indicate the location where the specially designed instruction will be provided. All preschool student IEPs indicated the location where the specially designed instruction will be provided. Other Considerations Based on information provided during the public meeting, OEC visited selected classrooms to review the location where services are provided. The review found the locations to be in compliance with special education requirements.	Individual Correction The district must reconvene the IEP teams of the ten IEPs identified as noncompliant to review and amend the location where the specially designed instruction 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	Regulation 34	Fullence of Findings	Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DS-8	300.320(a)(7)	Record Review Thirteen (13) 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 time and frequency of the specially designed instruction. Other Considerations It was discussed that time and frequency needs to be described in more detail.	Individual Correction The district must reconvene the IEP teams of the 13 IEPs identified as noncompliant to review and amend the amount of time and frequency of the specially designed instruction. 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 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.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
DS-9	300.320(a)(4)	Record Review Ten school age student IEPs did not identify related services that address the needs of the child and support the annual goals. All preschool student IEPs identified related services that address the needs of the child and support the annual goals.	Individual Correction The district must reconvene the IEP team of the ten 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 Five 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 five 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.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
DS-11	300.320(a)(7)	Record Review Nine 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 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.	Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.

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	lion 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 Five school age student IEPs 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. Interviews The district provides all students with iPads. Staff members are confused about the need to document this in the IEP. Other Considerations A few parents shared that most of the time the correct application for their child is not on the iPad.	Individual Correction The district must reconvene the IEP teams of the five 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. 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.
LRE-2	300.320(a)(6)(i)	Record Review Five 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.	Individual Correction The district must reconvene the IEP teams of the five 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 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.

	Evidence of Correction	Must be addressed in CAP
,	Required Actions	
Record Review	Individual Correction	⊠ Yes
Ten school age student IEP 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.	The district must reconvene the IEP teams of the ten 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	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
	modifications.	
	OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	
Record Review	Individual Correction	⊠ Yes
One school age student 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 preschool student IEPs identified 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 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.	A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
	Record Review Ten school age student IEP 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. Record Review One school age student 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 preschool student IEPs identified supports for school personnel to enable the child to be involved in and make progress in the general education	Record Review Ten school age student IEP 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. All preschool student IEPs identified modifications to enable the child to be involved in and make progress in the general education curriculum. Systemic Correction The district must reconvene the IEP teams of the ten 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. Individual Correction The district must reconvene the IEP team of the one IEP identified as noncompliant to review the supports for school personnel to enable the child to be involved in and make progress in the general education curriculum. All preschool student IEPs identified supports for school personnel to enable the child to be involved in and make progress in the general education curriculum. Systemic 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

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
LRE-5	300.320(a)(5)	Record Review	Individual Correction	
		Fourteen (14) 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 14 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 non-compliance.
		All preschool student IEPs included an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom. Other Considerations Some parents stated that their children are being transferred from building to building with no justification.	 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. Systemic Correction The district must submit evidence to OEC of written procedures and practices in place regarding the 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. 	non-compliance.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
LRE-6	300.321(1)	Record Review Two 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. Other Considerations Parents stated that they would like to be equal members of the team, but in most cases feel unwelcomed.	 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 	No The district does not need to address this finding in a Corrective Action Plan.
LRE-7	300.321(2)	Record Review Ten school age and two preschool student IEPs did not indicate that the IEP Team included a regular education teacher. Other Considerations IDEA mandates that a regular education teacher be part of the IEP team, for this reason this must be addressed in the district's CAP.	Individual Correction For the 12 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 with 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.	Yes A Corrective Action Plan is required

Record Review	Regulation 34	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
Item	CFR or OAC		Required Actions	
LRE-8	300.321(3)	Record Review	Individual Correction	⊠ No
		Six school age student IEPs did not indicate that the IEP Team included a special education teacher. All preschool student IEPs indicated that the IEP Team included a special education teacher. Interviews Electronic program being used to prepare IEPs did not distinguish between regular education teacher or intervention specialist. OEC and the vendor are working to resolve the problem.	 district must: Provide documentation that the parent was informed prior to the IEP meeting that the special education teacher would not participate in the meeting, and Provide a written excuse signed by the parents and the district that allowed the special 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 	The district does not need to address this finding in a Corrective Action Plan.
I RE-0	300 321(4)	Record Review	compliance with this regulation.	⊠ No
LRE-9	300.321(4)	Record Review Six school age student IEPs did not indicate that the IEP Team included an LEA representative. All preschool student IEPs indicated that the IEP Team included an LEA representative.	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 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 OEC will contact the district for submission of new records and review these records to determine	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-10	300.321(5)	Record Review Two school age student IEPs did not indicate that the IEP Team included a person qualified to interpret the instructional implications of evaluation results. All preschool student IEPs indicated that the IEP Team included a person qualified to interpret the instructional implications of evaluation results.	 Individual Correction For the two IEPs identified as noncompliant, the district must: Provide documentation that the parent was informed prior to the IEP meeting that the person qualified to interpret the instructional implications of evaluation results would not participate in the meeting, and Provide a written excuse signed by the parents and the district that allowed the person qualified to interpret the instructional implications of evaluation results 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 people qualified to interpret the instructional implications of evaluation results 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.

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, 2011; 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	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DV-1	300.645	Record Review	Individual Correction	⊠ NA
	R.C. 3301.07.14	All school age and preschool student IEPs indicated that the child had an IEP in effect as	None	
		reported on the LEA's December 1, 2011 Child Count Report.	Systemic Correction None	
DV-2	300.645	Record Review	Individual Correction	⊠ NA
	R.C. 3301.07.14	All school age and preschool student ETRs indicated that the child had an ETR in effect as	None	
		reported on the LEA's December 1, 2011 Child	Systemic Correction	
		Count Report.	None	
DV-3	SPP Indicator 20:	Record Review	Individual Correction	⊠ NA
	Accurate and Timely Reporting	All school age and preschool student records had	None	
	of Special	accurate student data reported by the LEA through the Education Management Information System	Systemic Correction	
	Education Event Record	(EMIS), specifically in the following area(s):	None	
	Record	a) DOB	None	
		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		

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 The area of initial evaluation timelines was under review in parallel process with the Office for Exceptional Children.	Individual Correction None Systemic Correction None	NA NA
DV-5	SPP Indicator 12 300.124	Record Review All preschool IEPs showed 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 NA

Record	Regulation 34		Evidence of Correction	Must be
Review Item	CFR or OAC	Evidence of Findings	Required Actions	addressed in CAP
DV-6 A/B	SPP Indicator 20 for Secondary Transition Plans	Eleven (11) school age IEPs did not show evidence that the secondary transition plan reported in EMIS during 2011-2012 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. Interviews The district has two transition coordinators at the high school. It was discussed that there was a need for more professional development in this area. Other Considerations Parents stated that transition to adulthood is not being taken seriously.	Eleven (11) current IEPs did not contain a transition plan that meets all eight required elements of IDEA. The district must reconvene the IEP team to review and correct the secondary transition plan for the 11 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 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.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	Cleveland Heights-University Heights City School District provided fiscal reports for the FY13 IDEA Part B and early childhood program year. The financial detail report (FINDET) was provided and aligned with the budget.	Individual Correction None Systemic Correction		⊠ NA
	The reports showed that the funds were expended for services for children with disabilities.	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.

Findings		Evidence of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	The district provided an accounting report (ACCRPT) for the 46 employees who are paid out of 516 IDEA funds and one employee being paid out of 587 IDEA funds. Semi-annual certification documentation was reviewed confirming proper documentation was occurring. All staff in certified positions have appropriate licensures and all job descriptions were provided for the staff members being paid with IDEA funds. Most expenses were properly coded to the correct function and object code.	None Systemic Correction None		⊠ NA

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	Eighteen (18) vouchers were provided by Cleveland Heights-University Heights and reviewed for FY13 fund			⊠ NA
	516. There were no non-payroll early childhood expenditures.	Systemic Correction None		

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.

Findin	is l	Evidence of Correction		Must be
Citatio	Evidence	Required Actions	Date Due	addressed in CAP
300.20	The district presented a copy of its procurement policy and followed its procurement policy in the purchase of the equipment.	Individual Correction None		⊠ NA
		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	Evidence of Correction	Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.202	Cleveland Heights-University Heights City School District provided an inventory list of nearly 200 items purchased	Individual Correction None		⊠ NA
	with Part B funds. The list included some items that were purchased prior to FY13. From this list, 19 items were located. The items reviewed were located according to the list.	Systemic Correction None		

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 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 through 300.144	The district provided information for the participating non-publics including the number of children evaluated, the number of children determined to be children with disabilities and the number of children served. Documentation was provided to demonstrate that timely discussions were held to address the needs of the students with the appropriate funding.	Individual Correction None Systemic Correction None		⊠ NA

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 of Correction		Must be
Citation	Evidence	Required Actions	Date Due	addressed in CAP
300.165 and Part 300.201	The district provided documentation that a public hearing was 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, no one attended the meeting.	Individual Correction None Systemic Correction None		⊠ NA

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.

Findings		Evidence of Correction		Must be
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 Systemic Correction None		⊠ NA

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 in CAP
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 currently employs eight gifted intervention specialists whose salaries exceed the MOE requirement of \$157,788.63. OEC reviewed expenditure reports for identification. The district spent more than the required amount on gifted identification.	Individual Correction None Systemic Correction None	MA ⊠

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?

		Evidence of Correction	Must be addressed in CAP
Citation	Evidence of Findings	Required Actions	
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. Whole grade screening is provided for students in grades two and five.	None Systemic Correction	⊠ 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?

Citation	Evidence of Findings	Evidence of Correction	Must be addressed
Citation	Evidence of Findings	Required Actions	in CAP
OAC 3301- 51-15(D)(4)	WEPs for ten students were provided and reviewed. No WEPs were written until March. No WEP contained the	Individual Correction	
	means of reporting progress to parents.	None	
		Systemic Correction	
		The district must write a Corrective Action Plan which includes modifications to the WEP to include reporting progress to parents as well as a plan to complete all WEPs in a timely manner.	

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 each building in the district at that	Individual Correction	⊠ NA
	grade level. Students who are superior cognitive, reading and math identified are served in self-contained	None	
	classes in grades four and five. Seventh grade students are served in science.	Systemic Correction	
		None	

Component 5: Acceleration and Attestation

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

Citation	Evidence of Findings	Evidence of Correction Required Actions	Must be addressed in CAP
ORC 3324.10	The district provided evidence that parents and staff have information about acceleration. There is a referral form on the webpage and an email was sent to principals. The IAS will be used this spring for early entrance reviews. Students who are reported as accelerated do not have Written Acceleration Plans.	Systemic Correction	⊠ Yes

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?

		Evidence of Correction	Must be
Citation	Evidence of Findings	Required Actions	addressed in CAP
OAC 3301- 51-15(E)(2)	Schedules for each gifted intervention specialist were reviewed. Elementary gifted intervention specialists spend all of their time providing direct service to gifted students. Middle school specialists spend about 50% of their time providing direct service.	Individual Correction None Systemic Correction The district must create a Corrective Action Plan that will require all gifted intervention specialists to spend at least 75% of their time providing instruction directly to gifted students.	⊠ Yes

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 Findings	Evidence of Correction Required Actions	Must be addressed in CAP
OAC 3301- 51-15(E)	Schedules for each gifted intervention specialist were reviewed. Students in grades four and five receive service all day. Seventh grade science students receive	Individual Correction None	⊠ NA
	the required minutes of service.	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 Required Actions	Must be addressed in CAP
OAC 3301- 51-15(E)(3), OAC 3301- 51-15(E)(6)	Licenses for gifted personnel were reviewed. The gifted coordinator and gifted intervention specialists hold the appropriate licensure or endorsement.	Individual Correction None Systemic Correction None	⊠ NA

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
		Required Actions	in CAP
OAC 3301- 51-	The district does not report any service in the regular classroom so this component does not apply.	Individual Correction	⊠ NA
15(D)(3)(b)(i)		None	
		Systemic Correction	
		None	