

**Switzerland of Ohio Local School District
IRN 048652****Ohio Department of Education, Office for Exceptional Children
2013-2014 Onsite Review Summary Report****Introduction**

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

The following report is a summary of the onsite review conducted on November 19 and 20, 2013 by the Ohio Department of Education's Office for Exceptional Children (OEC) and on December 16, 2013 by the Office of Early Learning and School Readiness (OEL&SR) as part of its general supervision requirements under the Individuals with Disabilities Education Act (IDEA) and Am. Sub. HB1. The onsite visit consisted of the following reviews:

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

IDEA Review**Overview**

Educational consultants from the Office for Exceptional Children (OEC) conducted IDEA review activities on November 19 and 20, 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
- Discipline

Data Sources

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

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

On November 6, 2013, Switzerland of Ohio Local School District mailed 540 OEC approved letters to all families with students with disabilities in the district. OEC provided the district with a public meeting announcement for inclusion on its website or newsletter. The district posted the information regarding the meeting date on the school website.

On November 19, 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 one State Support Team (SST) Region 12 representative attended the public meeting. Attendees could speak to OEC representatives publicly in the meeting or individually, provide written comments, or both. Eleven (11) attendees made comments during the

public meeting. Written comment forms were available before, during and after the meeting. OEC received two written comments.

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

2. Pre-Onsite Data Analysis

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

3. Record Review

In November of 2013, OEC consultants reviewed 25 records of school age students with disabilities. An OEL&SR consultant reviewed six records as part of the Early Childhood Special Education Review. OEC selected records of a variety of children with disabilities from four buildings.

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

4. Staff/Administrative Interviews

On November 19 and 20, 2013, OEC consultants held two sessions of interviews with eight administrators and 18 teachers, intervention specialists, 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; 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 Switzerland of Ohio 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 (CAP) to John Magee, Educational Consultant at john.magee@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 Consultant and notified when the action plan has been approved.

CAP Due Date: March 25, 2014

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: May 8, 2014

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: February 9, 2015

For questions about specific components of this report please contact:

- **Special Education School Age:** John Magee, Educational Consultant, at (614) 728-1115, toll-free at (877) 644-6338, or by e-mail at john.magee@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:** Earl Focht, Educational Consultant, at (614) 387-0940, toll-free at (877) 644-6338, or by e-mail at earl.focht@education.ohio.gov.
- **Gifted Education:** Beth Hahn, Educational Consultant, at (614) 752-1745, toll-free at (877) 644-6338, or by e-mail at Elizabeth.hahn@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 the Individuals with Disabilities Education Improvement Act of 2004 and Federal Regulations at 34 C.F.R. Part 300 pertaining to child find, including the regulations at 34 C.F.R. 300.111 and 300.646 and Rule 3301-51-03 of the Operating Standards for Ohio Educational Agencies serving Children with Disabilities.

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
CF-1	300.303(b)(2)	<p><u>Record Review</u></p> <p>All school age and preschool students had ETRs that were in effect on December 1, 2012</p> <p><u>Other Considerations</u></p> <p>Several parents were concerned that testing (evaluations) are not done in a timely manner, or that testing is refused.</p>	<p><u>Individual Correction</u></p> <p>None</p> <p><u>Systemic Correction</u></p> <p>None</p>	<input checked="" type="checkbox"/> NA
CF-2	300.305(a)	<p><u>Record Review</u></p> <p>All preschool evaluation records of children transitioning from Part C, utilized child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services.</p> <p><u>Other Considerations</u></p> <p>There were some instances of improper use and completion of the planning form for transition. The district needs to develop and implement a preschool planning process that involves the parent in every aspect of planning with informed consent. The planning form must also reflect the actual persons involved in the evaluation planning, with proper signatures.</p>	<p><u>Individual Correction</u></p> <p>None</p> <p><u>Systemic Correction</u></p> <p>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.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<input checked="" type="checkbox"/> 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	Must be addressed in CAP
			Required Actions	
CF-3	OAC 3301-51-06 (2) and OAC 3301-51-06(4)	<p><u>Record Review</u></p> <p>One school age initial evaluation did not appropriately document interventions provided to resolve concerns for the child performing below grade-level standards.</p> <p><u>Interviews</u></p> <p>Staff members indicated that interventions provided for students are documented and recorded in a folder for each child. The specifics of the intervention process and results do not always get incorporated into the initial ETR.</p> <p><u>Other Considerations</u></p> <p>Every building in the district has a local system for Response to Intervention and Intervention Assistance Teams.</p> <p>Parents expressed concern that requests for initial evaluations were delayed, ignored, or denied.</p> <p>The district has an opportunity to improve district-community communications, perceptions of special education services, and to create uniformity in the response to intervention process.</p>	<p><u>Individual Correction</u></p> <p>OEC has verified that this student has a current IEP in place, so no additional individual correction is required.</p> <p><u>Systemic Correction</u></p> <p>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.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<input checked="" type="checkbox"/> 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	Must be addressed in CAP
			Required Actions	
CF-4	300.501(b)(1)	<p><u>Record Review</u> Five school age and two preschool student records did not show evidence that the evaluation planning team included the parent.</p> <p><u>Interviews</u> District personnel explained that the evaluation process had been slow and unresponsive in the past, but recent improvements have been made to insure parents are involved in planning, including proper use of the planning form.</p> <p><u>Other Considerations</u> Some parents were concerned that they did not receive sufficient notice for evaluation planning meetings, or that planning was done without them. These concerns create an opportunity for the district to improve community relations and address the negative perceptions expressed in the public meeting.</p>	<p><u>Individual Correction</u> For the seven student records the district must provide evidence that the parent was involved or provided the opportunity to participate in the evaluation planning process.</p> <p>The evidence may include; evaluation planning form, prior written notice, parent invitation, referral form or communication log.</p> <p>If the district cannot provide documentation that the parent was involved or provided the opportunity to participate in the evaluation planning process, the district must conduct evaluation planning with the parent.</p> <p><u>Systemic Correction</u> The district must submit evidence to OEC of written procedures and practices in place regarding data reporting.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction		Must be addressed in CAP
			Required Actions		
CF-5	300.304(c)(4); OAC 3301-51-01; and OAC 3301-51-06	<u>Record Review</u> Three school age and one preschool student evaluations did not provide evidence that the evaluation addresses all areas related to the suspected disability.	<u>Individual Correction</u> 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. <u>Systemic Correction</u> OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	<input checked="" type="checkbox"/> No The district does <u>not</u> need to address this finding in a Corrective Action Plan.	
CF-6	300.306(a)(1)	<u>Record Review</u> All school age student initial evaluations contained 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. Four preschool student initial evaluations 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.	<u>Individual Correction</u> The district must provide evidence that a group of qualified professionals participated in the eligibility determination. If not, the IEP team must reconvene the ETR meeting and provide OEC evidence of group participation. A group of qualified professionals includes the following, but is not limited to: <ul style="list-style-type: none"> • Parent • Additional group members: <ul style="list-style-type: none"> • The child's regular education teacher; or a regular classroom teacher qualified to teach a child of his or her age; or • For a preschool child an individual qualified by the SEA to teach a child of his or her age; and • At least one person qualified to conduct individual diagnostic examinations of children. <u>Systemic Correction</u> 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.	<input checked="" type="checkbox"/> 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	Must be addressed in CAP
			Required Actions	
CF-7	300.306(a)(1); 300.305(a); and 3301-51-01 (B)(21)	<p><u>Record Review</u></p> <p>Three 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.</p> <p><u>Interviews</u></p> <p>Staff members and administrators described current efforts to ensure that a parent is always involved in the eligibility determination meeting, either in person or by phone if necessary.</p> <p><u>Other Considerations</u></p> <p>Some parents expressed concerns that determination meetings were held without them, that sufficient notice was not given for meetings, or that decisions were predetermined without parent input.</p>	<p><u>Individual Correction</u></p> <p>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.</p> <p>IEP Team Members include, but are not limited to:</p> <ol style="list-style-type: none"> 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. <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

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 Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DS-1	300.645 3301.07.14	All school age and preschool student IEPs were in effect on December 1, 2012.	No action required.	<input checked="" type="checkbox"/> NA
DS-2	SPP Indicator 13 300.320 (b)	<p><u>Record Review</u></p> <p>Seven 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):</p> <ol style="list-style-type: none"> 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. <p><u>Interviews</u></p> <p>School leaders agreed that transition planning is an area for improvement across the district. This is new learning for many staff members, and improvements need to be made in age appropriate transition assessments, documentation of needs, and development of transition services.</p>	<p><u>Individual Correction</u></p> <p>Seven current IEPs did not contain transition plans that meet all 8 required elements of IDEA.</p> <p>The district must reconvene the IEP teams to review and correct the secondary transition plan for the seven records identified as still noncompliant or provide documentation of the student's withdrawal date.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding data reporting.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation</p>	<input checked="" type="checkbox"/> 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	Must be addressed in CAP
			Required Actions	
DS-3	300.320(a)(1)	<p><u>Record Review</u></p> <p>Seventeen (17) school age and three preschool student IEPs did not contain Present Levels of Academic Achievement and Functional Performance (PLOP) that addressed the needs of the student.</p> <p><u>Interviews</u></p> <p>Staff members described methods to collect baseline data for developing the present levels and related goals. These include regular progress monitoring, periodic assessments, short cycle assessments in math and reading, and teacher consultations. District personnel agreed that more specific baseline data documentation is needed for developing measurable goals.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the 20 IEPs identified as noncompliant to review and amend the PLOP related to each goal to include:</p> <ul style="list-style-type: none"> • 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. <p><u>Systemic Correction</u></p> <p>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.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>
DS-4	300.320 (a)(2)(i)(A)	<p><u>Record Review</u></p> <p>All school age student IEPs contained annual goals that address the child's academic area(s) of need.</p> <p>One preschool student IEP did not contain annual goals that address the child's academic area(s) of need.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP team of the one IEP 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.</p> <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DS-5	300.320(a)(2)(i) (A)	<p><u>Record Review</u></p> <p>All school age student IEPs contained annual goals that address the child's functional area(s) of need.</p> <p>One preschool student IEP did not contain annual goals that address the child's functional area(s) of need.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP team of the one IEP 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</p> <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DS-6	300.320(a)(2)(i)	<p><u>Record Review</u></p> <p>Twelve (12) school age and six preschool student IEPs did not contain measurable annual goals.</p> <p><u>Interviews</u></p> <p>Staff members and administrators explained methods for assessing student needs and developing academic, behavioral, or related services goals.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the 18 IEPs identified as noncompliant to review and amend annual goals to contain the following three critical elements:</p> <ol style="list-style-type: none"> 1. Clearly defined behavior: the specific action the child will be expected to perform. 2. The condition (situation, setting or given material) under which the behavior is to be performed. 3. Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior. <p><u>Systemic Correction</u></p> <p>The district must implement procedures to ensure that annual goals include the following three critical elements to demonstrate correction:</p> <ol style="list-style-type: none"> 1. Clearly defined behavior: the specific action the child will be expected to perform. 2. The condition (situation, setting or given material) under which the behavior is to be performed. 3. Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior. <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<input checked="" type="checkbox"/> Yes <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DS-7	300.320(a)(4)	<p><u>Record Review</u></p> <p>Ten (10) school age and two preschool student IEPs did not contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals.</p> <p><u>Other Considerations</u></p> <p>Specially designed instruction was often not described in specific terms related to the student's goals or specific area of need.</p> <p>The district is facing significant achievement gaps between disabled and non-disabled students. There is an opportunity to address the needs of students regarding instruction to maximize progress in and access to the regular education curriculum.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the 12 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.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding the IEP process of determining specially designed instruction.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>
DS-8	300.320(a)(7)	<p><u>Record Review</u></p> <p>One school age student IEP did not indicate the location where the specially designed instruction will be provided.</p> <p>All preschool student IEPs indicated the location where the specially designed instruction will be provided.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP team of the one IEP identified as noncompliant to review and amend the location where the specially designed instruction will be provided.</p> <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DS-9	300.320(a)(7)	<p><u>Record Review</u></p> <p>Two school age student IEPs did not indicate the amount of time and frequency of the specially designed instruction.</p> <p>All preschool student IEPs indicated the amount of time and frequency of the specially designed instruction.</p> <p><u>Other Considerations</u></p> <p>The district often uses a quarterly (nine week) total for number of minutes of service for specially designed instruction. This practice should be improved to more accurately inform the parent and student how often, and when, the services are delivered, including the number of times per week and the amount of time for each instance of service.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the two IEPs identified as noncompliant to review and amend the amount of time and frequency of the specially designed instruction.</p> <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>
DS-10	300.320(a)(4)	<p><u>Record Review</u></p> <p>All school age student IEPs identified related services that address the needs of the child and support the annual goals.</p> <p>Two preschool student IEPs did not identify related services that address the needs of the child and support the annual goals.</p> <p><u>Other Considerations</u></p> <p>Preschool related services were indicated but not described in detail.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the two IEPs identified as noncompliant to review and amend the IEP to include related services that were identified as needed in the IEP.</p> <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DS-11	300.320(a)(7)	<u>Record Review</u> All school age and preschool student IEPs indicated the location where the related services will be provided. One preschool student IEP did not indicate the location where the related services will be provided.	<u>Individual Correction</u> The district must reconvene the IEP team of the one IEP identified as noncompliant to review and amend the IEP to include the location where the related services will be provided. <u>Systemic Correction</u> OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.	<input checked="" type="checkbox"/> NA
DS-12	300.320(a)(7)	<u>Record Review</u> All school age and preschool student IEPs indicated the amount of time and frequency of the related services to be provided.	<u>Individual Correction</u> None <u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

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

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

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
LRE-1	300.324(a)(2)(v)	<p><u>Record Review</u></p> <p>One school age and one preschool student IEP did not identify assistive technology to enable the child to be involved in and make progress in the general education curriculum.</p> <p><u>Other Considerations</u></p> <p>Two records indicated the application of assistive technology for students, but this use was not described or referenced in the assistive technology section of the IEP.</p>	<p><u>Individual Correction</u></p> <p>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.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding assistive technology.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>
LRE-2	300.320(a)(6)(i)	<p><u>Record Review</u></p> <p>All school age and preschool student IEPs identified accommodations provided to enable the child to be involved in and make progress in the general education curriculum.</p>	<p><u>Individual Correction</u></p> <p>None</p> <p><u>Systemic Correction</u></p> <p>None</p>	<p><input checked="" type="checkbox"/> NA</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
LRE-3	300.320(a)(4)	<p><u>Record Review</u></p> <p>Three school age student IEPs did not identify modifications to enable the child to be involved in and make progress in the general education curriculum.</p> <p>All preschool student IEPs identified modifications to enable the child to be involved in and make progress in the general education curriculum.</p> <p><u>Other Considerations</u></p> <p>Modifications were listed in the IEP. However the extent of, or conditions for, the modifications were not explained.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the three 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.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding assistive technology.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>
LRE-4	300.320(a)(4)	<p><u>Record Review</u></p> <p>One school age and one preschool 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.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the two IEPs identified as noncompliant to review the supports for school personnel that were identified by the IEP team and define on the IEP the support, who will provide it and when the support will take place.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding supports for school personnel.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
LRE-5	300.320(a)(5)	<p><u>Record Review</u></p> <p>Eleven (11) school age and six preschool 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.</p> <p><u>Interviews</u></p> <p>District leaders described recent efforts to improve the least restrictive environment for students at all levels. However, they agreed that scheduling and staffing issues still pose challenges in determining placement based upon individual student need rather than for purely administrative convenience.</p> <p><u>Other Considerations</u></p> <p>Parents expressed the concern that children are grouped into certain settings at various levels simply because they have an IEP, not based upon individual need. This included understandings that whole classes were set up almost exclusively for children with IEPs so that teaching schedules could be accommodated. In addition, special needs transportation is an issue. Parents believe that the district resists providing requested transportation in some cases.</p> <p>As noted in DS-7 above, the district is facing significant achievement gaps between disabled and non-disabled students. There is an opportunity to address the needs of students regarding placement in the least restrictive environment to maximize progress in the regular education curriculum.</p>	<p><u>Individual Correction</u></p> <p>The district must reconvene the IEP teams of the 17 IEPs identified as noncompliant to review and include a justification for why the child was removed from the regular education classroom.</p> <p>The justification should:</p> <ul style="list-style-type: none"> • 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. <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding the least restrictive environment placement decision process.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
LRE-6	300.321(5)	<p><u>Record Review</u></p> <p>Two school age and six preschool student IEPs did not indicate that the IEP Team included a group of qualified professionals.</p> <p><u>Other Considerations</u></p> <p>Parents expressed the following concerns regarding the IEP process:</p> <ul style="list-style-type: none"> • Changes of IEP without consulting parent, • Meetings held without notice, • Decisions made without parent input or agreement, • District will not accommodate parent requests for agreeable meeting dates, • District does not implement IEP as written and makes changes unilaterally 	<p><u>Individual Correction</u></p> <p>For the eight IEPs identified as noncompliant, the district must:</p> <ul style="list-style-type: none"> • 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. <p><u>Systemic Correction</u></p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> No</p> <p>The district does <u>not</u> need to address this finding in a Corrective Action Plan.</p>

Component 4: Discipline

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

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DIS-1	300.530(e)(1)	<p><u>Record Review</u></p> <p>One student record did not show evidence that the district conducted a manifestation determination.</p> <p><u>Interviews</u></p> <p>District personnel stated that IDEA discipline procedures were not followed for the one student with a disability who was removed for more than ten days.</p> <p><u>Other Considerations</u></p> <p>There is a specific need to provide IDEA discipline training and technical assistance to district personnel who may be involved in the manifestation determination and functional behavioral assessment procedures for students with disabilities.</p>	<p><u>Individual Correction</u></p> <p>The district must provide evidence that the manifestation determination was completed and if not the district must reconvene the one IEP team to determine if the child's conduct was a manifestation of the child's disability and provide evidence of completion. If the behavior in question is determined to be a manifestation of the child's disability, the district will provide compensatory services commensurate with the amount of time the child was removed during the 2012-2013 school year after the disciplinary change of placement occurred. The district must amend the current IEP to reflect provision of compensatory services.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding manifestation determination process.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DIS-2	300.530(e)(1)	<p><u>Record Review</u></p> <p>One student record indicated that the manifestation determination was not conducted within 10 school days of the district's decision to change the placement of a child with a disability.</p>	<p><u>Individual Correction</u></p> <p>The district must provide evidence that the manifestation determination was completed and if not the district must reconvene the one IEP team to determine if the child's conduct was a manifestation of the child's disability and provide evidence of completion. If the behavior in question is determined to be a manifestation of the child's disability, the district will provide compensatory services commensurate with the amount of time the child was removed during the 2012-2013 school year after the disciplinary change of placement occurred. The district must amend the current IEP to reflect provision of compensatory services.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place regarding manifestation determination process.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.</p>

Record Review Item	Regulation 34 CFR or OAC	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
			Required Actions	
DIS-3	300.530 (f) (1) (i)-(ii)	<p><u>Record Review</u></p> <p>One student record did not show evidence that the district initiated a functional behavioral assessment (FBA) after the manifestation determination.</p> <p><u>Interviews</u></p> <p>District personnel stated that IDEA discipline procedures were not followed for the one student with a disability who was removed for more than ten days.</p> <p><u>Other Considerations</u></p> <p>There is a specific need to provide IDEA discipline training and technical assistance to district personnel who may be involved in the manifestation determination and functional behavioral assessment procedures for students with disabilities.</p>	<p><u>Individual Correction</u></p> <p>The district must provide evidence of the functional behavioral assessment (FBA). If not, the IEP team must reconvene and provide evidence of completion of the FBA.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place demonstrating the use of the FBA.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<input checked="" type="checkbox"/> Yes A Corrective Action Plan is required due to meeting the 30% threshold of non-compliance.
DIS-4	300.530 (f) (1) (i)-(ii)	<p><u>Record Review</u></p> <p>One student record did not indicate that the district implemented a behavioral intervention plan (BIP) for the child as a result of the FBA.</p>	<p><u>Individual Correction</u></p> <p>The district must provide evidence of the behavioral intervention plan (BIP) as it relates to the FBA. If not, the IEP team must reconvene and provide evidence of completion of the BIP.</p> <p><u>Systemic Correction</u></p> <p>The district must submit evidence to OEC of written procedures and practices in place demonstrating the use of the BIP.</p> <p>OEC will contact the district for submission of new records and review these records to determine compliance with this regulation.</p>	<input checked="" type="checkbox"/> Yes 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 FY13 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.202	<p>The district’s FER for FY13 516 IDEA funds were submitted and approved by the Office of Grants Management. The district participates in a consortium for the 587 with the Ohio Valley ESC. Communications was made with the treasurer of the ESC to confirm allowable expenditures for the 587 funds. Since the district participates in a consortium, no FER was required.</p> <p>The financial detail report (FINDET) was provided and aligned with the budget. There were no funds budgeted or expended in Capital Outlay in the past three years as well as for FY14.</p>	<p><u>Individual Correction</u></p> <p>None</p> <p><u>Systemic Correction</u></p> <p>None</p>		<input checked="" type="checkbox"/> NA

Component 2: Payroll Expenditures

The district/school is able to document that the 516 and 587 funds were expended in FY14 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.202	<p>The district provided an accounting report (ACCRPT) for the seven full time employees being paid out of 516 IDEA funds. Three staff members received a one-time supplemental contract for providing professional development. One non-certified staff member has left the district. One staff member was being funded for 15% with IDEA. At the time of the review, the treasurer was informed that this funding source needs to be examined and determined if this is an appropriate purpose. The district treasurer has communicated with the reviewer and the funding source has been changed to the school improvement and general fund. The district is participating in a consortium for 587 funds; therefore, there is no funding source for employees. An incorrect function code of 2214 (no longer in use) was replaced with 2219 (other improvements of instructional services) during the on-site review.</p> <p>Since the on-site review took place during the fall, semi-annual certification documents were reviewed from FY13. All staff members paid with 516 funds were properly certificated and the OT’s, PT’s and SLP’s were properly certified with ODE and the state board.</p> <p>Job descriptions for intervention specialists, OT, PT and SLP’s were provided for the staff members being paid with 516 IDEA funds.</p>	<p><u>Individual Correction</u></p> <p>None</p> <p><u>Systemic Correction</u></p> <p>None</p>		<input checked="" type="checkbox"/> NA

Component 3: Non-Payroll Expenditures

The district/school is able to document that the 516 and 587 funds that were expended in FY14 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	Fifteen (15) vouchers were reviewed that included items under the 400 and 500 object codes. At the time of the review, no purchases were made under the 600's – Capital Outlay. The district was able to document that the 516 funds were expended for an appropriate purpose and reasonable for the program; the fiscal coding was appropriate and the funds were charged to the proper fund, function and object. The district was able to document the expenditures with a purchase order, receipt statement or invoice. Since the district participates in a consortium, no expenditures for 587 were listed in the FINDET.	<u>Individual Correction</u> None <u>Systemic Correction</u> None		<input checked="" type="checkbox"/> NA

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

If the district/school expended FY14 516 and 587 funds for Capital Outlay and/or equipment, the district/school evidences that it has followed the board adopted procurement policy. The district must ensure that equipment and supplies placed in the non-public school are used for IDEA purposes only and can be removed from the non-public school without remodeling the school facility.

Findings Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.202	There were no purchases for 516 Capital Outlay at the time of the on-site review. As previously mentioned, there was no equipment budgeted for the past three years as well as FY14. The district is adhering to their adopted procurement policy. As previously stated, the district is participating in a consortium for the Early Childhood 587 funds with the local ESC.	<u>Individual Correction</u> None <u>Systemic Correction</u> None		<input checked="" type="checkbox"/> NA

Component 5: Equipment inventory policy and procedures

The district/school retains control and administration of FY14 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.202	Between the technology person and the special education director, the district is adhering to their inventory policy by properly recording the description; manufacturer; year of purchase; initial cost; location and condition and depreciation.	<u>Individual Correction</u> None <u>Systemic Correction</u> None		<input checked="" type="checkbox"/> NA

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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.130 through 300.144	The district provided information for the non-public on the number of children evaluated, the number of children determined to be children with disabilities and the number of children served. The district has one non-public school district that they serve. Documentation was provided to demonstrate that timely discussions were held to address the needs of the students with the appropriate funding.	<u>Individual Correction</u> None <u>Systemic Correction</u> None		<input checked="" type="checkbox"/> 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.165 and Part 300.201	The district provided evidence they held a public meeting, provided adequate notice of the meeting, and an opportunity for comments. This meeting was held May 1, 2013.	<u>Individual Correction</u> None <u>Systemic Correction</u> None		<input checked="" type="checkbox"/> 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 Citation	Evidence	Evidence of Correction		Must be addressed in CAP
		Required Actions	Date Due	
300.205	The district is not planning to participate in CEIS.	<u>Individual Correction</u> None <u>Systemic Correction</u> None		<input checked="" type="checkbox"/> NA

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 by Beth Hahn on December 16, 2013.

Nine gifted education components were addressed during the onsite 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

- 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	Must be addressed in CAP
		Required Actions	
Section 267.30.50, Am. Sub. HB 153	This component was not reviewed because HB 59 does not mandate gifted minimum spending requirements.	<u>Individual Correction</u> None <u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 2: Gifted Identification

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

Citation	Evidence of Findings	Evidence of Correction	Must be addressed in CAP
		Required Actions	
ORC 3324.04(B)(2)	The district provided evidence that whole grade-screening is in place at grades 2 and 6. Excel spreadsheets were presented that showed records of screening and identification.	<u>Individual Correction</u> None <u>Systemic Correction</u> None	<input checked="" type="checkbox"/> 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 in CAP
		Required Actions	
OAC 3301-51-15(D)(4)	WEPs for two students were provided and reviewed. All required attributes were present on both WEPs.	<u>Individual Correction</u> None <u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 4: Equitable Services

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	Must be addressed in CAP
		Required Actions	
ORC 3324.06(D)	During an interview with district staff and review of student data reports it has been determined that students meeting the same criteria are provided an equal opportunity for service.	<u>Individual Correction</u> None <u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 5: Acceleration

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

Citation	Evidence of Findings	Evidence of Correction		Must be addressed in CAP
		Required Actions		
ORC 3324.10	Written acceleration plans were presented for subject acceleration and early entrance to kindergarten. The district has accelerated students through whole grade and early graduation in prior years. Information about acceleration and forms are available on the district website. The district plans to increase the use of acceleration as a service to gifted and high ability students.	<u>Individual Correction</u> None	<u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 6: Gifted Intervention Specialists

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

Citation	Evidence of Findings	Evidence of Correction		Must be addressed in CAP
		Required Actions		
OAC 3301-51-15(E)(2)	This component was not reviewed pending revision of gifted operating standards. The area was addressed in this review through program evaluation questions.	<u>Individual Correction</u> None	<u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 7: Requirement for Minutes of Service

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		Must be addressed in CAP
		Required Actions		
OAC 3301-51-15(E)	This component was not reviewed pending revision of gifted operating standards. The area was addressed in this review through program evaluation questions.	<u>Individual Correction</u> None	<u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 8: Licensure

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

Citation	Evidence of Findings	Evidence of Correction		Must be addressed in CAP
		Required Actions		
OAC 3301-51-15(E)(3), OAC 3301-51-15(E)(6)	During an interview with district staff and review of student data reports it has been determined that staff assigned as gifted coordinators or GIS have gifted licensure and gifted endorsement.	<u>Individual Correction</u> None	<u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA

Component 9: 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?

Citation	Evidence of Findings	Evidence of Correction		Must be addressed in CAP
		Required Actions		
OAC 3301-51-15(D)(3)(b)(i)	This component was not reviewed pending revision of gifted operating standards. The area was addressed in this review through program evaluation questions.	<u>Individual Correction</u> None	<u>Systemic Correction</u> None	<input checked="" type="checkbox"/> NA