

Maplewood Career Center
IRN: 051391

Ohio the Department of Education and Workforce
Office for Exceptional Children
2023-2024 IDEA Monitoring Review Summary Report

Introduction

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

Definition of terms in this document:

Individual Corrections or Record Corrections refers to the correction of Individualized Education Programs (IEPs), Evaluation Team Reports (ETRs) and other special education records that were reviewed by the Department and found to be noncompliant.

Systemic Corrections refers to noncompliance within the larger systems at work to implement IDEA within the district. This includes but is not limited to Systemic Correction of records and special education procedures and practices to document ongoing compliance with IDEA requirements.

Overview

The following report is a summary of the onsite review conducted by the Department, October 24-26, 2023, as part of its general supervision requirements under the Individuals with Disabilities Education Act (IDEA).

During the onsite review, the Department monitors the educational agency's implementation of IDEA to ensure compliance and positive results for students with disabilities. The primary focus of the review is to:

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

Onsite reviews are targeted to include the following specific areas:

- Child Find;
- Delivery of Services;
- Least Restrictive Environment;
- IEP Verification of Delivery of Services;
- Parent Input; and
- Teacher, Special Education Service Providers and Administrator Interviews.

Data Sources

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

1. Parent Input

On September 21, 2023, Maplewood Career Center mailed 182 letters of the Department's notification of review to all families with students with disabilities in the educational agency. The educational agency posted the notification of review on its website which included a link to a recorded presentation from the Department providing an overview of the monitoring review process. The presentation also provides contact information and requests parents to provide comments to the Department regarding the special education program in their school. The notification of review was also posted on the Department's website. The Department received four comments.

2. Pre-Onsite Data Analysis

The Department conducted a comprehensive review which included district, building and grade level data; Special Education Profile; Ohio School Report Cards; Comprehensive Continuous Improvement Plan (CCIP) and/or OnePlan; and Education Management Information System (EMIS) data. The data analysis assisted the Department in determining potential growth areas for improvement and educational agency strengths.

3. Record Review/IEP Verification

Prior to the onsite visit, the Department consultants reviewed 50 records of school-age students with disabilities. The Department consultants selected records of students with disabilities from a variety of disability categories and ages. In total 32 IEP verifications were conducted in various classroom settings.

- IEP verifications were conducted in the student academic classroom as well as in career labs and “tutoring room.” Students with disabilities who were in the general education classroom for math or language arts were provided the same instruction as all students. General education teachers were providing the appropriate instruction to students with disabilities while in their classroom but were not aware that they were responsible for documenting the provision of specially designed instruction (SDI) for a specific amount of time and frequency to each student.
- Students observed in their career lab or career instruction setting were also being provided the necessary requirements stated in section 7 of their IEP.
- Students who were observed in their “tutoring lab” were either listening to their taped recorded test, completing homework, or not present since they had no makeup work to complete.

4. Staff/Administrative Interviews

On October 24, 2023, the Department consultants held 11 sessions of interviews with 23 administrators and 59 teachers, school counselors, related services personnel, school psychologists, and paraprofessionals. The Department interviews focused on the following review areas: Child Find; Delivery of Services; Least Restrictive Environment (LRE) and IEP alignment and Discipline.

Strengths/Commendations:

Maplewood staff as well as staff from all 10 associate schools appeared to be very open and honest during the interview process regarding Maplewood Career Technical Center programs. Staff members emphasized that Maplewood’s programs and community partnerships help provide opportunities and prepare students for current and future employment. Students have the opportunity to obtain credentials that may increase employability when they complete their programs.

Maplewood’s staff spoke very highly of the Special Education Director who has been a major positive addition to their administration. Staff were also very happy to have a new supervisor of student discipline joining them this year. They hope with her style and practice of handling student’s disciplinary action will lead to a more productive and consistent outcome.

Findings of Noncompliance/Required Actions

A finding is made when noncompliance is identified by the Department with IDEA and Ohio Operating Standards requirements. Findings are also made when noncompliance is identified in relation to the evaluation team report (ETR) and/or individualized education program (IEP) requirements. For a noncompliance level of 30% or greater in any single area or for identified areas of concern that did not reach 30% or greater, a Corrective Action Plan (CAP) will be developed to address those areas. All noncompliance identified by the Department as part of the review (listed by subject area in the *Department’s Review Findings and Educational Agency Required Actions Table*) must be corrected as indicated in the *Evidence of Correction/Recommendations* column.

Refer to the details of requirements in the **Evidence of Findings and Evidence of Correction/Recommendations table below**, and the attached **Individual Record Review Comment Sheets for specific individual record corrections**.

The Department provides separate written correspondence to the parent/guardian when action is required to correct findings of noncompliance for individual students. The educational agency will receive copies of this correspondence.

Corrective Action Plan (CAP)

The educational agency will develop a CAP to address any items identified in this summary report. An approved form for the CAP will be provided by the Department or can be accessed on the Department's website by using the keyword search "Monitoring". The CAP developed by the educational agency with SST assistance must include the following:

- Activities to address all areas identified in this summary report;
- Documentation/evidence of implementation of the activities;
- Individuals responsible for implementing the activities;
- Resources needed;
- Completion dates; and
- Continued Plan for Improvement and/or Compliance.

The educational agency must submit the CAP by email to raymond.mccain@education.ohio.gov within 30 school days from the date of this report. The Department will review the corrective action plan submitted by the educational agency for approval. If the Department determines that a revision(s) is necessary, the educational agency will be required to revise and resubmit. The educational agency will be contacted by the Department and notified when the action plan has been approved.

CAP Due Date: March 4th, 2024

Department Trainings

As part of the Department monitoring process, Maplewood Career Center personnel, as identified by the Department, are required to complete the OEC Required Special Education Essentials training modules within the Learning Management System (LMS). The Department will provide specific instructions on completing these training modules during the Summary Report presentation. Participants must achieve 80% or more on each quiz. Participants who do not achieve at least 80% will be contacted by the State Support Team (SST) for additional training.

Completion of LMS Training Modules Due Date: N/A

Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students whose records were selected and reviewed by the Department during the onsite review unless noted otherwise in the report. Detailed information on individual findings is provided in a separate report.

Individual Correction Due Date: April 29, 2024

CAP Activities and Systemic Correction

The educational agency will provide the Department with documentation verifying the educational agency's completion of all CAP activities and all systemic corrections noted in this summary report. The Department will verify systemic correction through the review of this documentation and a review of additional student records.

Completion of CAP Activities and Systemic Correction Due Date: November 14, 2024

Once the educational agency has completed all action plan activities, the educational agency will plan for continuous improvement through the Strategic Improvement Plan process with Department and SST assistance.

For questions regarding the review, please contact: Raymond McCain, the Department's IDEA Monitoring Contact, at 614-593-5477, toll-free at (877) 644-6338, or by e-mail at raymond.mccain@education.ohio.gov.

The Department's Review Findings and Educational Agency Required Actions

Component 1: Child Find

Each educational agency 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 educational agency, 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 Ohio Operating Standards serving Children with Disabilities.

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-2	<p><u>OAC 3301-51-06 [Evaluations]</u></p> <p>Eighteen (18) out of 47 applicable evaluations reviewed, or 38%, did not appropriately document interventions provided to resolve concerns for the child performing below grade-level standards.</p> <p><u>Interviews</u></p> <p>Interview participants confirmed that, although interventions are provided through various processes within Maplewood, the results are not uniformly documented in ETRs.</p> <p>Through interviews, it appears that some teachers and other staff collect intervention data. However, it did not appear that there was a standard process of initiating interventions and making referrals for evaluation.</p> <p><u>Concerns Noted</u></p> <p>Frequently, the initial ETRs did not contain a Summary of Interventions to include description, intensity, time, and results. The district must provide a summary of actual interventions and not a list of possible accommodations. For reevaluations, if no additional interventions were provided, it should be noted that the team agreed the current IEP supports and services are suitable to meet the student's needs.</p>	<p><u>Individual Correction</u></p> <p>The Department has verified that these students have a current ETR in place, so no additional individual correction is required.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding documentation of intervention and support provided prior to completion of the initial and reevaluation team report. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure interventions that are being provided to students are correctly documented within the ETR as well as in the Part 2 Summary of Interventions.</p> <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-3	<p>34 CFR 300.501(b) [Parent participation in meetings] and OAC 3301-51-06 (E)(2)(a) [Evaluation procedures].</p> <p>Seven out of 47 applicable student records reviewed, or 15%, did not show evidence that the parent was afforded the opportunity to participate in the evaluation team planning meeting.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must provide evidence that the parent was involved or provided the opportunity to participate in the evaluation planning process. The evidence may include evaluation planning form, prior written notice, parent invitation, referral form or communication log.</p> <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices to include the parent in the evaluation planning process. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>
CF-4	<p>34 CFR 300.300 [Parental Consent]</p> <p>Ten (10) out of 43 applicable student records reviewed, or 23%, did not provide evidence of parental consent obtained prior to evaluation.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must provide evidence that the parent provided informed, written consent for evaluation, based upon the planning form. Or the agency must show documented repeated attempts to obtain informed, written consent to which the parent did not respond. The evidence may include, prior written notice, parent invitation, communication log, or other documented attempts to obtain parental informed, written consent. If the educational agency cannot provide documentation that the parent provided informed, written consent for evaluation, or did not respond to repeated attempts to obtain consent, the agency must conduct a reevaluation including documentation of parental consent.</p> <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices for obtaining informed parental consent. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-5	<p>34 CFR 300.304(c)(4) [Other evaluation procedures] OAC 3301-51-01 [Applicability of requirements and definitions] and 3301-51-06 (E)(2)(a) [Evaluation procedures]</p> <p>Forty (40) out of 47 applicable evaluations reviewed, or 85%, did not provide evidence that the evaluation addresses all areas related to the suspected disability.</p> <p><u>Interviews</u></p> <p>Staff members stated that a lack of guidance has been provided regarding completing Part 1s compliantly when they were assigned to complete by the school psychologist.</p> <p><u>Concerns Noted</u></p> <p>In several cases, assessments included on the planning form were not presented in Part 1 of the ETR, and, in other cases, assessments were reported in Part 1 that were not included on the planning form. All assessments and data listed for evaluation on the ETR planning form, and agreed upon by the parent, must appear in some form in a Part 1 individual evaluator's assessment.</p> <p>A majority of the ETRs reviewed did not contain any new testing. Some ETRs contained data that was over six years old, making it difficult for an intervention specialist to write realistic goals that would better benefit the students' current needs.</p> <p>Other areas noted during the review of records were:</p> <ul style="list-style-type: none"> • Missing the date of the new assessment. • The person responsible for a specific Part 1 was not the person who completed the assessment and Part 1. • Needs and Implications for Instruction were missing. • Questionnaires and checklists were not summarized and were also missing Needs and Implications. 	<p><u>Individual Correction</u></p> <p>The educational agency will convene the ETR teams to conduct a reevaluation and provide evidence that the evaluation addresses all areas related to the suspected disability.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices to provide evidence that the evaluation addresses all areas related to the suspected disability. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to include:</p> <ul style="list-style-type: none"> • Active team participation (Maplewood and Associate Districts) in the ETR planning process. • Appropriate evaluation data is available. • When additional testing is needed, especially for academic and general intelligence, ensure the date of the assessment is listed. • Assessments identified on the planning form are being completed and represented in Part 1. • The person responsible for assessment and completing Part 1 is the correctly identified staff. • Questionnaires and checklist data are summarized and contain needs and implications. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-6	<p>34 CFR 300.306(c) [Procedures for determining eligibility and educational need]</p> <p>Thirty-four (34) out of 47 applicable evaluations, or 72%, reviewed did not show evidence of clearly stating the summary of assessment results.</p> <p><u>Concerns Noted</u></p> <p>The information from Part 1 was not summarized in a clear and concise manner in Part 2. In some instances, the information was entirely omitted. Information in all Part 1s must be brought forward to Part 2 in a manner that can be clearly understood by the parent and used by the IEP team to develop meaningful goals and services.</p>	<p><u>Individual Correction</u></p> <p>The educational agency will reconvene the ETR teams to conduct a reevaluation and provide a clear and concise summary of the data and assessment conducted that meets the requirements of 3301-51-06 (G) (Summary of information). The IEP team must consider the results of this reevaluation.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding summary of data and assessment results. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • Active team participation (Maplewood and Associate Districts) in the ETR planning process. • Assessments identified on the planning form are being completed and represented in Part 1 and are summarized within Part 2 in parent friendly language. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p> <p><u>Opportunities for Improvement</u></p> <p>Professional development should be provided to all identified staff members regarding participation and completion of required ETR forms thus allowing them to be an active member in the development of ETRs.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-7	<p>34 CFR 300.306(c) [Procedures for determining eligibility and educational need]</p> <p>Twenty-five (25) out of 47 applicable evaluation team reports reviewed, or 53%, did not contain a clear and succinct description of educational needs.</p> <p><u>Interviews</u></p> <p>Interviewed staff members admitted they found it difficult to distinguish between educational needs and implications for instruction.</p> <p>Staff requested professional development in this area so they could better understand the difference between needs and implications.</p> <p><u>Concerns Noted</u></p> <p>Educational needs were sometimes generic in nature and did not address the child's individualized needs. Sometimes educational needs were stated in Part 1 but were not included in the Part 2 summary.</p> <p>The description of educational needs for the ETRs were not summarized, but instead contained a lot of information that was not specific to the student's individual educational needs. These descriptions did not provide sufficient information for the IEP team to develop effective IEPs. Some descriptions left out relevant information related to the reported assessments.</p>	<p><u>Individual Correction</u></p> <p>The educational agency will reconvene the ETR teams to conduct a reevaluation and provide a clear and succinct description of the student's educational needs. The IEP team must consider the results of this reevaluation.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding description of educational needs. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> The educational needs listed in all Part 1s are being carried over in Part 2 or if omitted in Part 2 there is an explanation as to why. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p> <p><u>Opportunities for Improvement</u></p> <p>Providing professional development on how to write purposeful educational needs to all staff members, who might be requested to complete a Part 1, is recommended for both Maplewood Career Center and its 10 associate districts.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-8	<p>34 CFR 300.306(c) [Procedures for determining eligibility and educational need]</p> <p>Eighteen (18) out of 47 applicable evaluation team reports reviewed, or 38%, did not contain specific implications for instruction.</p> <p><u>Interviews</u></p> <p>Interviewed staff members admitted they found it difficult to distinguish between educational needs and implications for instruction.</p> <p>Staff requested professional development in this area so they could better understand the difference between implications and needs.</p> <p><u>Concerns Noted</u></p> <p>In some cases, there was no description or there was a lack of clarity of the implications for instruction (the implications description was generic in nature and did not address the specific needs of the child).</p>	<p><u>Individual Correction</u></p> <p>The educational agency will reconvene the ETR teams to conduct a reevaluation and provide a clear description of specific implications for instruction. The IEP team must consider the results of this reevaluation.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding implications for instruction. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> The implications for instruction listed in all Part 1s are being carried over in Part 2 or if omitted in Part 2 there is an explanation as to why. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p> <p><u>Opportunities for Improvement</u></p> <p>Providing professional development on how to write purposeful implications for instruction to all staff members, who might be requested to complete a Part 1, is recommended for both Maplewood Career Center and its 10 Associate Districts.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-9	<p>34 CFR 300.306(a)(1) [Determination of eligibility] OAC 3301-51-01 (B)(21) [Applicability of requirements and definitions]</p> <p>Fifteen (15) out of 47 applicable evaluations reviewed, or 32%, 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 as well as the child's educational needs.</p> <p>Concerns Noted Several of the ETRs were missing the signature and date from the General Education Teacher.</p>	<p>Individual Correction The educational agency must provide evidence that the ETR teams and other qualified professionals, as appropriate, participated in the determination of eligibility and educational needs. If not, the ETR team must reconvene and provide the Department with evidence of group participation.</p> <p>Systemic Correction The educational agency must submit evidence to the Department of written procedures and practices regarding the eligibility determination process. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> All required participants are present during the ETR meeting. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Corrections/Recommendations	Must be Addressed in CAP
CF-10	<p><i>OAC 3301-51-01 (B)(10) [Definitions] and 3301-51-06 [Evaluations]</i></p> <p>Thirty-one (31) out of 47 applicable evaluations reviewed, or 66%, did not provide a justification for the eligibility determination decision.</p> <p><u>Interviews</u></p> <p>Staff interviewed indicated that they found it difficult to compliantly write a justification statement and stated professional development in this area would be greatly appreciated.</p> <p><u>Concerns Noted</u></p> <p>Several of the justification statements did not state how the student did not meet the eligibility determination category when two or more suspected disabilities were listed on the Planning Form.</p> <p>When Specific Learning Disability (SLD) was one of the suspected disabilities, Part 3 of the ETR was not completed when the student did not meet the SLD eligibility criteria.</p>	<p><u>Individual Correction</u></p> <p>The educational agency will reconvene the ETR teams to conduct a reevaluation and provide a clear justification for the eligibility determination.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding the eligibility determination decision. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • How the student doesn't meet the eligibility determination category. • Part 3 of the ETR is completed when SLD is one of the suspected disabilities listed on the Planning Form. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Component 2: Delivery of Services

Each educational agency 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	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
<p>DS-1</p>	<p>SPP Indicator 13 34 CFR 300.320(b) [Transition services] OAC 3301-51-07 (H)(2) [Definition of individualized education program]</p> <p>Thirty-seven (37) out of 50 IEPs reviewed, or 74%, did not show evidence that the postsecondary transition plan met all eight required elements of the IDEA for the student:</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 (AATA). 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>Concerns Noted</p> <p>Several Transition Plans were missing the type of postsecondary education the student will attend as well as the type of career they will be working towards.</p> <p>Preferences, Interests, Needs, and Strengths (PINS) were provided but did not relate to the students’ goals or were too generic to write a student specific goal.</p> <p>Transition services were missing who will be providing those services to the student.</p>	<p>Individual Correction</p> <p>The educational agency must reconvene the teams to review and correct the postsecondary transition plan for the IEPs identified as noncompliant or provide documentation of the student’s withdrawal date from the educational agency.</p> <p>Systemic Correction</p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding transition services. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • All 8 questions on the indicator 13 checklist are answered, meeting the unique needs of each student as well as written compliantly. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center’s strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
DS-2	<p>34 CFR 300.320(a)(1) [Definition of individualized education program]</p> <p>Thirty-three (33) out of 50 IEPs reviewed, or 66%, 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>There is a lack of understanding across staff members regarding the required contents of the present levels for IEP goals. This points to an opportunity to further deploy and develop already existing training and technical assistance in this area.</p> <p><u>Concerns Noted</u></p> <p>The Present Levels of Performance in the IEPs reviewed were inconsistent in quality and content.</p> <p>Measurable baseline data were missing in many cases.</p> <p>Often, the Present Levels of Performance did not relate to the annual goals as well as missing the grade level standard comparison.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the IEP teams of the IEPs identified as noncompliant to review and amend the PLOP related to each goal to include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> • Summary of current daily academic/behavior and/or functional performance compared to expected <u>grade-level</u> standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need; • Baseline data provided for developing a measurable goal (for example, ETR results, if current, formative academic assessments, curriculum-based measurements, transition assessments or functional behavior assessments); • Current performance measurement <u>directly</u> relates to the goal measurement. <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding the review of current academic/functional data when writing IEPs. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure Present Levels of Performance include both current baseline data and a grade level or age-appropriate comparison statement.</p> <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
		<p><u>Opportunities for Improvement</u></p> <p>There is an opportunity for professional development and/or targeted technical assistance in developing Present Levels of Academic Achievement and Functional Performance that clearly address the needs of the student, as well as relate to the measurable goals.</p>	
<p>DS-3</p>	<p>34 CFR 300.320(a)(2)(i) [Definition of individualized education program]</p> <p>Thirty-six (36) out of 50 IEPs reviewed, or 72%, did not contain measurable annual goals.</p> <p><u>Interviews</u></p> <p>Both Maplewood Career Center and its 10 associate districts could not agree on exactly who and how students' measurable goals should be written and/or amended.</p> <p>General education teachers would like to have more input in developing measurable annual goals for students within their classroom. With this in place, present levels of performance could be compliantly obtained from staff when they are requested.</p> <p>Staff indicated the need for ETRs to contain new assessments instead of just being a review of previous assessments. Due to old assessment data, staff found it extremely difficult to write goals for their students that were current and suited their academic and functional needs.</p> <p><u>Concerns Noted</u></p> <p>Measurable goals in the IEPs reviewed were inconsistent in quality and content. Often one or more required elements were missing.</p> <p>Several goals contained two or more skills, making them noncompliant.</p> <p>Several goals were missing either the clearly defined behavior, the condition, or the performance criteria.</p> <p>Often the condition was lacking specific details which made the skill of the goal hard to understand.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review and amend annual goals to contain the following critical elements:</p> <ol style="list-style-type: none"> 1. Clearly <u>defined behavior</u>: the specific action the child will be expected to perform. 2. The <u>condition</u> (situation, setting or given material) under which the behavior is to be performed. 3. <u>Performance criteria</u> 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 educational agency must submit evidence to the Department of written procedures and practices regarding the development of measurable annual IEP goals. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • Who will write the measurable goals for students attending Maplewood Career Center as well as who will amend them if needed. • Measurable goals contain all required components. • Contain one specific skill. • Contain specific conditions so the skill can be better understood. 	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
		<ul style="list-style-type: none"> Ensure goals are written specifically to the student's needs listed or identified within their ETR. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	
DS-4	<p>34 CFR 300.320(a)(2)(i) [Definition of individualized education program]</p> <p>Four out of 46 applicable IEPs reviewed, or 9%, did not contain annual goals that address the child's academic area(s) of need.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review and amend the IEP. Annual goals must address the academic needs of the child unless the team provides evidence that the goals were prioritized based on the severity of the needs of the child.</p> <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices regarding the IEP process of addressing identified academic needs. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>
DS-5	<p>34 CFR 300.320(a)(2)(i) [Definition of individualized education]</p> <p>Four out of 21 applicable IEPs reviewed, or 19%, did not contain annual goals that address the child's functional area(s) of need.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review and amend the IEP. Annual goals must address the functional needs of the child unless the team provides evidence that the goals were prioritized based on the severity of the needs of the child.</p> <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices regarding the IEP process of addressing identified functional needs. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
DS-6	<p>34 CFR 300.320(a)(4) [Definition of individualized education program] OAC 3301-51-07 (H)(1)(e)(i) [Definition of IEP]</p> <p>All 50 IEPs reviewed, or 100%, did not contain a statement of specially designed instruction (SDI) including related services that address the individual needs of the child and supports the annual goals.</p> <p><u>Interviews</u></p> <p>General education teachers were providing the appropriate instruction to students with disabilities while in their classroom but were not aware that they were responsible for documenting the provision of SDI for a specific amount of time and frequency to each student.</p> <p>General education staff want the appropriate time to deliver SDI to those identified students in their classroom if they are to be responsible for specific minutes.</p> <p>Staff indicated the need to hire more intervention specialists to meet the unique needs of their students.</p> <p><u>Concerns Noted</u></p> <p>Several of the SDIs were missing the type of instruction the student would be receiving, whole group, small group or one on one.</p> <p>Some SDIs were an exact copy of another SDI with only the “skill of the goal” changed.</p> <p>When a student had their SDI delivered within the general education classroom, the provider listed was the general education teacher.</p> <p>The nature of instruction must align with the student’s individual needs and skills. In many instances, the SDI was very broad and not specific to the student.</p> <p>Maplewood Career Center needs to ensure that each student with an IEP is assigned to an intervention specialist who maintains a caseload/workload per Operating Standards.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review and amend the specially designed instruction, as appropriate, to address the needs of the child.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding the IEP process of determining specially designed instruction (SDI). The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • SDIs are describing the nature of the instruction that aligns with the needs of the child and supports achievement of annual goals. • Specific to the student individual needs. • Have the appropriate provider listed. • Each student with an IEP is assigned to an intervention specialist who maintains a caseload/workload per Operating Standards. • Ensure all Intervention Specialist are responsible for the provision of specially designed instruction. • Provide the general education teacher with the support, guidance, and time if they are supporting the intervention specialist with SDIs. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center’s strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
		<p><u>Opportunities for Improvement</u> With the development of a universal tracking system for SDI, the district will be ensuring their students are receiving all the time and frequency stated within section 7 of their IEP.</p>	
<p>DS-7</p>	<p>34 CFR 300.320(a)(7) [Definition of individualized education program] OAC 3301-51-07 (H)(1)(i) [Definition of IEP]</p> <p>Four out of 50 IEPs reviewed, or 8%, did not indicate the specific location where the specially designed instruction will be provided.</p>	<p><u>Individual Correction</u> The educational agency must reconvene the teams of the IEPs identified as noncompliant to review and amend the location where the specially designed instruction will be provided.</p> <p><u>Systemic Correction</u> It is recommended that the educational agency review and revise its written procedures and practices regarding the IEP process of determining the location where specially designed instruction will occur. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>
<p>DS-8</p>	<p>34 CFR 300.320(a)(7) [Definition of individualized education program] OAC 3301-51-07 (H)(1)(i) [Definition of IEP]</p> <p>Three out of 50 IEPs reviewed, or 6%, did not indicate the amount of time and frequency of the specially designed instruction.</p> <p><u>Concerns Noted</u> Several IEPs had time and frequency set for “quarterly.” This time frequency must indicate the number of sessions per quarter as well as how long each session will last. Daily, weekly and/or monthly frequency terms are preferable.</p>	<p><u>Individual Correction</u> The educational agency must reconvene the teams of the 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> It is recommended that the educational agency review and revise its written procedures and practices regarding the IEP process of determining the amount and frequency of specially designed instruction to be provided. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
DS-9	<p>34 CFR 300.324(a)(2)(v) [Development of IEP] OAC 3301-51-01(B)(3) [Applicability of requirements and definitions]</p> <p>Two out of 13 applicable IEPs reviewed, or 15%, did not identify assistive technology to enable the child to be involved and make progress in the general education curriculum.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the 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>It is recommended that the educational agency review and revise its written procedures and practices regarding assistive technology. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>
DS-10	<p>34 CFR 300.320(a)(6)(i) [Definition of individualized education] OAC 3301-51-07 (H)(1)(g) [Definition of IEP]</p> <p>Thirty-eight (38) out of 50 IEPs reviewed, or 76%, did not identify accommodations provided to enable the child to be involved and make progress in the general education curriculum.</p> <p><u>Interviews</u></p> <p>The need for and use of accommodations was misunderstood by some staff members, indicating a need for training and technical support in this area.</p> <p>Maplewood Career Center staff indicated its 10 associate districts are the ones responsible for writing accommodations in all IEPs.</p> <p>A lot of students had read aloud as accommodation, since it was not specific as to where and how read aloud was to be implemented, Maplewood Career Center made sure everything was read aloud to the students.</p> <p>Maplewood Career Center stated the read aloud as an accommodation was more of a distraction to the student since most of the students did not want to go to another room for this accommodation to be provided. Staff indicated when students went to the tutor for read aloud, their actual classroom was smaller</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review the accommodations that would directly assist the child to access the course content without altering the scope or complexity of the information taught and include them on the IEP.</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding accommodations. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • Accommodations listed in the student's IEP are appropriate and well defined for each student. • Accommodations listed in the IEP signify when and where they are to be provided. • Are a benefit and a need to each individual student. 	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
	<p>and would have been a better location for that specific accommodation.</p> <p>Several students refused to go and stated they did not want their test to be read aloud.</p> <p>Staff commented on the accommodation read-aloud, which is computer-generated accommodation, not a human reader.</p> <p>Students complain about the quality of the recordings and state it is not beneficial to test taking.</p> <p>Concerns Noted</p> <p>IEP accommodations listed were not explained regarding conditions and extent of the accommodation. Phrases like “as needed” and “may need” are not acceptable in describing accommodations.</p> <p>The condition(s) and/or extent were not clearly explained (who, when, and where services were provided).</p>	<ul style="list-style-type: none"> • Are decided and agreed upon by both Maplewood Career Center and the Associate Districts. • Are being provided in a location that ensures they will be implemented with fidelity. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center’s strategic improvement plan.</p>	
DS-11	<p>34 CFR 300.320(a)(4) [Definition of individualized education program] OAC 3301-51-07 (H)(1)(e) [Definition of IEP]</p> <p>Ten out of 13 applicable IEPs reviewed, or 77%, did not identify modifications to enable the child to be involved and make progress in the general education curriculum.</p> <p>Interviews</p> <p>Staff indicated during interview sessions they had a difficult time distinguishing the differences between accommodations and modifications and when and how to implement them.</p> <p>Concerns Noted</p> <p>Terms like “may be modified” were listed after some modifications.</p> <p>The extent of and conditions for modifications must be explained. Refer to the current level of instruction, reading level or pace of instruction.</p> <p>The extent of modifications must be specific and clearly explained.</p>	<p>Individual Correction</p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review the modifications that would alter the amount or complexity of grade-level materials and would enable the child to be involved and make progress in the general education curriculum and include them in the IEP.</p> <p>Systemic Correction</p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding modifications. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure any modification listed within the student’s IEP in section 7 are appropriate to meet the needs of the student as well as written compliantly with no “as needed” attached to any modification.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
		<p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p> <p><u>Opportunities for Improvement</u></p> <p>Training from SSTs as well as an internal monitoring review system is recommended to promote compliance in the area of modifications.</p>	
DS-12	<p>34 CFR 300.320(a)(4) [Definition of individualized education program] OAC 3301-51-07 (H)(1)(e) [Definition of IEP]</p> <p>Nine out of 50 IEPs reviewed, or 18%, did not identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review the supports for school personnel that were identified by the IEP team and define the supports on the IEP including who will provide the support and when it will take place.</p> <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices regarding supports for school personnel. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>
DS-13	<p>OAC 3301-51-07 (H)(1)(h)(ii) [Definition of IEP]</p> <p>There were no student records reviewed for students who participated in the alternate assessment.</p>	<p><u>Individual Correction</u></p> <p>NA</p> <p><u>Systemic Correction</u></p> <p>NA</p>	<p><input checked="" type="checkbox"/> NA</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
DS-14	<p><i>OAC 3301-51-07(L)(2) [Development, review and revision of IEP]</i></p> <p>Forty-six (46) out of 47 applicable student records reviewed, or 98%, did not show evidence of progress reporting data collected and analyzed to monitor performance on each goal.</p> <p><u>Concerns Noted</u></p> <p>Even though progress was being gathered and reported, it must be recorded using the same performance criteria defined in the annual measurable goal.</p> <p>Progress Reports on annual measurable goals must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.</p> <p>Several records reviewed were lacking progress reports and those that did were missing qualitative and quantitative data.</p> <p>Progress monitoring is extremely important in creating IEPs that are best suited for individual student needs. It is clear, as evidenced by discussion and interviews, that the career center staff know how their students are progressing and are in the habit of collecting multiple points of data regarding that progress. There is still a pattern that suggests a need for professional development with regard to what must be monitored and how that information connects to students' needs and the tracking of success toward annual IEP goals.</p>	<p><u>Individual Correction</u></p> <p>None</p> <p><u>Systemic Correction</u></p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding measurable annual goals and services consistent with progress made. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure progress reporting is on the goal itself and contains both quantitative and qualitative data.</p> <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center's strategic improvement plan.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>
DS-15	<p><i>OAC 3301-51-07(L) [Development, review and revision of IEP]</i></p> <p>Six out of 27 applicable IEPs reviewed, or 22%, did not show evidence that revisions were made based on data indicating changes in student needs or abilities.</p>	<p><u>Individual Correction</u></p> <p>The educational agency must reconvene the teams to review and amend the IEPs to reflect changes made based on current needs or abilities.</p> <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices regarding using data to revise IEPs based on changes in student needs or abilities. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
DS-16	<p>34 CFR 300.321(5) [IEP team] OAC 3301-51-07(I) [IEP team]</p> <p>Five out of 50 IEPs reviewed, or 10%, did not indicate that the IEP Team included a group of qualified professionals.</p>	<p><u>Individual Correction</u></p> <p>For the IEPs identified as noncompliant, the educational agency must.</p> <ul style="list-style-type: none"> • Provide evidence that the IEP team, including the parent, participated in the IEP meeting; or • Provide evidence that the educational agency made reasonable attempts to include the parent in the IEP meeting; and/or • Provide documentation that the parent and the educational agency consent, in writing, to excuse the required member prior to the IEP meeting; or • Reconvene the IEP team to review the IEP with all required members present. <p><u>Systemic Correction</u></p> <p>It is recommended that the educational agency review and revise its written procedures and practices regarding the involvement of all required team members, including the parent, in IEP meetings. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p>	<p><input checked="" type="checkbox"/> No</p> <p>This finding does <u>not</u> need to be addressed in a Corrective Action Plan.</p>

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

Each educational agency 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	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
LRE-1	<p>34 CFR 300.114 [LRE requirements] and 300.320(a)(5) [Definition of individualized education program] OAC 3301-51-07 (H)(1)(f) [Definition of individualized education program]</p> <p>Sixteen (16) out of 18 applicable IEPs reviewed, or 89%, did not include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom.</p> <p>Interviews</p> <p>During interviews, there were inconsistencies reported regarding the understanding of least restrictive environment (LRE) and a continuum of services.</p> <p>Staff indicated there was not enough continuum of services provided at Maplewood Career Center to meet the unique learning needs of all students. Students were either in general education classrooms with no resource support or in a resource room all day. Staff also mentioned certain career paths were decided upon based on the student’s LRE placement.</p> <p>Staff mentioned a concern for those students who were in general education classes for all academics, but their academic needs were not addressed in that type of setting.</p> <p>A resource room for students who are in any career path would be a benefit to any student since they could be pulled out to focus on their lower academic needs in math and language arts.</p> <p>It was noted during the interview session, there were some inconsistencies of who was responsible for completing the manifestation determination reviews.</p> <p>Concerns Noted</p> <p>There were several students with an IEP that contained only one goal and it was centered around classroom behaviors, turning in assignments, or following directions.</p>	<p>Individual Correction</p> <p>The educational agency must reconvene the teams of the IEPs identified as noncompliant to review and include a justification as to why the child was removed from the general 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 considered meeting students’ needs in the general classroom with supplementary aids and services. • Document that the nature or severity of the disability is such that education in general 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>Systemic Correction</p> <p>The educational agency must submit evidence to the Department of written procedures and practices regarding the least restrictive environment placement decision process. The Department will verify 100% compliance in this area through a review of new records that have been written after all trainings have been completed.</p> <p>Maplewood Career Center along with its 10 Associate Districts need to develop a procedure of checks and balances within their communication plan to ensure:</p> <ul style="list-style-type: none"> • Accessibility to all career paths is available to all students with disabilities no matter their disability category. 	<p><input checked="" type="checkbox"/> Yes</p> <p>This finding needs to be addressed in a Corrective Action Plan.</p>

Record Review Item	Evidence of Findings	Evidence of Correction/Recommendations	Must be Addressed in CAP
	<p>The continuum of alternative placements did not appear to be available across all grade levels and settings. Maplewood Career Center will need to revise and add to their continuum of alternative placements, under rule 3301-51-09 Delivery of Services (C), to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.</p> <p>Students with disabilities were the only students required to take a career assessment as part of their application process. By doing so, this restricts students with disabilities from being allowed to enroll in their interested career path. The Civil Rights Guidelines of 1979 ensures that students cannot be denied access to participate in career technical education based on the ability or perceived ability to be “successful” in a pathway.</p> <p>Furthermore, the application process should not contain any identifiable information/questions that would identify if the applicant were a student with a disability.</p> <p>Students with disabilities who were close to their 10 days of suspensions did not have a functional behavior assessment completed along with a behavioral intervention plan provided to keep them from being expelled which would result in the removal of the LRE.</p>	<ul style="list-style-type: none"> • A continuum of services is provided to meet the unique needs of each student. • LRE placement is based on the student’s needs both academic and behavioral. • Maplewood Career Center needs to collaborate with their 10 associate districts to update their policies, procedures and practices regarding discipline and behavior support services. This includes Manifestation Determination Review (MDR), Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP). This is necessary when students are getting close to their 10 days of suspension. These will need to be shared with all 10 associate districts so all parties understand the collaborative responsibilities of developing FBAs and BIPs, and who will be involved in the MDR for students with disabilities. <p>As part of its corrective action plan, Maplewood Career Center will provide the Department with a detailed timeline of the activities to complete its communication plan with the 10 associate districts. The communication plan will be completed and disseminated as part of Maplewood Career Center’s strategic improvement plan.</p>	

Additional Considerations and Opportunities for Improvement:

- Maplewood Career Center would benefit from developing a new teacher onboarding process geared toward any new staff member hired regarding their Special Education Policies, Procedures and Practices.
- It is recommended that Maplewood Career Center develop and implement a formal process of tracking Specially Designed Instruction (SDI) to ensure Free Appropriate Public Education [3301-51-07 (K)].
- Maplewood Career Center has an opportunity to streamline their implementation of Positive Behavioral Interventions and Supports (PBIS) across all grade levels within the building.