District Communication Plan and Framework for Serving Students with Disabilities

2026-2027

Updated 09/22/2026

Table of Contents

- **Role of Director of Student Services and VoSEs** **Page 2**
- **Enrollment and Student Services Contact Information** **Page 3**
- **Recruitment Process** **Page 4**
- **Application and Selection Process** **Page 6**
- **Transfer of Special Education Information for an Incoming Student from the Associate School to the Medina County Career Center** **Page 8**
- **Provision of Special Education Services** **Page 10**
- **Continuous Improvement** **Page 14**

Role of Director of Student Services and VoSEs

Role of the Director of Student Services:

- Oversee the development and implementation of the district's special education programs.
- Serve as a liaison between the associate school student services departments and the MCCC, and help maintain positive working relationships with associate school staff.
- Keep associate schools updated with information regarding programs and special education services at the MCCC.
- Facilitate family tours as requested for prospective students with disabilities, and collaborate with MCCC staff and associate school staff regarding shadowing opportunities for students with disabilities.
- Provide leadership and direction to MCCC administrators and special education staff for the implementation of federal law and Ohio rules for educating students with disabilities.
- Work with relevant associate school staff and MCCC staff to ensure smooth transitions for students with disabilities who have been accepted into MCCC programs.
- Maintain/monitor the progress of students with disabilities, and facilitate communication between the MCCC and associate schools when needed.
- Represent the district at local, state, and regional activities/committees, upon the request of the Superintendent.

Role of the Vocational Special Education Coordinators (VoSE):

- Assist in coordinating the special education program for all identified students at the MCCC.
- Advocate for and assist regular education teachers in implementing inclusive practices for students with disabilities.
- Be prepared to provide information regarding programming and services at the MCCC.
- Develop IEPs and 504s for full-time students with disabilities, and schedule and facilitate IEP and 504 meetings.
- Consult with regular education teachers concerning modifications, accommodations, or alternate assignments in regular education classrooms for students receiving special education services, as well as ensure that IEP services are being fully implemented.
- Provide students with disabilities with direct/indirect supports to support learning and success.
- Consult with the relevant associate school and MCCC staff concerning the enrollment and placement of potential students.
- Assist with record-keeping tasks and individual records of all children recommended to receive special education services from assigned associate schools.

Enrollment and Student Services Contact Information

Name	Title	Email	Phone
Enrollment Services			
Wendy Dralle	Coordinator of Enrollment Services & Associate School Liaison	enrollme@mcjvs.edu	330-721-0213
Administration			
Tad Fitch	Director of Student Services & Satellite Programming	tfitch@mcjvs.edu	330-725-8461 x224
Vocational Special Education Coordinators			
Leah Boczek	VoSE for Black River & Brunswick	lboczek@mcjvs.edu	330-725-8461 x235
Darlene Cavett	VoSE for Buckeye & Wadsworth (all students); Highland (504s only)	dcavettt@mcjvs.edu	330-725-8461 x255
Brianne Indorf	VoSE for Cloverleaf (all students); Medina (504s only)	bindorf@mcjvs.edu	330-725-8461 x230
Devon O'Brien	VoSE for Highland & Medina (IEPs only)	dobrien@mcjvs.edu	330-725-8461 x270
School Counselors			
Kelli Esakov	School Counselor for Highland & Medina	kesakov@mcjvs.edu	330-725-8461 x242
Monica Froelich	School Counselor for Buckeye, Cloverleaf & Other	mfroelich@mcjvs.edu	330-725-8461 x268
Patrick Shaughnessy	School Counselor for Black River, Brunswick & Wadsworth	pshaughnessy@mcjvs.edu	330-725-8461 x232
Career Assessment			
Molly Gregg	Intervention Specialist & Career	mgregg@mcjvs.edu	330-725-8461 x297

	Assessment/Shadowing		
Jillian Johnson	Intervention Specialist & Career Assessment/Shadowing	jjohnson@mcjvs.edu	330-725-8461 x321

Enrollment and Student Services Contact Information (continued...)

Name	Title	Email	Phone
Intervention Specialists			
Nina Ford	Intervention Specialist	nford@mcjvs.edu	330-725-8461 x214
Brooke Klingbeil	Intervention Specialist	bklingbeil@mcjvs.edu	330-725-8461 x248
Kelly Kopp	Intervention Specialist	kkopp@mcjvs.edu	330-725-8461 x245
Stephanie Mowrer	Intervention Specialist	smowrer@mcjvs.edu	330-725-8461 x300
Tracy Radabaugh	Intervention Specialist	tradabaugh@mcjvs.edu	330-725-8461 x257
Kara Ross	Intervention Specialist	kjoyce@mcjvs.edu	330-725-8461 x244
Brooke Wendt	Intervention Specialist	bwendt@mcjvs.edu	330-725-8461 x353
Sarah Wolosz	Intervention Specialist	swolosz@mcjvs.edu	330-725-8461 x226

Recruitment Process

What is your process to familiarize potential students with the various programs and their requirements?

Middle School

- All 7th Grade students are introduced to the Medina County Career Center through an interactive presentation which includes both a video overview of career technical programs available and an interest inventory survey linked to potential career pathways.
- All 8th-grade students have the chance to participate in extended tours at MCCC. During this tour, students will have the opportunity to participate in hands-on activities led by our own MCCC students. The purpose of offering this tour is to accommodate flexibility with associate school schedules and provide in-depth career exploration to Medina County 8th Graders.

High School

- All freshman students are invited to attend a 9th Grade Open House to tour our facilities, see the various career labs, and speak to staff and students.
- All sophomores attend a presentation by current Medina County Career Center students, who share how MCCC is helping them succeed on their career paths.
- All sophomore students have the opportunity to visit the MCCC during the yearly Sophomore Visitation Days, which allow students to learn about two specific career technical areas.
- Mailings are sent to every sophomore family in the district, inviting them to an Open House held at the MCCC.
- An All-Call home is made to every freshman and sophomore family in the district, inviting them to the Open House.
- The MCCC hosts two Open House events, where the Director of Student Services, Vocational Special Education Coordinators, counselors, staff, and community stakeholders are available to answer questions.
- For further career exploration, 9th and 10th-grade students can be referred by their home schools for planned visits to the lab and tours of the building.
    (a) Students have the opportunity to participate in Shadow Day experiences, which allow them to tour the building and spend time in individual career technical program areas of interest.
    (b) Students can be referred by their associate school personnel to participate in a comprehensive career assessment, which helps the students and members of their team to gain a better understanding of specific areas of interest and how their skills align with those areas. A comprehensive list of skills and recommended competencies involved in each career-technical program is available and has been provided to associate school staff to compare against student strengths and interests, to assist in conversations with students and families about program choices.
    (c) Vocational Special Education Coordinators (VoSEs) and members of the admissions team work with associate school staff to familiarize them with MCCC programs and requirements through monthly meetings and other events. Associate school staff, including counselors, transition coordinators, intervention specialists, and administrative team members, then share information with students and their families.

How do you share career technical program standards, expectations, and opportunities (such as industrial credentialing tests) in order for students to better prepare and to provide guidance for informed choices?

1) All students have the opportunity to participate in career development. Through a comprehensive career assessment, conducted by a licensed intervention specialist, students complete a wide variety of activities that measure their aptitudes and define their interests. This information is then related to work and potential career technical

programs, which correlate with the students' aptitudes and interests to make informed choices. Students are assessed for their areas of preference, interest, need, and strengths.

2) The Medina County Career Center course catalog details specific information about each career technical program and any certifications that students can potentially earn through each program. Additional information is shared between the MCCC special education staff and individual districts through various means, including, but not limited to, monthly meetings, ongoing communication, attending IEP meetings, attending transition meetings for incoming students, providing tours to new associate school staff, etc.

Application and Selection Process

Who is eligible to attend?

- Eligible students who are residents of the Black River Local, Brunswick City, Buckeye Local, Cloverleaf Local, Highland Local, and Medina City School Districts are encouraged to apply for admission to the career technical programs offered at the MCCC.
- Access to open programs is available to eligible students who have successfully completed two years of high school and are on track to graduate. Being on track to graduate shall be considered having earned 2 full credits in English, a full credit in Algebra, Geometry, a physical science course, Biology, American History, World History, and a half credit in Health and P.E., plus any additional associate school graduation requirements.*
- Eligibility is contingent upon successful completion of the current school year and consistent attendance in the application year. **

Enrollment Application Process:

- All interested students must submit a paper or online application at www.mcjvs.edu.
- Once a student has applied and all required documentation has been received, a qualification evaluation is completed by the Enrollment Services department. Students are evaluated based on GPA, attendance, and discipline. **
- Applicants must meet the Essential Technical or Licensing Requirements of the individual career technical program they applied for. ***

* ***Credit Deficiencies****: Students with credit deficiencies must work with their parent/guardian and the associate school counselors to enroll in the course(s) needed to meet these requirements. Once students have completed their course(s), an updated transcript must be submitted to the MCCC Enrollment Services office prior to the application being processed.*

Students who receive a half-day acceptance letter due to credit deficiencies will remain half-day for the upcoming school year unless credits are recovered by May 1st and/or the team determines that the credit deficiency is due to extenuating circumstances.

*** **Academic Adjustments**: Students impacted by any component of the admissions evaluation can request a modification to these measures. Modifications are available to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with a disability. Please contact the MCCC Director of Student Services for additional information.*

**** **Essential Technical Standard Adjustments**: Individualized determinations as to whether an individual with a disability can meet the essential technical standards with or without academic adjustments, reasonable modifications, or auxiliary aids or services will be made by the IEP transition team.*

How do you select students in oversubscribed programs?

Many MCCC programs are in high demand, which results in more students applying for programs than can be accepted. These programs are then considered oversubscribed. When a program becomes oversubscribed, applicants will be ranked by considering each of the following criteria:

1. Eligibility (on-track for graduation)
2. GPA
3. Attendance
4. Discipline

In-district sophomores receive priority over other applicants. Applicants with the highest rank are placed into their first-choice program.

Applicants who are not selected for their first-choice program are considered for their second/third choice while remaining on a waitlist for their first choice, until/if a spot becomes available.

Program Acceptance

All applicants will receive communication explaining their status. The status includes:

- Accepted – applicant placed into a program of their choice.
- Conditionally Accepted – a spot will be held for students conditionally accepted into programs with openings; if the student does not fulfill the requirements of their conditional acceptance, they may lose their spot in their program of choice. Plans for correcting any credit deficiency should be established by the associate school and communicated with the MCCC enrollment staff.

- Waitlisted – applicant placed on a waitlist for the program and will remain there until/if a spot becomes available.
    - As openings occur, the parent/guardian of the applicant on the waiting list will be contacted regarding the vacancy. The applicant has 48 hours to accept the available opening. If they decline the offer, their name will be removed from the waiting list.
- Ineligible – applicants who are not on track for graduation, exceed the recommended attendance guidelines, or do not meet essential technical requirements.

How do you ensure transparency with associate schools, parents, students, and community members regarding the application and selection process?

1) Applicant status is shared with associate school district stakeholders.
2) Every applicant receives correspondence advising them of their status.

Equal Educational Opportunity in the Enrollment Process

It is the intent of the Medina County Joint Vocational CTPD to comply with all provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), Section 504 of the Rehabilitation Act of 1973, and PL 94-142.

There should be no exceptions or considerations regarding recruitment and enrollment practices for students with disabilities. Programs are not to be offered/available “only” to students with disabilities or “only” to students without disabilities. Special education services are provided per the student’s Individualized Education Program (IEP) in the least restrictive environment.

Career Technical Education and Civil Rights disclaimer:

The MCCC is committed to equal opportunity for all and does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups.

Is there an interview process, and if so, what is the purpose?

Only when requested by a parent/guardian.

Do students with disabilities have access to all career technical programs?

Yes

Transfer of Special Education Information for an Incoming Student from the Associate School to the Medina County Career Center.

What collaborative practices are in place to support the transition of a student's IEP/ETR from an associate school to a career technical program?

1) Special Education Directors, School Counselors, and Transition Specialists will be provided with MCCC student enrollment lists in early spring.
2) The associate district maintains and updates all appropriate school records and shares these with the MCCC. Each associate district should provide access to pertinent records such as demographic information, transcripts, health plans, IEP, 504, EL, or any other related documents needed for appropriate student transition and EMIS reporting.
3) Members of the IEP teams from both the student's associate school and the MCCC meet to discuss each student's transition to the MCCC.
4) If an incoming student requires related services such as speech and language, occupational therapy, physical therapy, one-on-one aide support, etc., the associate school will continue to provide those services once the student is attending the MCCC. MCCC staff will work collaboratively with the associate school staff in order to discuss how these services will be delivered.

What are the procedures/strategies to follow up after the career center is informed that an enrolled student has an IEP?

- Members of the IEP team from both schools meet to discuss each student, their individual needs, and necessary/potential supports.
- Based on the student's needs, the team will then determine if the student's LRE can be attained in the MCCC setting.* If full-day placement at MCCC is not a suitable LRE, the team will discuss the following options:
    - Half-day placement with academics at the associate school.**
    - Remain at the associate school.
    - Grade 23 option as determined by associate school staff and the parent/guardian.
    - Job Training Coordination programs (Career & Community Experience, Career Exploration, and Career Training) require a referral from the associate school and are ½ day placements only.
- Orientations are conducted with all incoming students.
- Associate school staff are encouraged to invite the appropriate VoSE or IEP case manager to any IEP amendment meetings scheduled to reflect admission to the MCCC. The purpose of this would be to discuss the student's needs as per the IEP, and to help ensure a successful transition to the MCCC.
- It is the home district's responsibility to hold an IEP amendment meeting in order to propose changes to the student's IEP, to reflect half or full-day placement.

These meetings, when possible, should be held prior to the first day of school at the MCCC.

- Tours and meetings with the MCCC staff are scheduled to assist with a smooth transition into the new learning environment.

* ***Small Group Instruction****: It is strongly recommended that students who are in small group instruction should transition to co-taught classes if appropriate for one school year prior to enrollment before consideration of full-day enrollment at the MCCC.*

*** **Separate Facilities**: It is strongly recommended that students who currently receive educational services at separate facilities and are accepted to MCCC for the following year, transition the first year as a half-day MCCC student.*

Provision of Special Education Services

How do you ensure individual student needs are met within academic and career technical courses?

The MCCC provides IEP services and supports within all academic classrooms and career-technical programs. A continuum of services is available in the building, ranging from general education classrooms with accommodations and supports, to co-taught ELA and Math classes, access to Supported Study Hall, to moderate-intensive support available within JTC programs.

Special education directors, case managers, or district-appointed staff must send ETRs, IEPs, 504s and the disability category (needed for EMIS reporting) and behavior plans (if applicable) to the VoSE by May 15th, or within two weeks of receiving the final acceptance list. Documents can be mailed or sent electronically to the VoSE.

Once enrolled, each student is monitored by a VoSE or case manager. The VoSE/case manager oversees the IEP and makes sure that both career technical and academic teachers are familiar with not only the student goals and specially designed instruction, but also accommodations and any other services or supports that the individual students might require. Students in co-taught academic classes and/or a supported study hall also receive specially designed instruction (if on an IEP) and/or additional monitoring and support from the classroom intervention specialists. Students can also obtain additional support through the MCCC Technical and Academic Tutoring Center (TAC).

By the second week of a new school year, enrollment specialists or the VoSE will send a final acceptance list to counselors and special education directors for review to ensure that no student qualifying for services and having an IEP or 504 Plan has been overlooked. The associate school will notify the VoSE and provide the special education documents.

IEP Meeting Requirements

For full-day students, the MCCC case manager will gather pertinent information and data to develop the draft of the IEP for annual review meetings and invite participants. An associate school representative or representatives will be invited to the meeting. The MCCC case manager will also take the lead in scheduling meetings for any proposed amendments to current IEPs.

For half-day students, the associate school will develop the draft of the IEP and invite the MCCC case manager and district representative to the annual review meeting. Associate schools will notify VoSEs/the case manager when half-day students' IEP meetings are coming up or when an IEP amendment meeting will be held.

When able, associate schools would hold an annual review for any student whose IEP is due prior to October 1st of their junior year.

504 Meeting Requirements

For full-day students, the designated VoSE will gather pertinent information and data to develop the draft of the 504 for annual review meetings and invite participants. An associate school representative will be invited to the meeting. The VoSE will also take the lead in scheduling meetings for any proposed amendments to the current 504 plans.

3-Year Reevaluations and Initial Evaluations

Associate school staff conduct all 3-year reevaluations, both for students on an IEP as well as for those on a 504 plan. The reevaluation will be conducted via collaboration with MCCC staff, with pertinent information and data being gathered.

Any requests for initial evaluations for special education services or 504 eligibility will be forwarded to the appropriate associate district staff. MCCC staff will provide any necessary and pertinent documentation or data related to the request, and will work collaboratively with the associate district and parent to reach a decision, as a team, on whether a disability is suspected and an evaluation will be conducted.

If the student's team determines that an evaluation is necessary, the associate school will be responsible for completing the evaluation requirements within the required timelines. MCCC

staff will work collaboratively with all parties to ensure that necessary information is being provided in a timely fashion.

Manifestation Determination

As needed, manifestation determination meetings will be scheduled by and led by the associate school for any students attending the MCCC. The MCCC case manager and district representative should be invited to all manifestation meetings. If the behavior or conduct that resulted in the need for a manifestation determination occurred at the MCCC, MCCC administration and staff will inform the associate district and provide any documentation associated with the manifestation, as required. The MCCC administrator involved in the disciplinary action should also be invited to participate in the meeting.

Safety and Other Considerations

Safety requirements and essential skills for success in the career technical program and academic environments should be discussed during the 'incoming' meeting.

The IEP team representing a student with significant social-emotional and/or behavioral disabilities should carefully discuss appropriateness, the need for supports, and safety when considering placement in a program where tools and equipment may pose a danger to self and others if used in an inappropriate or unsafe manner.

Students who require skilled personnel to provide medical, mental health, or daily living/life skill support as identified in an IEP or a 504 plan may need the associate school to provide appropriate personnel to assist with such medical procedures/services.

Exam Accommodations

Note that some vocational credentialing exams do not allow for accommodations or modifications. MCCC VoSEs will utilize special education documentation on file at the Career Center to apply for these accommodations or modifications as allowable by the individual testing agency. The case manager at the associate district will be notified by MCCC if an accommodation or modification is not allowable per the credentialing exam guidelines.

How do you collect IEP progress monitoring data?

Through classroom assignments, curriculum-based assessments, and work samples within the academic and lab settings.

How do you meet the needs of students on IEPs who are not making progress?

Students are provided with additional support from MCCC's special and general education staff. Additionally, members of the IEP team might meet to implement a plan to assist the student in finding success.

How do you share this data with career technical center staff, member schools, students, and families?

1) Academic/lab progress reports, sent every 9 weeks
2) IEP progress reports and transition progress reports, sent every 9 weeks
3) ETR/IEP/504 processes
4) Communications from the VoSE and/or IEP case manager for the student
5) Manifestation Determination process

How do you provide support for gifted students, economically disadvantaged students, English Language Learners, and students at-risk for not graduating on time or dropping out?

1) When provided, Written Education Plans for Gifted Students are supported.
2) Economically disadvantaged students are provided with multiple levels of support ranging from self-funded lunch programs to the “MCCC Care Closet,” which can dispense some essentials such as clothing, personal hygiene products, and weekend meals.
3) EL students are supported by a bilingual instructor through online software, provided via their associate school, when eligible. Associate schools also provide EL teacher support.
4) Students at risk for not graduating on time or dropping out are provided wrap-around services, including referral to the Student Assistance Team (SAT), meeting with school counselors, tutoring through the Technical Assistance Center, and/or collaborative meetings with staff from the student’s associate school.

Withdrawal Process for Students

New students have the first ten days of the school year to determine if they want to go back to their associate school. If the student wants to withdraw after those ten days, this must be done in collaboration with the associate school in order to ensure that the student can be scheduled into courses required for graduation.

Based on MCCC policy, students must pass every semester of their career technical lab to receive a certificate and participate in MCCC's Awards Ceremony. Students accepted to MCCC under conditional acceptance/contract must adhere to the terms of their contract in order to maintain enrollment. Junior students who fail their first semester may continue at MCCC but must have a contract in order to ensure progress toward graduation. First-year students will not be invited back to their program if they fail the second semester. Students receiving a grade of "F" in the first semester of either year are required to successfully complete the second semester of that year with a combined average of 60% or better in order to receive credit. Seniors who fail the first semester may return to their associate school to determine a graduation plan.

Continuous Improvement

How do you gather and respond to feedback from member schools?

We collaborate often with our associate schools and meet often with staff to determine the best approach for our shared students.

How do you ensure the sustainability of policies and procedures?

Frequent communication with the associate schools - monthly principal meetings, as well as counselor meetings, director meetings, and transition coordinator meetings. The Communication Plan will be reviewed annually.

What continuous improvement strategies are in place?

Ongoing training for staff, working with the associate schools, and meeting regularly to discuss current processes and procedures within the Special Education Department.

Individual Considerations:

1) The Medina County Career Center will provide assistance and support to the associate schools and IEP team in order to make required amendments to the IEPs of incoming MCCC students.
2) The Medina County Career Center and the associate schools will work together using the Job Training Coordination (JTC) framework from the Ohio Department of Education to place students appropriately into non-recruit/JTC programming through referrals and discussions with the IEP team.
3) Full-day or half-day placements will be determined in collaboration with associate schools and by following students' IEPs and the services/supports required by them.*

** The exception being programs which require a referral from the associate school for acceptance: Career & Community Experience, Career Exploration, and Career Training. Acceptance into these programs is offered exclusively on a half-day basis.*