

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF FISCAL ACCOUNTABILITY AND COMPLIANCE
CORRECTIVE ACTION PLAN

SCHOOL DISTRICT NAME: Fort Lee			COUNTY: Bergen	
TYPE OF EXAMINATION: Consolidated Monitoring Report - May 2015				
DATE OF BOARD MEETING: June 22, 2015				
CONTACT PERSON: Dr. Sharon Amato, Executive Director				
TELEPHONE NUMBER: (201) 585-4612 x7514			FAX NUMBER: (201) 585-7997	
RECOMMENDATION NUMBER	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
TITLE I				
FINDING 1 On the Title I Eligibility - Step 1 of the FY 2014-2015 ESEA-NCLB Consolidated Application, the district did not identify students experiencing homelessness. As such, the district did not reserve funds for homeless students (\$250 per student) attending non-served Title I schools to provide services comparable to those services provided to children in Title I funded schools.	The district must clarify procedures for reporting of homeless students on district student management system. Reserve \$250.00 for each homeless student attending non-served Title 1 funded schools.	Assign Director of School Counseling Services responsibility to report homeless students and ensure that funds are appropriated as required.	Director of School Counseling Services	September, 2015
FINDING 2 The district did not provide sufficient evidence to ascertain whether a Title I paid teacher (M.S.) meets the highly qualified teacher (HQT) requirements. The evidence provided for that staff member, who tutors 7-8th grade students, was a Teacher of the Handicapped certification.	The district must require that all Title 1 teachers meet highly qualified (HQT) requirements by providing a copy of certification to HR department	A spreadsheet with all Title 1 teachers with their certification status will be created to provide evidence of HQT	Human Resources Officer Executive Director	September, 2015

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<p>FINDING 3 The Title I participation letter(s) informing parents of the Title I eligible students about the Title I program did not have clearly defined program entrance and exit criteria. Without this information, parents are unable to understand the reasons for their child being selected to participate in the Title I program, and what is needed for their child to exit the program.</p>	<p>The district must revise parental notification letters for Title 1 eligible students with clearly defined entrance and exit criteria.</p>	<p>Revisions will be made adhering to the requirements under Title 1.</p>	<p>Executive Director</p>	<p>September, 2015</p>
<p>FINDING 4 For the two full-time teachers whose salary is supported with Title I funds, the district did not have the required supporting documents to verify the time and the activity as required by federal law. The documentation must reflect what the staff is doing, when and where plus it must match their funded percentage and be signed by the staff member and supervisor.</p>	<p>The district must re-design time sheets for all employees serving under Title 1 grant, documenting activities, times and locations</p>	<p>Notify all Title 1 funded employees that time sheets will be revised. Newly designed sheet will include : activities, time, and location. Time sheets will be signed by principals and Executive Director</p>	<p>Executive Director</p>	<p>September, 2015</p>

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<p>FINDING 5 The district did not have a parental involvement program that reflected the requirements of Title I. There is no evidence the district's Title I parental involvement policy was reviewed and board adopted since August 23, 2010, and no evidence of current Title I school-level parental involvement policies. The annual review and current board adoption allow parents and other stakeholders to impact the parental involvement process and identify the unique needs of the Title I schools and parents of Title I students. For FY 2014-2015, Title I parents and associated stakeholders must be included in the development processes.</p>	<p>The district must review and update Title 1 parental involvement policy in concert with Title 1 parents.</p>	<p>Updated policy was developed with stakeholders and adopted by the Board of Education on March 23, 2015 resolution # 26916.</p>	<p>Executive Director</p>	<p>September, 2015</p>

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<p>FINDING 6 For FY 2014-2015, the district provided evidence of school-parent-student compacts, but did not provide that the school-parent-student compacts were developed in conjunction with Title I parents. The absence of parent participation in developing these required documents excludes parents from more active participation in their child's educational program. In addition, the school-parent-student compacts provided required student signatures, but did not indicate the student's role in his or her educational program.</p>	<p>The district must create school-parent-student compacts in conjunction with parents.</p>	<p>In September 2015 create school-parent-student compacts that include the roles of each.</p>	<p>Executive Director</p>	<p>Sept. 2015</p>
<p>FINDING 7 For FY 2014-2015, the district provided insufficient evidence of convening an annual Title I parent meeting at School Number 2 and at Lewis F. Cole Middle School that met the legislative requirements. Not conducting an annual meeting at the beginning of the year to explain the Title I legislation and the district's Title I programs at each school did not allow parents of identified Title I students to be informed and vested in the Title I process from the start.</p>	<p>The district must create a schedule of Title 1 parent meetings at school #2 and MS at the beginning of the school year.</p>	<p>Hold meetings annually. Include in the agenda an overview of Title 1 legislation and the partnerships between parents, schools and students in its implementation.</p>	<p>Executive Director</p>	<p>Sept. 2015</p>

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<p>FINDING 8 The Title I Parental Involvement Reserve of \$18,969 indicated on Title I Eligibility - Step 4 of the district's FY 2014-2015 ESEA-NCLB Consolidated Application was not itemized at the school-level on the Parent Involvement - School Allocations tab. Not including the school-level amount(s) did not allow for verification that 95 percent of the district reserve is budgeted and expended at the school-level.</p>	<p>The district must itemize and charge allowed parental involvement expenditures by school on Step 4 of the grant application.</p>	<p>Review 2-15-2016 application to ensure accurate and allowable parental involvement amounts, verifying that for 95% of reserve is budgeted at the school level.</p>	<p>Executive Director Asst. BA</p>	<p>Sept. 2015</p>
<p>FINDING 9 The district did not conduct outreach to nonpublic schools outside the attendance area that enroll Fort Lee resident students despite transportation reports that indicate the district is paying to transport students attending nonpublic schools outside the attendance area. Therefore, on the FY 2014-2015 ESEA-NCLB Consolidated Application in Step One of the Title I, Part A Eligibility tab, the district included nonpublic enrollment counts and zero low-income counts for only the one nonpublic school within the attendance area. As a result, the district's application did not generate funds for equitable services to resident students that attend nonpublic schools outside the district's attendance area.</p>	<p>The district must conduct outreach to non-public schools that enroll Fort Lee students and include low-income counts on Step 1 of the Title 1, Part A Eligibility tab to generate funds for equitable services to resident students that attend non public schools outside district's attendance area.</p>	<p>Send letters to non-public requesting enrollment counts and low-income counts to provide equitable services to non-public schools serving Fort Lee children.</p>	<p>Executive Director</p>	<p>Sept. 2015</p>

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<p>FINDING 10 For FY 2013-2014, the costs associated with Title I parental involvement activities for John Parra (Puente's) book signing including fees (\$550), books (\$448.75, and food (\$117) were not necessary and reasonable for proper and efficient performance and administration of the district's Title I program. As a result, these expenditures are unallowable.</p>	<p>The district must review allowable Title 1 expenditures and verify that they are necessary for proper and efficient performance and administration of the district's Title 1 program.</p>	<p>All Title 1 parental involvement in activities will be reviewed prior to the event to ensure compliance.</p>	<p>Executive Director Asst. Business Administrator</p>	<p>Sept. 2015</p>
<p>FINDING 11 At School Number 2, Title I students that participate in the Reading Recovery Program missed part of the designated class time for other content areas. At Lewis F. Middle Cole Middle School, Title I students missed time from unified arts classes (i.e. technology, music, arts).</p>	<p>The district must redesign schedules and programs to ensure that students do not miss time from other curriculum areas.</p>	<p>Title 1 programs will be scheduled at a time other than designated class time. Schedules will be reviewed and submitted to the Executive Director.</p>	<p>Executive Director Principals</p>	<p>Sept. 2015</p>

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TITLE II				
FINDING 12 A review of professional development activities funded by Title II revealed that the district misclassified FY 2013-2014 (Purchase Order 1213-2653 for \$1,909.00) and FY 2014-2015 (Purchase Order 1314-2461 for \$5,342.00) expenditures that showed unallowable costs charged to the Title II program for the nonpublic school. The unallowable costs were three SMART boards and general supplies. Classroom expenses for material and general supplies that are for student use are not allowable. Supplemental materials and supplies related to professional development for teacher, principal, paraprofessional are allowable expenses.	The district must review and clarify allowable expenditures funded by Title II for the non public schools.	Conduct meetings with non public to clarify requirements. Participate in training to get information about allowable and unallowable professional development costs.	Executive Director	September, 2015

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TITLE III				
FINDING 13 The district used Title III funds to purchase five \$50.00 iTunes gift cards (Purchase Order 1314-2169) for the intended purpose of staff at the nonpublic school to purchase applications for the instruction of English Language Learner (ELL) students through iTunes. However the district was unable to provide support for how four of the five gift cards were expended.	The district must review and clarify allowable expenditures funded by Title II for staff development in non public schools.	Conduct meetings with non public schools to clarify requirements. Participate in training to get information about allowable and unallowable costs. The Executive Director will review all purchase orders to ensure compliance	Executive Director	September, 2015

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<p>FINDING 14 During the consolidated monitoring, district officials acknowledged for FY 2013-2014 and FY 2014-2015 limited verbal, ongoing communications with nonpublic school officials. Following the consolidated monitoring, direct officials provided evidence of FY 2014-2015 signed Affirmation of Consultation with nonpublic school officials. However, documents provided (i.e. copies of emails) did not specifically reveal timely, ongoing, and meaningful consultation between the district and nonpublic school officials on the progress and evaluation of services provided to eligible nonpublic school students, teachers, and other educational personnel who participated in programs grants funded under Title III and Title III Immigrant. Affirmation of Consultation stipulates that consultation must continue throughout the implementation and assessment of services of activities under Title III and Title III Immigrant.</p>	<p>The district must have timely, ongoing, and meaningful consultation between the district and nonpublic school officials on the progress and evaluation of services provided to eligible nonpublic school students, teachers, and other educational personnel who participated in programs grants funded under Title III and Title III Immigrant. Affirmation of Consultation stipulates that consultation must continue throughout the implementation and assessment of services of activities under Title III and Title III Immigrant.</p>	<p>Conduct and document regular meetings to review ongoing progress of and evaluation of services to eligible nonpublic school students.</p>	<p>Executive Director</p>	<p>September, 2015</p>

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<p>FINDING 15 In both FY 2013-2014 and FY 2014-2015, the district did not properly apply their entrance criteria for providing coordinated early intervening services (CEIS) to students at risk. Students that did not meet the district's eligibility criteria were provided services and students eligible for special education and related services were provided with CEIS services. In addition, the district did not track students who were provided with CEIS services.</p>	<p>The district must determine eligibility criteria for CEIS and that prior to providing services ensure students meet the eligibility criteria. In addition, the district must ensure that all students that receive CEIS are counted and subsequently tracked for two years.</p>	<p>A K-2 Targeted Reading instruction program is planned for implementation. Students who are identified at the end of the school year(classroom teacher) as not meeting end of the year grade level reading expectations, as determined by Fontas and Pinnel Benchmark testing and ongoing formative assessment will be referred to this program. Reading Specialist Teachers will assess skill deficits and group students by skill needs to provide supplemental instruction in elements of reading. Students who increase their ability to read on grade level must maintain their level of achievement for three consecutive weeks of post instruction and formative assessment to document achievement of goals.</p>	<p>Director of Special Services Principals Reading Specialist</p>	<p>September 2015 – June 2016</p>

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IDEA (Special Education)				
FINDING 16 The district did not consistently provide notice of a meeting to parents of students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services.	The district must provide parents notice of a meeting in writing that contains all required components, early enough to ensure they have an opportunity to attend. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech -language specialist and develop an oversight mechanism to ensure compliance with the requirements in the citation listed above.	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) Monthly reports will be analyzed to insure compliance under NJ Law.</p> <p>e) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	Director of Special Services Child Study Team Members & Speech-Language Specialist	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>c) February 2015</p> <p>d) Ongoing May 2015-June 2016</p> <p>e) October 2015</p>

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<p>FINDING 17 The district did not consistently convene meetings with required participants for students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services.</p>	<p>The district must ensure meetings are conducted with required participants and documentation of participation is maintained in students' records. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements in the citation.</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) Monthly reports will be analyzed to insure compliance under NJ Law.</p> <p>e) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>Principals</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>c) February 2015</p> <p>d) Ongoing May 2015-June 2016</p> <p>e) October 2015</p>

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<p>FINDING 18 The district did not consistently provide written notice of a meeting to parents of students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services.</p>	<p>The district must ensure that parents are provided written notice of a meeting that contains all required components within 15 calendar days of the meeting. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements.</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) Monthly reports will be analyzed to insure compliance under NJ Law.</p> <p>e) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>Principals</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014</p> <p>October 7,14,21,28, 2014</p> <p>November 11,18,2014</p> <p>December 2,9,16, 2014</p> <p>January 14,21,28,2015</p> <p>Feb 11,18, 2015</p> <p>March 4,11,18, 2015</p> <p>April 1,22, 2015</p> <p>May 6,20, 2015</p> <p>c) February 2015</p> <p>d) Ongoing May 2015-June 2016</p> <p>e) October 2015</p>

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<p>FINDING 19 The district did not conduct meetings within 20 calendar days of receipt of a written request for evaluation for students referred for special education and related services and for students referred for speech-language services.</p>	<p>The district must ensure a meeting is conducted within 20 calendar days of receipt of a written request for evaluation to determine if an evaluation is warranted. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) Monthly reports will be analyzed to insure compliance under NJ Law, School based Staffing and Spec Ed. Administrative Counsel Meetings conducted to review timelines on caseloads.</p> <p>e) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p> <p>f) Summer work flow chart use to insure team coverage in handling walk-in cases.</p> <p>g) Summer hours plan for CST approved by BOE to support continuity of work-flow.</p>	<p>Director of Special Services</p> <p>Principals</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014</p> <p>October 7,14,21,28, 2014</p> <p>November 11,18,2014</p> <p>December 2,9,16, 2014</p> <p>January 14,21,28,2015</p> <p>Feb 11,18, 2015</p> <p>March 4,11,18, 2015</p> <p>April 1,22, 2015</p> <p>May 6,20, 2015</p> <p>c) February 2015</p> <p>d). Ongoing May 2015-June 2016</p> <p>e) October 2015</p>

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<p>FINDING 20 The district did not conduct annual review meetings within one year of the prior IEP for students eligible for special education and related services and for students eligible for speech-language services.</p>	<p>The district must ensure an IEP meeting is conducted annually. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) Monthly reports will be analyzed to insure compliance under NJ Law, School based Staffing and Spec Ed. Administrative Counsel Meetings conducted to review timelines on caseloads.</p> <p>e) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>c) February 2015</p> <p>d) Ongoing May 2015-June 2016</p> <p>e) October 2015</p>

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<p><u>FINDING 21</u> The district did not consistently conduct all required sections of the functional assessment as a component of initial evaluations for students referred for special education and related services and for students referred for speech-language services.</p>	<p>The district must ensure all components of the functional assessment are conducted as part of all initial evaluations. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP</p> <p>c)Facilitated FBA training for CST Members.</p> <p>d) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>District Behaviorist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>c) March 19, 2015 April 20, 2015</p> <p>d) October 2015</p>

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<p><u>FINDING 22</u> The district did not consistently conduct multidisciplinary initial evaluations for students referred special education and related services by having a minimum of two child study team members conduct assessments.</p>	<p>The district must ensure a multidisciplinary evaluation is conducted for students referred for special education and related services by obtaining assessments from a minimum of two members of the child study team. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP</p> <p>c) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>		<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>c) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>

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<p>FINDING 23 The district did not consistently document in the IEPs of students removed from the general education setting for more than 20 percent of the school day, including students placed in separate settings, consideration of placement in the least restrictive environment. Specifically, IEPs did not consistently include: (1) an explanation of why the supplementary aids and services were rejected; (2) the potentially beneficial or harmful effects which a placement in general education may have on the students with disabilities or other students in the class; and (3) for those students placed in separate settings, activities to transition the student to a less restrictive environment.</p>	<p>The district must ensure when determining the educational placement of a child with a disability, the IEP team considers the general education class first and that all required decisions regarding the placement are documented in the IEP for each student removed from general education for more than 20 percent of the school day. The district must also ensure that for students placed in separate settings, the IEP team identifies activities to transition the student to a less restrictive environment and document them in each IEP. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>Principals</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014</p> <p>October 7,14,21,28, 2014</p> <p>November 11,18,2014</p> <p>December 2,9,16, 2014</p> <p>January 14,21,28,2015</p> <p>Feb 11,18, 2015</p> <p>March 4,11,18, 2015</p> <p>April 1,22, 2015</p> <p>May 6,20, 2015</p> <p>c) February 2015</p> <p>d) October 2015</p>

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<p>FINDING 24 The district did not consistently ensure that students were found eligible for special education and related services or speech-language services in accordance with the criteria set forth for each disability category found in N.J.A.C. 6A:14. Specifically, the district did not document in either the initial IEP or in eligibility documentation, the criteria used to determine eligibility for the categories of preschool disabled, specific learning disability, or speech-language services.</p>	<p>The district must ensure students found eligible for special education and related services and speech-language services meet the criteria for one or more of the disability categories as defined in N.J.A.C. 6A:13-3.5© and 3.6(a-b) and that the criteria used to determine eligibility is maintained in the initial IEP or eligibility documentation. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a).A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>Principals</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014</p> <p>October 7,14,21,28, 2014</p> <p>November 11,18,2014</p> <p>December 2,9,16, 2014</p> <p>January 14,21,28,2015</p> <p>Feb 11,18, 2015</p> <p>March 4,11,18, 2015</p> <p>April 1,22, 2015</p> <p>May 6,20, 2015</p> <p>c) February 2015</p> <p>d) October 2015</p>
<p>FINDING 25 The district did not consistently document in the IEPs of students eligible for special education and related services the description of extended school year (ESY), when it was determined that an ESY was warranted.</p>	<p>The district must ensure when an ESY is warranted, a description of the program is included in the IEP. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a)The criteria for ESY was modified to reflect State law as defined in 6A:14-4.3 (Program options) to guide determination as including “an extended school year program which provides for the extension of special education and related services beyond the regular school year...when an interruption in educational programming causes the students’ performance to revert to a lower level of functioning and recoupment cannot be expected within a reasonable amount of time. Not limited to services to particular categories of disability...</p> <p>b) Summer ESY goals and objective development to guide planning and practice.</p>	<p>Director of Special Services</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>July-August 2015</p>

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<p><u>FINDING 26</u> The district did not consistently include required considerations and statements in each IEP for students eligible for special education and related services and for students eligible for speech-language services. Specifically, IEPs did not contain: (1) most recent evaluations; (2) accommodations and modifications for district wide assessments; (3) frequency, duration, and location of related services; and (4) a statement of how progress towards annual goals will be measured.</p>	<p>The district must ensure each IEP contains the required considerations and statements. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p>	<p>Director of Special Services</p> <p>Child Study Team Members & Speech-Language Specialist</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>c) February 2015</p> <p>d) October 2015</p>
<p><u>FINDING 27</u> The district did not consistently provide to students eligible for special education and related services written notice of graduation and the summary of academic achievements and functional performance prior to graduating or exiting.</p>	<p>The district must ensure written notice of graduation and a summary of academic achievement and functional performance is provided to parents or adult students prior to graduating or exiting. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>A “Summary Performance” meeting will be conducted for all graduates. Each adult student or parent will receive a document stating the student’s academic achievements and a statement of functional performance as related to post-secondary goal setting.</p>	<p>Director of Special Services</p> <p>Child Study Team Members</p>	<p>April 2015-June 2016</p>

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<p>FINDING 28 The district did not consistently document required transition components in the IEPs of students eligible for special education and related services ages 16 and above. IEPs did not consistently include evidence of the following: (1) measurable postsecondary goal(s) were based on age appropriate transition assessments; (2) postsecondary goals are updated annually; (3) postsecondary goals were based on age appropriate transition assessments; (4) transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal; (5) courses of study; (6) annual review goal related to the student's transition service needs; and (7) a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student.</p>	<p>The district must ensure the IEPs for student age 16 or above include all required components. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with requirements</p>	<p>a) A Child Study Team Manual was developed and approved by the district BOE which outlines practices and procedures to ensure compliant, uniformity among staff.</p> <p>b) Ongoing staff development seminars will be conducted to discuss the procedural guidelines for compliance with all statutes related to the development of an IEP.</p> <p>c) A new web-based IEP platform (IEP Direct) was adopted and implemented to insure compliant, uniformity among staff.</p> <p>d) A yearly self-audit will be conducted to analyze effectiveness in meeting goal.</p> <p>e) Development of a district wide multi-grade transition plan to support students transitioning between divisions at all levels (Pre-K to Grade 12).</p> <p>f) CST member SGO development to support the development of measurable postsecondary goals, appropriate transition assessments, annual review based on student needs.</p> <p>g) Development of the Career Pathways program for Special Education Students.</p>	<p>Director of Special Services</p> <p>Child Study Team Members</p>	<p>a) August, 2014</p> <p>b) September 4,11,18,24, 2014 October 7,14,21,28, 2014 November 11,18,2014 December 2,9,16, 2014 January 14,21,28,2015 Feb 11,18, 2015 March 4,11,18, 2015 April 1,22, 2015 May 6,20, 2015</p> <p>November 2014 – April 2015</p> <p>September 2014-June 2015</p> <p>September 2015-2016</p>

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Administrative				
FINDING 29 On several occasions, the district failed to issue a purchase order prior to goods being purchased or services being rendered (confirming order). District policy and state regulations require that a properly executed purchase order be issued prior to the purchase of goods or the rendering of services.	The district must issue a purchase order prior to any goods purchased or services rendered. The district must follow policy and regulations pertaining to purchasing.	All staff members responsible for ordering goods and/or services have been trained in correct procedures, district policy and regulations. Staff members have also be informed of policies and procedures in writing. No goods or services will be recommended for board approval by the Superintendent without a purchase order requisition with a purchase order number.	Business Administrator	May 2015
Paul J. Saxton Chief School Administrator	Date	David L. Rinderknecht Interim Board Secretary/Business Administrator	Date	