

		<b>New Jersey Department of Education Office of Fiscal Accountability and Compliance Corrective Action Plan</b>				
		<b>School District Name -</b>	Cherry Hill Public Schools			
		<b>Type of Examination-</b>	Consolidated Monitoring			
		<b>Date of Board Meeting-</b>	August 9, 2016 and August 23, 2016			
		<b>Contact Person-</b>	Dr. Joseph Meloche, Superintendent			
		<b>Telephone Number -</b>	(856) 429-5600 x4309	<b>Fax Number -</b> (856) 354 - 1864		
<b>Grant</b>	<b>Recommendation Number / Finding</b>	<b>Required Action</b>	<b>Corrective Action</b>	<b>Method of Implementation</b>	<b>Individual(s) Responsible for Implementation</b>	<b>Completion Date of Implementation</b>
<b>Title I</b>	1. District did not provide consistent evidence that each Title I school convened an annual Title I parent meeting in the beginning of the year	Each Title I school must convene its FY2016-17 annual Title I meeting for the parents/guardians of its identified Title I students and submit evidence of said meeting to the NJDOE for review (invitational letter/flyer, agenda, meeting minutes and sign in sheets must be included)	Title 1 schools will document each FY2016-17 annual Title 1 meeting with an invitation letter, agenda meeting minutes and sign-in sheets.	Schools will document and keep adequate records of the annual Title 1 meetings including an invitation letter, agenda meeting minutes and sign-in sheets. Copies of this documentation will be sent to Central office for review and monitoring.	Title 1 School Principals and Title 1 Coordinator	October 30, 2016
<b>Title I</b>	2. The school's' Title I participation letter to inform parents of their child's participation in the Title I program did not meet the legislative/regulatory requirements	Title I schools must revise their FY2016-17 letter sent to parents and must include: entrance and exit criteria (both qualitative and quantitative measures), instructional and academic strategies used to remediate the student and section for parents to authorize their child's participation in the Title I program. The district must submit a copy of the revised letter to the NJDOE for review.	The district will revise their FY2016-17 letter sent to parents to include: entrance and exit criteria and instructional strategies used to remediate the student. Each school's letter will provide a section for parents to authorize their child's participation in the Title I program.	Schools will send parent letters to all students identified to receive services within the first month of the 16-17 school year. The district and the Title I schools will post electronic copies of the parent letter on their websites in folders titled "Title 1."	Title 1 School Principals and Title 1 Coordinator	September 30, 2016

Title I	3. The district did not provide evidence its Title I schools consistently applied the established entrance and exit criteria to determine student eligibility. Monitors were unable to verify the process used to select and serve Title I students	Title I schools must establish a tracking mechanism for proper Title I student identification. Mechanism must include documentation of the use of multiple, educationally related, objective criteria to identify students for eligibility to receive Title I services. The district must provide documentation of its process to ensure each Title I school consistently applies the established entrance and exit criteria for Title I services.	The district will provide documentation of a multiple criteria rubric for identification of Title 1 students eligible for services at each grade band (elementary, middle high school) and monitor the selection process to ensure each Title I school consistently applies the established entrance and exit criteria for Title I services.	Schools will use consistent rubrics to identify students for Title 1 services and monitor students' progress throughout the school year (fall/spring) to determine impact of the support received. Student achievement data is tracked in a district data platform.	Title 1 School Principals and Title 1 Coordinator	SY 16-17
Title I	4. The nonpublic consultation process did not meet the legislative/regulatory requirements established in NCLB.	The district must implement a nonpublic consultation process that meets the legislative/regulatory requirements. The district must submit documentation (e.g., agendas, meeting minutes, sign in sheets) of its consultation process for the FY2016-17 school year to the NJDOE for review.	The district will document efforts to contact nonpublic schools to determine eligibility of students for Title 1 services.	The district held a non-public consultation meeting in the May 10, 2016. The district contacted nonpublic schools with connecting borders to Cherry Hill to document our good faith effort to locate non-public students who would be eligible for Title 1 services. The agenda, the sign in sheets, and the meeting notes are located in the Title I Coordinator's office.	Title 1 Coordinator, Senior Accountant, Director of Curriculum, Director of Pupil Services, and the Assistant Business Administrator	May 2016
Title I	5. The district provides academic interventions through pullout programs. The removal of students from core courses increases gaps in the skills and knowledge of academically at-risk students	The district should consider revising its Title I program to provide services without removing students from their core courses. Primary consideration should be given to providing extended learning time opportunities, such as before and after school programs, and summer programs	The district will revise academic pull-out intervention programs to only remove students from non-core courses. Title 1 support teachers will provide push-in support into core classes to ensure students are not missing valuable core instruction. After school and summer programs will be provided at each grade band (elementary, middle and high school)	A Summer Academy will be provided for elementary students identified using the Title I criteria rubric. Guided study programs will be provided for students in the summer at the secondary level identified using the Title I criteria rubric .	Title 1 School Principals and Title 1 Coordinator	SY 16-17
Title I	6. The district was unable to provide documentation of a distinct Title I program at the high school and alternative high school	The district must submit a description of the Title I program for students at the high school and alternative high school. Primary consideration should be given to providing extended learning time opportunities, such as before and after school programs, and summer programs	The district will submit a detailed description of the Title I program for students at Cherry Hill High School West and for students enrolled in the Alternative High School program. The majority of Title 1 funding is spent on Title 1 teacher salaries to provide students with extended learning opportunities during the school day, after regular school hours and during the summer break.	Both high school principals will submit detailed budget plans for the Title 1 services provided in their respective schools. The Title 1 Coordinator will monitor the extending learning time opportunities for allowable use of funds and effectiveness.	Title 1 School Principals and Title 1 Coordinator	SY 16-17

Title I	7. There was no evidence the district's parental involvement policy was reviewed for the current school year. The annual review and current board adoption allows parents and other stakeholders to impact the parental involvement process and identify the unique needs of the Title I schools and Title I parents.	District must submit copies of a recent board approved district parental involvement policy to the NJDOE for review. The district must provide evidence of inclusion of the associated stakeholder groups in the development of the parental involvement policy, and evidence of the involvement of parents and families in the development and annual review process. The district must provide evidence to the NJDOE that during the FY2016-17 school year these documents were developed with the input of the parents/guardians of the Title I parents.	The district will convene an annual Title 1 meeting to gain input from stakeholders for the development of a District Parent Involvement policy.	Cherry Hill District Policy, 2415.04 Title 1 District Parent Involvement Policy was reviewed during the May and June board cycles, resulting in adoption by the Board on June 28, 2016. The district will ensure Title 1 buildings convene an annual meeting, gain input from stakeholders, review the parent involvement policy, and maintain adequate documentation to demonstrate the parent involvement policy. District will convene a meeting to review the policy annually.	Title 1 Coordinator, Title 1 School Principals, Title I Stakeholders	December 2016
Title I	8. The district's Title I schools did not provide information to parents in multiple languages. Schools are required to provide information to parents of students participating in Title I programs in a language that is understandable and in a uniform format, including alternative formats upon request.	The school must have all required documents translated into a language that is understandable to the parents of the students served. The documents that must in multiple languages are the District/School Parental Involvement Policy, Parent-School Compact and the Right to Know letter at minimum. School must submit copies of these documents to the NJDOE for review.	All district Title 1 letters will be translated into the 5 majority languages - Chinese, Korean, Spanish, Vietnamese, and Arabic. These letters will be made available to the Title 1 buildings for distribution.	All required Title I documents, the District/School Parental Involvement Policy (2415.04), the Parent-School Compact and the Right to Know letter, will be posted in the Title 1 folder on the District website, in the Title I folder on the Title I school websites and they will be available at all the Title 1 schools. The letters will be available in English, Chinese, Korean, Spanish, Vietnamese, and Arabic.	Title 1 Coordinator	October 2016
Title I	9. The district did not consistently have the required supporting documents to verify the activity of staff charged to the Title I grant. The documentation must reflect what the staff is doing and when (time slots) and must match their funded percentage. This documentation is necessary to ensure grant funded staff are actually performing grant related responsibilities. The school had alternative documentation that helped support the funding.	The district must consistently use time sheets at the school-level to clearly identify what the staff is doing. The district must submit sample sheets for the FY2016-17 schools year to the NJDOE for review. Prior to this, the district should consult the department's December 2012 guidance on Time and Effort Reporting for Title I Funded Staff	The district will document Title I staff activity through the use of consistent timesheets and Time and Effort reports approved by the NJDOE.	All Title 1 personnel will prepare the Time and Effort reports at the building level, keeping a copy as well as submitting the original to be reviewed and approved by the Title 1 Coordinator. Copies of the Time and Effort reports and all timesheets will be maintained in the Curriculum and Instruction office.	Title 1 Principals and Title 1 Coordinator	SY 16-17

<p><b>Title II</b></p>	<p>10. The district did not have a district-based professional development plan for FY2015-16 that met the state requirements set forth in code. Furthermore, the schools did not have individual school level professional development plans.</p>	<p>The schools and the district must create professional development plans that are consistent with professional development funded activities. The schools and district must submit professional development plans for FY2016-2017 along with board approval to the NJDOE for review.</p>	<p>The district and each school will use the template provided by the NJDOE to create Professional Development Plans (PDP). All of the plans will be submitted for review by the Assistant Superintendent and Director of Curriculum. The timeline below has been established to meet the September 1, 2016 deadline for submission to the State. The PDP plans were discussed at Administrator level meetings during the summer and individual feedback was provided on each plan to the principal by the Assistant Superintendent and the Director of Curriculum. Feedback from the District DEAC and School based Scip teams was considered in the development of the plans. The PDP plans were presented to, and reviewed by the C&amp;I Committee of the Board on August 8, 2016. A formal resolution approving the PDP plans was adopted at the August 23, 2016 Board of Education meeting.</p>	<p>Each school, and the school district, will create Professional Development Plans following the NJDOE guidelines. The plans, following internal review, presentation to the Curriculum and Instruction committee of the board, and discussed at the board work session on August 9, 2016.</p>	<p>Assistant Superintendent, Director of Curriculum and Building Principals</p>	<p>September 1, 2016</p>
<p><b>Title II</b></p>	<p>11. The district's use of Title II funds totaling \$675 for a workshop for administrators for RUBICON , a data based system is not an allowable use of Title II funds</p>	<p>The district must reverse the charge and submit a copy of the adjusting entry to the NJDOE.</p>	<p>The charge was reversed and a reevaluation of grant allowable uses by was conducted by the grant manager.</p>	<p>The charge was reversed by Assistant Business Administrator</p>	<p>Director of Curriculum and Assistant Business Administrator</p>	<p>April 2016</p>

<p><b>Title II</b></p>	<p>12. The district is not in compliance with current federal and state requirements for Highly Qualified Teachers (HQT). A review of middle school teachers' personnel folders found several teachers who provide direct instruction to special education students do not meet the criteria of HQT. AS the NJDOE transitions from the federal regulations under NCLB to ESSA, where requirements for HQT are not included in compliance requirements, the identified issue is formally noted.</p>	<p>No action is required</p>				
<p><b>Title II</b></p>	<p>13. The district is not in compliance with state certification requirements for teachers in middle school grade levels. A review of middle school teachers' personnel folders found a special education teacher who provides direct instruction to special ed students who is not appropriately certified for the assigned grade level</p>	<p>The school must issue the HQT follow-up letter to the parents of any child taught by unqualified staff for four or more consecutive weeks. In addition, the teacher should move towards proper certification by completing the Praxis II before the next school year or be reassigned to a position appropriate for the certification held prior to the start of the FY2016-17 school year.</p>	<p>The district will comply with state certification requirements and the assignment of instructional staff.</p>	<p>Letters were mailed to the parents of any child taught by the unqualified staff member and the teacher was assigned to a position appropriate to his/her certification.</p>	<p>Director of Pupil Services, Director of Human Resources, Building Principal</p>	<p>August 2016</p>
<p><b>Title III</b></p>	<p>14. The district has a parental notification letter; however, the letter did not meet all of the Title III parental notification requirements. The district must ensure the notification letter fully meets the Title III Parental Notification Requirement, including translations into the languages spoken by limited English proficient (LEP ) parents.</p>	<p>The district must translate its Title III parental notification letter (initial, continuation and exit) into the languages spoken by LEP parents. Specific guidance can be found on the DOE Title III website (noted in original letter)</p>	<p>All district Title III (ESL) letters have been translated into the 5 majority languages - Chinese, Korean, Spanish, Vietnamese, and Arabic. The letters are available to the ESL teachers for distribution.</p>	<p>All Title III (ESL) documents and letters have been translated into the 5 majority languages and are posted on the district's ESL eboard.</p>	<p>Director of Curriculum</p>	<p>August 2016</p>

<p><b>Title III</b></p>	<p>15. ELLs in Rosa do not have access to the ESL program services to support instructional content learning. The parents of ELLs had to refuse services for their children to be able to enroll at Rosa. Instructional methodology proven to be effective for ELL students must be provided to support the full range of academic offerings available to qualifying ELL students. The current instructional methodology is ineffective since it restricts ELL students' opportunities to access the district's IB middle school.</p>	<p>The district must restructure the ELL program at Rosa to ensure access to ESL/bilingual alternative programs. The district must mail notification to parents of ELLs in grades 4 and 5 of the addition of an ESL program. The letter must meet the following criteria: include information about the ELL services that will be offered at Rosa, be translated into the majority language of parents, explain the advantages of the IB programs at Rosa, and clearly explain the application process for entrance at Rosa. The district must submit a description of its new ESL program at Rosa and a copy of the parental notification letter to the NJDOE for review.</p>	<p>Title III services were offered to students at Rosa who had previously declined services, beginning in February 2016.</p>	<p>A letter will be sent to the parents/guardians of all 4th and 5th grade ESL students regarding the Rosa application process. The letter will: address the ELL services offered at Rosa, be translated into the majority languages, explain the IB/MYP program, and clearly explain the application process. This information will be submitted to the NJDOE for review.</p>	<p>Director of Curriculum, Building Principals</p>	<p>SY 16 17</p>
<p><b>Title III</b></p>	<p>16. Teachers of ELL students do not have access to a formalized, board approved ESL curriculum. A formalized curriculum delineating instructional methodology proven to be effective for ELLS must be provided for all ESL teacher. Curriculum must address WIDA English language development standards, cross-reference the school district's content curriculum, and be adopted by the BOE. The lack of an ESL curriculum that delineates effective instructional methodology restricts the ELL population opportunities to access effective ESL instructional methodology</p>	<p>The district must formalize an ESL curriculum for the FY2016-17 school year. This curriculum must address WIDA English language development standards, cross-reference the school district's content curriculum, and be adopted by the BOE. The district must submit documentation of the curriculum development and adoption process to the NJDOE for review.</p>	<p>The district will formalize the ESL curriculum to address WIDA English language development standards and cross-reference the school district's content curriculum.</p>	<p>A curriculum writing committee will be formed, and the curriculum will be developed and approved by the Board of Education to meet the requirements of the WIDA English language development standards.</p>	<p>Director of Curriculum, Curriculum Committee, ESL teachers and the Supervisors of Curriculum</p>	<p>SY 16 - 17</p>

Perkins	17. The district improperly charged \$3,233.46 to the FY2014-15 Perkins grant for expenditures incurred to develop the curriculum of the district's new health professionals program of study. Although the district has submitted a program approval application for the program the application has not been approved by NJDOE. The use of Perkins funds for an unapproved program is not allowable.	The district must implement procedures to ensure that only expenditures related to programs approved by the NJDOE are charged to the Perkins grant.	The charge was reversed and a review of grant allowable uses by the grant manager and the senior accountant was held. Classification of Instructional Program (CIP) codes will be added to all purchase orders (POs), Board agendas, and timesheets.	The dsitric will include CIP codes on all POs, Board agendas, and timesheets, to maintain compliance with the expenditure of Perkins funds.	Director of Curriculum	January 2016
Perkins	18. All district POs did not contain required information. Some district purchase orders did not reflect the correct Classification of Instructional Program (CIP) code or the intended location of equipment and/or personal computers.	The district must implement procedures to ensure personnel assigned to administer the Perkins grant comply with the program specific requirements applicable to each project period.	All purchase orders (POs), beginning in April 2016, have the CIP code included. All building based administrators, secretaries, and purchasing manager have been informed of this requirement.	All purchase orders (POs), beginning in April 2016, have the CIP code included. All building based administrators, secretaries, and purchasing manager have been informed of this requirement. The grant manager will review all expenditures for proper formatting.	Director of Curriculum, Building Principals, and Purchasing Manager	April 2016
Perkins	19. The district did not provide opportunities for students to participate in structured learning experiences for all of their approved programs.	The district must offer CTE students opportunities to explore all aspects of the career programs through participation in structured learning experiences linked to the NJCCCS in all approved CTE programs. The district may contact its Perkins program officer for technical assistance	The grant manager met with all teachers in Perkins supported programs, in the Spring of 2016 and explained the requirement and importance of structured learning opportunities. Perkins funds have been budgeted to support structured learning opportunities for the 2016 - 2017 school year.	Structured learning opportunities have been budgeted for and will be included in CTE programs during the 2016 - 2017 school year. Each experience will be documented and submitted to the grant manager for review and for monitoring.	Director of Curriculum , Building Principals and classroom teachers	SY 16 - 17
Perkins	20. The district did not have CTE advisory boards for any of their CTE programs	The district must ensure that at least two advisory board meetings are held each project period for all approved CTE programs. The advisory boards must include the required membership as indicated in the N.J.A.C. listed. The district must maintain evidence that meetings took place including sign in sheets indicating the name, organizational affiliation of each member and including signatures of those in attendance at the meetings	Advisory boards will be created for all CTE programs. A minimum of 2 advisory board meetings will be held each project year.	Advisory boards will be created for all CTE programs. A minimum of 2 advisory board meetings will be held each project year. An invited participants list, agenda, meeting notes, and a sign in sheet including the name, organizational affiliation of each attendee and their signature, will be maintained by the grant manager.	Director of Curriculum, Building principals and classroom teachers	SY 16 - 17

Perkins	21. CTE program curricula did not incorporate the NJCCCS	The district must align their CTE curriculum to reflect the NJCCCS nine (Career Ready Practices and Standard 9.3, Career and Technical Education) and the curriculum must be BOE approved.	The Director of Curriculum worked with CTE program teachers and administrators and explained the recommendations from Consolidated Monitoring and the need to update and revise the curriculum.	A curriculum writing committee will be formed, the curriculum will be revised, and enhanced to include the NJCCCS nine, and it will be formally approved by the Board of Education.	Director of Curriculum, Building principals, Curriculum Committee and classroom teachers	SY 16 - 17
Perkins	22. The district is not offering a coherent sequence of three courses for the following programs: Marketing Management (CIP Code 521401) and CAD-CADD Drafting and/or Design Technology Technician (CIPCode 151302). The course sequence in the approved program applications did not match curriculum provided, or what was listed in the HS Course selection books for 14-15 or 15-16	The district must ensure that a coherent sequence of three courses are offered for approved CTE programs supported with Perkins funding. The course sequence should consist of those courses identified in the approved program reapproval application. Programs and course sequence information should be available for students, teachers, guidance counselors, administrator and parents.	The Director of Guidance and the Director of Curriculum will review all CTE programs to ensure a coherent course sequence. There will be a cross check of the identified courses to the course catalog and those identified in the CTE application.	A review of all CTE programs will take to ensure a coherent sequence for programs. There will be a cross check of the identified courses to the course catalog and those identified in the CTE application. A log of meeting dates, meeting agendas, meeting notes, and meeting sign in sheets will be kept on file in the Office of Curriculum and Instruction.	Director of Guidance and Director of Curriculum	SY 16 - 17
Perkins	23. The district did not have a current signed articulation agreement for the Marketing Management program of study (CIP code 521401).	The district must ensure they have a current signed and dated articulation agreement on file for all approved CTE programs of study. The articulation agreement must be signed annually by the district superintendent and college president.	The Director of Guidance attained a copy of the signed articulation agreement between the Cherry Hill Public School District and Camden County College.	The Director of Guidance and the Director of Curriculum will confirm annual articulation agreements between the Cherry Hill Public School District and Camden County College. The articulation agreement will be maintained in the Office of the Director of Curriculum.	Director of Guidance and Director of Curriculum	August 2016
Perkins	24. CTE program enrollment data submitted as part of the NJSMART CTE submission was not consistent with the program/course roster data provided by the district	The district must develop a process to ensure the accuracy of the career and technical education student enrollment data submitted through the NJ SMART CTE submission. Also the district must develop a process to ensure that CTE program data is evaluated co continuously improve CTE program performance.	The Director of Curriculum and the Coordinator of Research and Assessment will ensure the accuracy of the career and technical education student enrollment data uploaded through the NJ SMART CTE submission. Additionally as identified in Finding 26 - the district will review and adequately document that CTE program data is evaluated to continuously improve CTE program performance.	The Director of Curriculum and the Coordinator of Research will review and adequately document the annual review of the Performance data available in NJ Homeroom. A log of meeting times and dates will be maintained in the Office of Curriculum and Instruction.	Director of Curriculum and Coordinator of Research and Assessment	SY 16 - 17



Perkins	25. Professional development was not provided for all CTE teachers, as summarized in the FY2014-15 final report performance narrative. The district did not provide sign in sheets and other evidence confirming CTE participation in professional development	The district must identify opportunities for teacher to receive industry specific professional development. The district must ensure that completed sign in sheets, as well as agendas are maintained for any professional development activities supported by Perkins grant funds.	The Director of Curriculum worked with the CTE classroom teachers and the building administrators and explained the recommendations from the Consolidated Monitoring Report and the need for industry based professional development. Funds have been allocated for the teachers in each CTE track to receive industry based professional development.	A review and an identification of industry based professional development opportunities will occur for CTE teachers. Sign in sheets, agendas, and notes will be maintained and monitored in the Office of Curriculum and Instruction.	Director of Curriculum and Building principals	SY 16 - 17
Perkins	26. The district did not conduct evaluations of CTE program and review CTE student performance data annually.	The district must ensure that program data is reviewed annually and CTE program performance is evaluated annually based on the review of relevant CTE program data. Evidence that a review and evaluation was conducted must be maintained by the district for monitoring purposes.	The district will review and adequately document the annual review of the Performance data available in NJ Homeroom.	The Director of Curriculum and the building principals will examine and adequately document the annual review of the Performance data available in NJ Homeroom. A log of meeting agendas, meeting dates and sign in sheets will be maintained in the Office of Curriculum and Instruction.	Director of Curriculum and Building principals	SY 16 - 17
Perkins	27. The district did not provide evidence that any materials and/or procedures to increase and support nontraditional student participation were developed and implemented.	The district must conduct activities or implement strategies to increase participation and success of nontraditional students and other special population students in CTE programs. The district is advised to contact its Perkins Program officer for resources and assistance with developing appropriate strategies.	Activities will be implemented to increase participation and success of nontraditional students.	Grant manager will contact the Perkins Program officer of resources and the district will promote and advertise CTE programs to nontraditional students during orientations, program fairs, and invitations to CTE specific opportunities.	Director of Curriculum, Building principals, CTE teachers	SY 16 - 17
Perkins	28. All computers and iPads purchased with Perkins funds did not have a visible, permanently attached, and numbered inventory tag with the federal funding source included.	The district must ensure that all equipment purchased with Perkins funds have permanently attached and numbered inventory tags. The tags must also identify the funding source. The district must ensure that equipment purchased with Perkins funds is utilized primarily in the CTE programs for which it was approved.	The Director of Curriculum worked with the Director of Support Operations and explained the recommendations from the Consolidated Monitoring Report regarding the need for appropriately tagging all equipment purchased with Perkins funds.	The district is implementing a tagging process that has been developed and is being followed by the Technology Staff. All items previously purchased with Perkins funds have been tagged and appropriately inventoried. Records of the inventory will be maintained in the Director of Curriculum's office.	Director of Curriculum and Director of Support Operations	September 2016

IDEA	29. The district did not consistently inform parents of proposed actions through provision of written notices within 15 calendar days following determination of continued eligibility meetings for students eligible for spec ed and related services	The district must ensure parents are provided written notice following a meeting that contains all requirement components within 15 days of that meeting. In order to demonstrate correction of noncompliances, the district must provide training for CST members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed. A monitor from the NJDOE will conduct an on site visit to interview staff, review written notice provided to parents following meetings conducted between September 2016 and DEcember 2016, and to review the oversight procedures.	The district will ensure the consistent provision of written notice following a meeting that meets regulatory requirements.	The district's Child Study Teams will receive training in September 2016 to review regulatory requirements for written notice and they will be directed to complete form 03A for Prior Written Notice in IEP Direct. A new CST procedure manual, that includes compliance checklists for written notice, will be provided to and reviewed with all CST members. Teams will complete the checklist and the Supervisors of Pupil Services will conduct accountability meetings with each team on a monthly basis to review and document compliance items. *IEP Direct is the district's data management program for special education.	Director of Pupil Services, Supervisors of Pupil Services	SY 16 - 17
IDEA	30. The district did not consistently determine continued eligibility within 60 days of receipt of parental consent to conduct assessments as part of a reevaluation. Instead, the district obtained written parental consent to waive the 60 day timeline.	The district must ensure all assessments and the determination of continued eligibility as parts of a reevaluation are completed within 60 days of receipt of written parental consent. NJ spec ed regs do not permit districts to obtain written parental consent to waive the 60 day timeline. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation from eligibility meetings held as part of the reevaluation process between September 2016 and December 2016, and to review oversight procedures.	Reevaluations will be completed within 60 days of receipt of written parental consent.	The district's Child Study Teams will receive training in September 2016 to review regulatory requirements on determination of continued eligibility. The Director of Pupil Services will create a report, using data extracted from IEP Direct, to monitor this item. Monitoring will occur during monthly accountability meetings with Supervisors of Pupil Services. The teams will receive additional training in IEP Direct that will support the electronic tracking of this item. *IEP Direct is the district's data management program for special education.	Director of Pupil Services, Supervisors of Pupil Services	SY 16 - 17
IDEA	31. The district did not consistently provide to students eligible for spec ed and related services written notice of graduation containing all required components within required time limits.	The district must ensure parents or adult students are provided with written notice prior to graduation. Same as above but onsite visit will occur at the conclusion of the 2016-17 school year.	Parents or adult students will receive written notice prior to graduation.	The district's Child Study Teams will receive training in September 2016 to review regulatory requirements for written notice and to review the CST procedure manual, which outlines written notice requirements for graduates. Monitoring will occur during monthly accountability meetings with Supervisors of Pupil Services. The teams will receive additional training in IEP Direct that will support the electronic tracking of this item. *IEP Direct is the district's data management program for special education.	Director of Pupil Services, Supervisors of Pupil Services	SY 16 - 17

IDEA	32. The district did not consistently provide a summary of academic achievement and functional performance prior to graduating and/or aging out to students eligible for spec ed and related services	The district must ensure students are provided with a summary of academic achievement and functional performance prior to graduation that addresses all required components. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review summaries of academic achievement and functional performance provided to students who are exiting/graduating at the conclusion of the 2016-2017 school year, and to review the oversight procedures.	Students will be provided with a summary of academic achievement and functional performance prior to graduation.	The district's Child Study Teams will receive training to review regulatory requirements and will review the new CST Procedures manual which outlines requirements for graduates. CST will be directed to complete Form 10A "Summary of Performance" in IEP Direct. The Office of Pupil Services will provide additional IEP Direct training on follow-up tasks that will support the electronic tracking of this item. This item will be monitored monthly with Supervisors of Pupil Services during accountability meetings. *IEP Direct is the district's data management program for special education.	Director of Pupil Services, Supervisors of Pupil Services	June 2017
IDEA	33. The district did not consistently ensure that required participants were in attendance at meetings for students referred and/or eligible for spec ed and related services, including preschool age children, and for students referred and/or eligible for speech language services.	The district must ensure meetings are conducted with required participants and documentation of attendance and/or written parental consent to excuse a member of the team is maintained in student files. 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 the requirements with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation including sign in sheets, for meetings conducted between September 2016 and December 2016, and to review the oversight procedures.	All meetings will be conducted with required participants or will have written consent to excuse a member of the team.	The district's Child Study Teams and speech and language specialists will receive training to review regulatory requirements including required meeting participants. Teams will complete IEP Direct addendum 02A when requesting permission to excuse a team member from an IEP meeting. The Director of Pupil Services will train building administrators on these requirements and review compliance quarterly at district level administrative meetings. *IEP Direct is the district's data management program for special education.	Director of Pupil Services, Supervisors of Pupil Services	January 2017

<p><b>IDEA</b></p>	<p>34. The district did not document all required considerations and statements in each IEP. IEPs for students eligible for spec and related services did not include:measurable annual goals and objectives (including criteria for mastery), statement of how progress toward annual goals will be measured; age 16 post-school transition components and; documentation of the consideration of the needs for extended school year services. IEPs for students eligible for speech-language services did not include:documentation of the consideration of the needs for extended school year services.</p>	<p>The district must ensure each IEP contains the required considerations and statements. Training must be conducted for CSTs and to demonstrate correction of individual instances of noncompliance, the district must conduct annual review meetings and revise IEPs for the specific students whose IEPs were identified as non-compliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs and a random sample of additional IEPs developed at meetings conducted between September 2016 and December 2016, and to review the oversight procedures. The names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor. For assistance with correction of noncompliance, the district is directed to the state IEP sample form on the state website.</p>	<p>IEPs will contain measurable annual goals and objectives including criteria for mastery, statements of progress toward annual goals, age 16 post transition and documentation of consideration of need for ESY. Speech IEPs will include documentation of considerations for ESY.</p>	<p>The Office of Pupil Services will provide monthly training to Child Study Team members on measurable goals and objectives, progress monitoring and transition. Special education teachers will receive additional training on writing measurable goals. The pupil services administrative team (Director and Supervisors) will audit IEPs monthly to determine compliance, maintain a record of audited IEPs and provide feedback to case managers on IEPs that require further development.</p>	<p>Director of Pupil Services, Supervisors of Pupil Services</p>	<p>June 2017</p>
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<p><b>IDEA</b></p>	<p>35. The district did not consistently document in the IEPs of students removed from the general education setting for more than 20% of the school day, including students placed in separate settings, consideration of placement in the LRE. Specifically, IEPs did not consistently include: the supplementary aids and services considered, an explanation of why they were rejected, a comparison of the benefits provided in the regular class and the benefits provided the spec ed class, the potentially beneficial or harmful effects which a placement (gen ed) may have on the student with disabilities or the other students in the class; and 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 all required decisions regarding placement are documented in the IEP for each student moved from gen ed for more than 20% of the school day. The district must also ensure for students placed in separate settings, the IEP team identified activities to transition the student to a less restrictive environment and document them in each IEP. To demonstrate the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise the IEPs for the specific students with IEPs that were identified noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs, a random sample of additional IEPs developed at meetings conducted between September 2016 and December 2016, and to review oversight procedures. The names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor.</p>	<p>IEPs will document consideration of LRE and activities to transition students to a LRE.</p>	<p>The district's Child Study Teams will receive training to review regulatory requirements for determining and documenting Least Restrictive Environment (LRE) utilizing the new CST Procedures manual. Case managers will be directed to use the Case Manager Least Restrictive Environment checklist on every IEP. The noncompliant IEPs from the Consolidated Monitoring Report will be corrected through IEP meetings. The IEP teams will identify, in the IEP documents, activities to transition students to less restrictive settings. This item will be reviewed and monitored by Supervisors of Pupil Services during monthly accountability meetings.</p>	<p>Director of Pupil Services, Supervisors of Pupil Services</p>	<p>June 2017</p>
<p><b>IDEA</b></p>	<p>36. The district does not provide the full continuum for placement options for preschool age students eligible for spec ed and related services. The district does not offer in-class resource as a program option</p>	<p>District must ensure a full continuum of placement options is available to preschool students with disabilities. In order to demonstrate correction of noncompliance, the district must conduct training for building level administrators and district administration and develop an oversight mechanism to ensure compliance with the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review preschool placement options and IEPs of preschool age students developed s between September 2016 and December 2016, and to review oversight procedures.</p>	<p>The district will create an in-class resource option at Barclay Early Childhood Center.</p>	<p>The Director of Pupil Services will work with the Director of Human Resources to identify and assign appropriately certified staff for an in-class resource program at Barclay Early Childhood Center. The Principal will ensure that this placement option is available at Barclay. Training will be provided to district level administrators and building principals on the NJDOE certification requirements for staffing special education programs. Compliance will be monitored using the Position Control Report which documents staffing.</p>	<p>Director of Pupil Services, Director of Human Resources, Barclay Principal, Supervisors of Pupil Services</p>	<p>SY 16 - 17</p>

IDEA	37. The district did not consistently complete all required components of the evaluation process for student referred for spec ed and related services and for speech language services. Evaluation reports did not include observation of the student in environments, other than a testing environment, as part of the functional assessment.	The district must ensure all components of the functional assessment are conducted as part of the initial evaluation process. 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 the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports completed between September 2016 and December 2016, and to review oversight procedures.	CST will be required to conduct observations of students as part of the functional assessment. This requirement will be added to the CST manual.	The administrative team will review regulatory requirements with the district's Child Study Teams, as well as the Evaluation section of the CST procedure manual, which outlines components of an evaluation. Team members will be provided training on how to conduct observations, in accordance with regulations, and on how to provide information for evaluative reports as part of functional assessments. This item will be monitored by Supervisors of Pupil Services during monthly accountability meetings when reviewing determination of re-eligibility.	Director of Pupil Services, Supervisors of Pupil Services	January 2017
IDEA	38. The district did not consistently conduct multidisciplinary initial evaluations for students referred for speech language services by obtaining an educational impact statement from the classroom teacher	The district must ensure a multidisciplinary evaluation is conducted for students referred for speech language services by obtaining a statement from the gen ed teacher that details the educational impact of the speech problem on the students' progress in gen ed. In order to demonstrate correction of noncompliance, the district must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports completed between September 2016 and December 2016, and to review oversight procedures.	Multidisciplinary evaluations will be conducted for students referred for speech language services.	Speech Therapists will be provided training on obtaining an educational impact statement from classroom teachers and will be required to obtain an educational impact statement from the classroom teacher for initial evaluations. The pupil services administrative team (Director, Supervisors) will review this requirement with speech therapists during monthly meetings. The Director of Pupil Services will train building administrators on these requirements and review quarterly for compliance at district level administrative meetings.		January 2017

IDEA	39. The district did not conduct meetings within 20 calendar days of receipt of a written request for evaluation for students referred for spec ed and related services	The district must ensure identification meetings are conducted within 20 calendar days of receipt of a written request for evaluation and that required participants are in attendance. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation from eligibility meetings held as part of the reevaluation process between September 2016 and December 2016, and to review oversight procedures.	Identification meetings will be conducted within 20 calendar days of receipt of written request.	The district's Child Study Teams will receive training in September 2016 to review regulatory requirements on requests for evaluation. The pupil services administrative team (Director, Supervisors) will create a report using data from IEP Direct to monitor this item. Monitoring will occur during monthly accountability meetings with Supervisors of Pupil Services. This will be a standing item at district level CST meetings. The teams will receive additional training in IEP Direct training that will support the electronic tracking of this item. *IEP Direct is the district's data management program for special education.	Director of Pupil Services, Supervisors of Pupil Services	January 2017
IDEA	40. The district did not consistently conduct reevaluations within three years of the previous classification date for students currently eligible for speech language services	The district must ensure reevaluations are conducted within the required time lines. In order to demonstrate correction of noncompliance, the district must conduct training for speech language specialists and develop an oversight mechanism to ensure compliance with the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation from eligibility meetings held as part of the reevaluation process between September 2016 and December 2016, and to review oversight procedures.	Speech reevaluations will be conducted within required timelines.	Speech Therapists will receive training in September 2016 to review regulatory requirements for reevaluation. The pupil services administrative team (Director, Supervisors) will create a report using data extracted from IEP Direct to monitor this item. Monitoring will occur during monthly meetings. This will also be a standing item at district level Speech meetings. The speech therapist will receive additional training in IEP Direct training that will support the electronic tracking of this item.	Director of Pupil Services, Supervisors of Pupil Services	January 2017
		Superintendent _____	Date _____			
		Board Secretary / Business Administrator _____	Date _____			