

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

COUNTY Cape May

SCHOOL DISTRICT NAME Woodbine Board of Education

TYPE OF EXAMINATION Consolidated Monitoring Report of NCLB and IDEA

DATE OF BOARD MEETING: June 21, 2016

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RECOMMENDATION NUMBER	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
Finding 1	The school must convene the FY 2016-2017 annual Title I meeting no later than mid-October. The district must submit evidence of convening this meeting to the NJDOE for review (e.g., invitational letter/flyer, agenda, meeting minutes, and sign in sheet).	Title I information will be presented during the Back to School Night for parental input. Parent sign-in, agenda, and minutes. Powerpoint presentation.	Superintendent	10/1/2016
Finding 2	The district must submit copies of a recent board approved district parental involvement policy to the NJDOE for review. The district must also 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 2015-2016 school year these documents were developed with the input of the parents/guardians of Title I students.	Present BOE approved district parental involvement policy during Back to School Night for parental input. Parent sign-in, agenda, and minutes. Powerpoint presentation.	Superintendent	10/1/2016
Finding 3	The district must identify staff members whose salaries are supported in whole or in part with Title I funds and verify the time and activity of staff charged to the grant. The district must submit sample sheets for the 2015-2016 school year to the NJDOE for review. The district was provided a sample for use.	The district will implement the NJ DOE approved template for its time sheets.	Confidential Secretary and Superintendent	6/30/2016
Finding 4	For FY 2016-2017 the district must be sure to complete the entire Schoolwide Plan as all information is required for the plan to meet all the standards, or revert to operating a targeted assistance program.	The district will submit the completed Schoolwide Plan as required.	Superintendent and Business Office	7/31/2016


Chief School Administrator

6/27/16
Date



Business Administrator

6/22/16
Date

Finding 5	The district must create a professional development plan that is consistent with professional development funded activities. The district must submit a professional development plan for the 2016-2017 school year along with board approval to the NIDOE for review.	Obtain a state approved Schoolwide PDP template and create a professional development plan that is consistent with professional development funded activities.	Superintendent in consultation with the Title I Schoolwide Committee	8/31/2016
Finding 6	The district should review applicable regulations and use open and competitive procedures as required. The district should also analyze and include documentation in its files that demonstrates the district ensured the costs were reasonable.	The district will follow all state and federal purchasing laws in regards to all applicable contracts. The district will maintain documentation demonstrating all regulations were followed appropriately.	Business Administrator, office staff	6/30/2016
Finding 7	The district must charge expenditures to the general ledger account numbers with proper line item codes. The district should review its funded expenditures for FY 2015-2016 and transfer all improperly recorded transactions to the appropriate accounts prior to submitting its FY 2015-2016 Final Report.	The district will ensure that all travel charges from 15-16 moving forward are accounted for in the appropriate line item codes. All necessary transfers will be made appropriately	Business Administrator, office staff	6/30/2016
Finding 8	The district must ensure all students who are eligible for special and related services have the opportunity to participate in programs and services based on their individual needs in the least restrictive environment (LRE). The district must also ensure decisions regarding program placement are made on an individual basis. The district must develop a procedure to ensure placement in the LRE and individual decision making regarding program placement and provide training to child study team members and administrative staff on the newly developed procedures. A monitor from the NIDOE will conduct an on-site visit to interview staff, review the developed procedures, evidence of required training, and documentation of program placement decisions.	The District will coordinate with the Child Study Team Director to identify student needs and develop an increased range of service to meet individual student needs. Consideration for special education programming in grades Preschool and Kindergarten will be initially assessed, as well as ongoing consideration for in-class resource or support programs. Newly developed programs will be approved through the County Office of Education prior to implementation through student IEPs. The Child Study Team Director will amend the current procedural manual to include provision and guidance on determining LRE for individual students when developing an IEP. These procedures will be shared during staff training in September of 2016, with administrative consult taking place during program development consultations.	Child Study Team and Superintendent	10/31/2016


 Chief School Administrator

6/2/16
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<p>Finding 9</p>	<p>The district must ensure that each IEP contains 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 requirements in the citation listed above. To demonstrate the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise the IEPs for specific students with IEPs that were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with 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.</p>	<p>The Child Study Team Director will update the currently implemented procedure manual to specify the requirements for IEP development, specifically the need for inter-agency linkage for students participating in the transition process at age 14. Oversight for compliance with IEP development will be done through staff evaluations and review of completed documents following IEP meetings. All student specific revisions will be completed by December 2016.</p>	<p>Child Study Team Director</p>	<p>1/31/2017</p>
<p>Finding 10</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 removed from general education for more than 20 percent 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. 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 requirements in the citations listed above. To demonstrate that the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise the IEPs for the specific students that were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review revised IEPs, 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.</p>	<p>Director Child Study Team will develop procedures for completion of elements of IEP development listed within this citation. Guidance regarding these procedures will be obtained through the NJDOE informational handout regarding completion of LRE rationale and placement decisions. Additional guidance from this document will include documentation of the District's methods and provisions for possible transition to a least restrictive environment for those students placed in a separate setting. Staff training will be conducted at the onset of the 2016-2017 school year. Oversight for implementation of these procedures will take place through formal staff evaluations and ongoing monitoring of special education event documents. Annual review meetings will be held to address the specific students referenced within this citation and be available for monitor review.</p>	<p>Child Study Team Director</p>	<p>1/31/2017</p>


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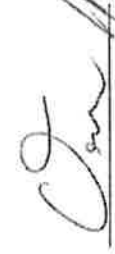

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<p>Finding 11</p>	<p>The district must ensure students exhibiting academic difficulties are referred through the proper procedures, either to the I&RS for interventions in general education or the child study team to determine if an evaluation is warranted. Only students determined eligible for special education and related services who have a current individual education program may be placed in special education classrooms. In addition, school personnel may make a direct referral to child study team to determine whether an evaluation is warranted. In order to demonstrate correction of noncompliance, the district must conduct training for administrative staff and child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review child study team referrals received between September 2016 and December 2016, and to review the oversight procedures.</p>	<p>The Child Study Team Director will engage in consultation with administrative staff regarding the requirement and regulations involving students in need of intervention and the special education referral process. The Child Study Team Director will provide training to staff at the onset of the 2016-2017 school year to review updated procedures and regulations related to intervention and the referral process. District administration will ensure that no child is placed within a special education program without special education classification and implemented IEP. District administration will coordinate with the Child Study Team to develop appropriate referral procedures that will ensure that all parties remain in communication regarding the intervention needs and referral process for special education and related services. Oversight for compliance with these procedures will be conducted through ongoing staff evaluations and review of initial referral process and documentation. District administration will be responsible for oversight of I&RS action plans and general education student placement</p>	<p>Superintendent Child Study Team Director</p> <p>1/31/2017</p>
<p>Finding 12</p>	<p>The district must ensure a multidisciplinary evaluation is conducted for students referred for speech-language services by obtaining a statement from the general education teacher that details the educational impact of the speech problem on the student's progress in general education. 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 requirements in the citation listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports for students referred for speech-language services whose completed between September 2016 and December 2016, and to review the oversight procedures.</p>	<p>1. All speech language specialists will be trained on evaluation/referral procedures that will meet the requirements of N.J.A.C. 6A:14-2.5(b)6 and 3.6(b) during the in-services at the beginning of the 2016-2017 school year. This training will be reviewed every year and as necessary to ensure compliance. 2. For all students who are referred for a speech, voice, or fluency evaluation the teacher of the elementary school student or the language arts teacher of the middle or high school student will be asked to fill out a form for the appropriate speech problem (see Appendix A). 3. The secretary of the related service department will ensure that these forms are completed and sent to the parents with the evaluation report prior to the initial eligibility meeting and subsequent re-evaluation eligibility meetings if appropriate. 4. All questions regarding this process will be referred to the Director of Related Services who will periodically monitor referrals to ensure compliance.</p>	<p>Director of Related Services</p> <p>1/31/2017</p>


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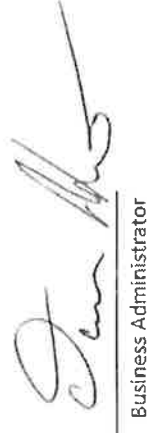

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<p>Finding 13</p>	<p>The district must ensure all components of the functional assessment are conducted as part of the initial evaluation process. In order to demonstrate correction of noncompliance, the district must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation 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 the oversight procedures. For assistance with correction of noncompliance, the district is referred to the sample report form for speech-language evaluations which is located at: www.state.nj.us/education/speeed/forms.</p>	<p>1. All speech language specialists will be trained on evaluation procedures and report writing requirements that will meet the requirements of N.J.A.C. 6A:14-3.4(f 4(i-vi)) during the in-services at the beginning of the 2016-2017 school year. This training will be reviewed every year and as necessary to ensure compliance.</p> <p>2. For all students who are referred for a speech, voice, or fluency evaluation speech language specialists will use the SCSSD templates for writing evaluation reports. These reports include background information/developmental/educational history, parent interview, teacher interview, a review of intervention, and the use of informal methods of assessment including but not limited to a speech sample, and informal oral peripheral, voice, and fluency evaluations (see Appendix B).</p> <p>3. For all students who are referred for a speech and language evaluation by the Child Study Team the speech language specialist will read the initial evaluation plan to determine which sections of the report are to be completed by the speech language specialist and include those sections in the evaluation report. The evaluation report will include informal methods of assessment including but not limited to a language sample, speech sample, and informal oral peripheral, voice, and fluency evaluations (see Appendix C).</p> <p>4. All speech language specialists will send their evaluation reports to the Director of Related Services who will read them to ensure compliance until such time as the Related Services Director has determined that the speech language specialist is reliably complying with all regulations. These reports will not be finalized until they have been reviewed.</p> <p>5. The Director of Related Services will periodically review reports in Realtime to ensure compliance.</p>	<p>Director of Related Services</p> <p>1/31/2017</p>	
<p>Finding 14</p>	<p>Purchase orders should be issued to all vendors prior to goods or services being provided.</p>	<p>The district will follow all state and federal purchasing laws, as outlined in the district's purchasing manual. Purchase orders will be issued to all vendors prior to goods and services being provided.</p>	<p>Business Administrator, office staff</p> <p>6/30/2016</p>	


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