

CORRECTIVE ACTION PLAN

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| District: Fairfield Township Board of Education | County: #11 Cumberland |
| ID# 1460 | |
| Type of Audit: 2014-2016 Title I, IDEA | |
| Date of Board Meeting: May 26, 2016 | |
| Contact Person: Janecia Smith, School Business Administrator | |
| Telephone Number: (856) 453-1882, ext. 8030 | |

| <u>Recommendation Number</u> | <u>Corrective Action Required by the Board</u> | <u>Method of Implementation</u> | <u>Person Responsible for Implementation</u> | | <u>Planned Completion Date of Implementation</u> |
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| Finding 1 | The district did not provide evidence its Title I school convened an annual Title I parent meeting. In a Title I schoolwide program, all parents/guardians must be informed about the school's Title I program, legislative requirements, and how they can become actively engaged in helping their child/children succeed academically. | The district held a Spring 2015-2016 annual Title I parent meeting Evidence includes an agenda, meeting minutes, and sign in sheets for 3/2016 | Parent Liaison and/or Administration | | March 2016 and August 2016 |
| Finding 2 | There was no evidence the district parental involvement policy was reviewed for the current school year. 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 Title I parents. | The FTS board approved the district parental involvement policy. | Administration | | August 2016 and annually |
| Finding 3 | The district's parents' web page did not contain the required annual notifications for parental involvement. | The FTS webpage updated | Tech Team and/or administration | | April, 2016 and annually |
| Finding 4 | The district's expenditure of Title I funds for a summer trip to Splash Zone Water Park was an entertainment related cost, which is an unallowable use of funds. | Reverse expenditure out of fund 20 | School Business Administrator | | April, 2016 |
| Finding 5 | The district did not properly procure funds under the Uniform Guidance | Obtain two quotes from vendors when applicable | School Business Administrator | | June, 2016 |

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| | which requires purchases over \$3,000 (Simplified Acquisition Threshold) to have formal quotes or bids. The contracts for services with Pearson and Edmentum exceeded the maximum allowable amount and should have been procured through a formal quote or bid. | | | |
| Finding 6 | The district did not have the required supporting documents to verify the activity of paraprofessionals and parent liaison charged to the Title I grant. The documentation must reflect what the staff is doing and when (time periods), and must match their funded percentage. This documentation is necessary to ensure grant funded staff are actually performing grant-related responsibilities. However, the district had alternative documentation that helped support the funding. | The district will 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 will resubmit using the sample worksheets provided on the NJDOE page. | School Business Administrator/School Administrator | Completed |
| Finding 7 | The district Charges to payroll did not match the subsidiary ledger totals from July 1 2015 to December 31, 2015. As a result, it was unclear if proper salary amounts were being charged to the grant | The Business Administrator/Board Secretary and Payroll Specialist will trace and confirm the ledger totals | Business Administrator/Board Secretary and Payroll Specialist | June, 2016 |
| <p>Background for IDEA Findings 9-18 - For nearly a decade, Fairfield Township School District (FTSD) has contracted with Salem County Special Services School District (SCSSSD) for Child Study Team (CST) staff members as well as important SE services. In February 2016, FTSD discontinued the SCSSSD CST contract. As an alternative, Fairfield Township School District will employ an in-district Child Study Team, and consult with Hopewell Crest School District Child Study Team members for CST and special education and related services, in 2016-2016.</p> <p>The Fairfield CST will offer all special education services including but not limited to case management; participation in early intervention and preschool transition meetings; ongoing parent communication; completion of annual reviews, re-evaluation planning, initial determination, eligibility, manifestation determination and transfer review meetings; counseling as part of the child's IEP; participation in I&RS and PIRT team meetings; assistance to teachers; and monitoring the implementation of a child's IEP within the classroom setting. Furthermore, the Fairfield Township School District Child Study Team will also complete learning evaluations and consult with teachers as needed, and complete Social, Psychological and Learning evaluations for students initially referred or as part of their re-evaluation planning process.</p> | | | | |
| <p>As it relates to this CAP, the FTSD in-district CST will be responsible for successfully implementing the methods and strategies identified in this document.</p> | | | | |
| <u>Recommendation Number</u> | <u>Corrective Action Required by the Board</u> | <u>Method of Implementation</u> | <u>Person Responsible for Implementation</u> | <u>Planned Completion Date of Implementation</u> |

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| Finding 8 | <p>The district did not offer a full continuum of placement options for students determined eligible for special education and related services. In-class resource options were not available at the preschool, grade 1, and grade 2 levels.</p> | <p>The Director of Special Education/Child Study Team will develop procedures regarding completion of student program and placement rationale that will ensure programming is determined through individual assessment of need as identified within the Present Levels of Academic Achievement and Functional Performance section of the IEP. Training regarding placement decisions will be provided to staff members at the onset of the 2016-2017 school year with ongoing monitoring of compliance conducted through formal evaluations and review of special education documents. District administration will be responsible for consulting with the Director of Special Education/Child Study Team to determine special education needs within the district and develop a full continuum of program options that will best service the District. Specific strategies for developing in-class resource options for students in Preschool through second grade will be discussed and implemented as needed.</p> | <p>FTSD Director of Special Education/FTSD Child Study Team; Superintendent</p> | <p>September 2016</p> |
| Finding 9 | <p>The district did not consistently provide notice of a meeting to parents of students referred and/or eligible for special education and related services</p> | <p>At the onset of the 2016-2017 school year, the FTSD Director of Special Education/FTSD Child Study Team will be trained along with appropriate staff regarding timeframes, procedure, and notifications of SE meetings. Parents will be provided with informational pamphlets and invited to informational meetings throughout the school year.</p> | <p>FTSD Director of Special Education/FTSD Child Study Team</p> | <p>September 2016</p> |

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| | | Computer technology will be used to monitor notifications of all CTS meetings and attendance logs will be revised and implemented to document parents' attendance. | | |
| Finding 10 | The district did not consistently ensure students were receiving special education services from certified special education teachers as required by IEPs. Special education teachers were frequently pulled from their instructional responsibilities to serve as substitutes. As a result, students eligible for special education and related services were not receiving the programs and services documented in the IEPs. | At the onset of the 2016-2017 school year, the Superintendent will collaborate with the FTSD administrative team members as well as FTSD Director of Special Education/Child Study Team to develop, implement, and monitor procedures and strategies to reduce the frequency or number of times that special education teachers are assigned to serve as substitutes teachers. FTSD Director of Special Education/Child Study Team will develop and implement procedures to monitor how often special education teachers are used as substitute teachers. FTSD Director of Special Education/Child Study Team report the number of times special education teachers are used as substitutes to the Superintendent each month. | Director of Special Education/Child Study Team, Superintendent | September 2016 |
| Finding 11 | The district did not consistently convene Initial Eligibility and IEP team meetings with required participants (General education teacher) in attendance for preschool and school age students eligible for special education and related services. | FTSD Director of Special Education/Child Study Team will develop procedures regarding invitations of appropriate staff members and the requirements associated with meeting attendance for special education meetings and events. This procedure will be distributed to staff at the onset of the 2016-2017 school year for training purposes and be referenced throughout the year. Oversight of procedural compliance will be | FTSD Director of Special Education/Child Study Team; Superintendent | September 2017 |

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| | | <p>facilitated through staff evaluations and ongoing monitoring of special education event documentation. District administration will ensure that appropriate staff members are made available to attend required meetings. The FTSD Director of Special Education/Child Study Team will report the number of times general education teachers attend initial eligibility and IEP team meetings, to the Superintendent each month.</p> | | |
| <p>Finding 12</p> | <p>The district did not consistently document all required considerations and statements in each IEP for students eligible for special education and related services. IEPs did not consistently include documentation of the frequency, duration, and location of related services.</p> | <p>FTSD Director of Special Education/Child Study Team will ensure that a procedural is developed and shared with staff at the onset of the 2016-2017 school year regarding implementation of related services and appropriate documentation. Ongoing assessment of compliance will be conducted through staff evaluations and review of completed documents. The FTSD Director will ensure that all services include the specific frequency, duration, and location of services. If service provision takes place within one or more location within the building, those locations will be specified. All IEPs cited for noncompliance will be reviewed through an annual review meeting and information regarding the provision of related services will be updated within specified guidelines.</p> | <p>FTSD Director of Special Education/Child Study Team</p> | <p>January 2017</p> |
| <p>Finding 13</p> | <p>The district did not consistently document in the IEPs of students removed from the general education</p> | <p>FTSD Director of Special Education/Child Study Team will develop procedures for</p> | <p>FTSD Director of Special Education/Child Study Team</p> | <p>January 2017</p> |

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| | <p>setting for more than 20 percent of the school day, including students placed in separate settings, consideration of placement in LRE. Specifically, IEPs did not consistently include:</p> <ul style="list-style-type: none"> • The supplementary aids and services considered; • An explanation of why the supplementary aids and services were rejected; • That comparison of the benefits provided in the regular class and the benefits provided in the special education class; and • For those students placed in separate settings, district activities to transition the student to a less restrictive environment. | <p>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.</p> <p>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>Finding 14</p> | <p>The district did not consistently provide interventions in general education settings to students exhibiting academic difficulties prior to referring the student for an evaluation.</p> | <p>The FTSD School Counselor in collaboration with FTSD Director of Special Education/Child Study Team will ensure interventions are provided for students in the general education setting exhibiting academic difficulties, prior to referring the student for an evaluation. The FTSD School Counselor will conduct training for administrators and Intervention and Referral Services (I&RS) staff and develop an oversight mechanism to ensure compliance.</p> | <p>FTSD School Counselor, FTSD Director of Special Education/Child Study Team</p> | <p>July, 2016</p> |

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| Finding 15 | The district did not consistently maintain documentation of the description, frequency, duration and effectiveness of the interventions provided in the general education setting through the I&RS. | The district will ensure I&RS documentation includes the description, frequency, duration and effectiveness of the interventions provided .The district will conduct training for administrators and Intervention and Referral Services (I&RS) staff and develop an oversight general education setting. | FTSD School Counselor, FTSD Director of Special Education/Child Study Team | July, 2016 |
| Finding 16 | The district did not consistently conduct multidisciplinary initial evaluations for student's referral for speech-language services by obtaining an educational impact statement from the classroom teacher. | The FTSD School Counselor in collaboration with FTSD Director of Special Education/Child Study Team will 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. Also, the FTSD School Counselor in collaboration with FTSD Director of Special Education/Child Study Team will conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements. | FTSD School Counselor, FTSD Director of Special Education/Child Study Team | July, 2016 |
| Finding 17 | The district did not consistently conduct all required sections of the functional assessment as a component of an initial evaluation for students referred for speech language services. Assessments will include classroom observation, parent interview, and teacher interview and speech sample. | FTSD School Counselor, FTSD Director of Special Education/Child Study Team will ensure all components of the functional assessment are conducted as part of the initial evaluation process. In order to demonstrate correction of noncompliance, PD will be provided for speech-language specialists. The FTSD School Counselor will develop an | FTSD School Counselor, FTSD Director of Special Education/Child Study Team | July, 2016 |

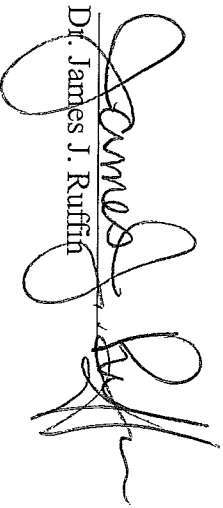
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| | | oversight mechanism to ensure compliance with the requirements. The FTSD School Counselor will maintain a checklist to determine all components of functional language assessments are provided. | | |
| Finding 18 | The district did not consistently conduct reevaluations within three years of the previous classification date for students eligible for speech-language services. The speech therapist will maintain a database for all speech students on caseload. Database will include upcoming triennial evaluation dates, IEP annual review dates and other important information. | The district will ensure reevaluations are conducted within required time lines. In order to demonstrate correction of noncompliance, the district will conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements. Database of classified ESLs students will be submitted to supervisor of speech therapist for review. | FTSD School Counselor, FTSD Director of Special Education/Child Study Team | July 2016 |

Chief School Administrator

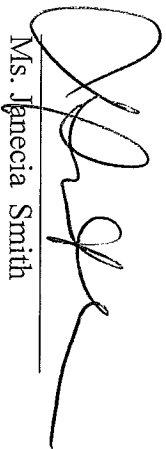
Date: 6-2-2016

Board Secretary/ School Business Administrator

Date 6-2-2016


Dr. James J. Ruffin

6-2-2016
Date


Ms. Janecia Smith

6/2/16
Date