

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

SCHOOL DISTRICT NAME: Haddon Township Public Schools **COUNTY:** Camden

TYPE OF EXAMINATION: Consolidated Monitoring Report - December 2014

DATE OF BOARD MEETING: February 19, 2015

CONTACT PERSONS: General Education - Elizabeth Mennig (x1102) / Special Education - Bonnie Edwards (x7313)

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| RECOMMENDATION NUMBER | CORRECTIVE ACTION | METHOD OF IMPLEMENTATION | INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION | COMPLETION DATE OF IMPLEMENTATION |
|-----------------------------|--|---|---|-----------------------------------|
| Title I - Finding #1 | The district will provide evidence that a tracking system for proper Title I identification is in place, which will include the use of multiple, educationally related, objective criteria to identify students for eligibility to receive Title I services per ESEA 1115: <i>Targeted Assistance Programs</i> . | The district will revise its tracking mechanism for proper student identification so that the documentation of multiple, educationally related, objective criteria so that established entrance and exit criteria are consistently applied. | Director of Curriculum | March 2015 |
| Title I - Finding #2 | The district will revise its Title I participation letter to include the multiple, educationally related, objective criteria to identify students for entry to and exit from the Title I program. The letter must include an opportunity for parents to opt-out of services per ESEA 1115 and ESEA 1118(c) | The district's Title I participation letter will be revised per the recommendations in Finding #2 and submitted to NJDOE for review. | Director of Curriculum | February 2015 |

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| Title I - Finding #3 | The district will convene the FY 2015-16 annual Title I meeting at the beginning of the year per ESEA 1118(c)(1) and (2) | The district will provide evidence of convening this meeting for the 2014-15 school year (ex. invitational letter, agenda, meeting minutes, and sign-in sheets) and for the 2015-16 school year. | Principals (Title I Schools) | January 2015 and October 2015 |
| Title I - Finding #4 | The district will provide evidence of inclusion of the associated stakeholder groups in the development of the parental involvement policy and school-parent compact, and evidence of the involvement of parents and families in the development and annual review process per ESEA 1118(c)(1) and (2) | The district will provide evidence of the development and annual review of these documents with parents/guardians of Title I students for the 2014-15 school year (ex. invitational letter, agenda, meeting minutes, and sign-in sheets) and for the 2015-16 school year. | Principals (Title I Schools) Supervisor of Instruction Director of Curriculum | January 2015 and October 2015 |
| Title I - Finding #5 | The district will have both a written district parental involvement policy and school-level parental involvement policies developed in conjunction with parent input and evaluated annually. ESEA 1118(a)(2) and ESEA 1118(b) | The district will provide both the written district parental involvement policy and the school-level parental involvement policies, as well as evidence of their annual evaluation. The recent board approved copy of the district parental involvement policy (along with board minutes) and the school-level policies will be submitted to NJDOE for review. Evidence of the development and review process that engaged parents (ex. meeting agendas, sign-in sheets and minutes) will be provided. | Director of Curriculum Principals (Title I Schools) | November 2014 and January 2015 |
| Title I - Finding #6 | The district will have all required documents translated into a language that is understandable to the parents of students served, including the District/School Parental Involvement Policy, Parent-School Compact, and Parents' Right to Know Letter per ESEA 1118(b)(1) | The district will provide translated copies of all of these documents, to the NJDOE for review. | Director of Curriculum | March 2015 |

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| Title I - Finding #7 | In the 2013-14 grant year, the district ordered 30 iPads for use in its Title I funded after school program. However, Apple sent 80 iPads in error. The district will reimburse the Title I Program for 50 iPads with local funds. | The district will refund the cash equivalent of 50 iPads to the Title I grant. The funds will be expended during the 2014-15 school year in the form of a newly hired Title I teacher's salary. | Business Administrator Director of Curriculum | June 2015 |
| Title II | A review of the expenditures charged to the Title II grant yielded no findings. | | | |
| Title III- Finding #8 | The district's Title III parental notification letter will outline the specific requirements for Title III. They include: how students will meet the state standards, students' level of English proficiency, how such level was assessed, how the program will meet the needs of the student in attaining English and meeting the state standards, program exit requirements, expected rate of transition out of the program, and how the program will meet the objectives of an IEP for a child with a disability. | The district will provide a copy of the parental notification letter that outlines all specific requirements to NJDOE for review. | Director of Curriculum | March 2015 |
| IDEA #9 - Spec. Ed. | Students must be provided with a summary of academic achievement and functional performance prior to graduation that addresses all required components per NJAC 6A:14-4.11(b)4. | <ol style="list-style-type: none"> 1. The NJDOE Summary of Performance form will be used for all graduating students and students exiting from 18-21 services instead of the district's current transition IEP form. 2. A training session will be conducted at a CST meeting, prior to annual reviews for students. | CST Case Managers Director of Special Services | June 19, 2015 March 15, 2015 |

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| IDEA #10 - Spec. Ed. | Student IEPs must contain required considerations and statements related to transition per NJAC 6A:14-3.7(c)1-11, (e) 1-17, and (f) 4.10(2) | 1. A training session will be conducted at a CST meeting, prior to annual reviews for students. | Director of Special Services | March 15, 2015 |
| | | 2. Speech Services will be designated on student IEPs as either individual or group with no reference to multi-setting. | CST Case Managers and Speech Therapists | June 19, 2015 |
| | | 3. All transition IEP components will be completed for appropriate students aged 14 and older. | CST Case Managers | June 19, 2015 |
| IDEA #11 - Spec. Ed. | Student IEPs must contain complete documentation of consideration of placement in the least restrictive environment per NJAC 6A:14-4.2 (a)8(i),(ii), 4.2(a)4. | 1. A training session will be conducted at a CST meeting, prior to annual reviews for students. | Director of Special Services | March 15, 2015 |
| | | 2. CST case managers will document/respond in ALL sections related to LRE in student IEPs. | CST Case Managers | June 19, 2015 |
| IDEA #12 - Spec. Ed. | Multi-disciplinary initial evaluations for students referred for speech-language services must include a statement from the general education teacher per NJAC 6A:14-2.5(b)6 and 3.6(b). | 1. A training session will be conducted at a CST meeting for district speech therapists. | Director of Special Services | March 15, 2015 |
| | | 2. Speech therapists will collect an impact statement from general education teachers AFTER a speech referral for initial evaluation is made, not prior to a referral for evaluation. | Speech Therapists | March 15, 2015 |

