

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

SCHOOL DISTRICT NAME: JEFFERSON TOWNSHIP

COUNTY: MORRIS

TYPE OF EXAMINATION: CONSOLIDATED MONITORING OF FEDERAL PROGRAMS

DATE OF BOARD MEETING: JULY 20, 2015

CONTACT PERSON: JOSEPH KRAEMER, SUPERINTENDENT OF SCHOOLS

TELEPHONE NUMBER: 973-663-5780 X5094

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#	Findings	Corrective Action	Method of Implementation	Responsible for Implementation	Timeline
1	District use of FY14 T1 funds to pay for any costs associated with a T1-like program at JTHS, a nln-T1 school, supplanted state/local funds. As a result, the district did not use T1 funds to operate a T1 program at an eligible school, ET Briggs, as indicated on Eligibility Step 4 of the FY14 ESEA-NCLB Consolidated Application which is unallowable.	Allocate state/local funds rather than use T1 funds to support these expenditures. Provide evidence of the adjusting accounting entry for the expenditures to the NJDOE for review.	<ul style="list-style-type: none"> Review Eligibility Steps Review rankings and allocations for each eligible building Review Board Agenda for consistency to applications Documentation: <ul style="list-style-type: none"> Eligibility Pages Board Agendas Time Sheets 	Superintendent Business Administrator Assistant Business Administrator	July 1, 2015 – June 30, 2016
2	In FY15, the district's use of T1 funds to pay for substitute teachers to cover classes during professional development opportunities for both T1 and Non-T1 teachers and for T1 and nln-T1 paid teachers to attend professional development opportunities outside the district supplanted state/local funds.	Reverse the T1 costs for substitute teachers and for the associated costs of the professional development opportunities that were not limited to T1 funded teachers for professional development occurring outside the district with a focus of improving low academic achievement. Allocate state/local funds for these costs. Provide evidence of the journal entry to reverse expenditures to the NJDOE for review.	<ul style="list-style-type: none"> Make budgetary adjustments as per Corrective Action Apply for carry-over of FY15 unexpended funds in the FY16 application Provide evidence of journal entry to NJDOE 	Superintendent Assistant Superintendent Business Administrator Assistant Business Administrator	June 1, 2015 – June 30, 2015
3	On Eligibility Step 1 of the	Amend the FY15 ESEA-NCLB Consolidated	<ul style="list-style-type: none"> Amend Application 	Superintendent	June 1, 2015 –

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	FY15 ESEA-NCLB Consolidated Application, the district incorrectly selected the feeder method for all schools except the consolidated building, which serves as the board of education and does not have students. The feeder method cannot be selected for the elementary schools. The feeder method allows for the extrapolation of poverty percentages based on the elementary or middle schools that feed into the corresponding middle school or high school	Application and deselect the feeder method for the aforementioned schools and any other school that is not eligible for the feeder method to be selected. Revisit Eligibility Steps 2-4 to ensure that the district is appropriately ranking and services the T1 process from the start.	<ul style="list-style-type: none"> Review ranking and services Make adjustments if necessary 	Business Administrator Assistant Business Administrator	Oct. 30, 2015 Annually
4	For FY15, the district did not provide evidence that its T1 schools convened the annual T1 parent meetings that met the legislative requirements. Not conducting annual meeting at the beginning of the year to explain the T1 legislation and the district's T1 programs at each school did not allow parents of identified T1 students to be informed and vested in the T1 process from the start.	Ensure that its T1 schools convene and sufficiently document their FY16 annual T1 meetings for the parents/guardians of its identified T1 students no later than mid-October. Submit evidence of the meetings (e.g., invitational letter/flyer, agenda, meeting minutes, and sign in sheets) to the NJDOE for review.	<ul style="list-style-type: none"> Send letters/invitation for meeting at the Back-to-School Night in September to parents/guardians of eligible students Develop agenda Record minutes Have parent sign-in sheets 	Building Principals	Sept. 1, 2015 – Oct. 15, 2015 Annually
5	There was no evidence the district's T1 Parental Involvement Policy was reviewed and board adopted since March 24, 2011, and no evidence of current T1 school-level Parental Involvement Policies.	Have a written district involvement policy evaluated annually with the current board adoption along with current school-level parental involvement policies. Copies of a recent board approved district parental involvement policy must be submitted to the NJDOE for review. Evidence of parental input into the development of the T1 parental involvement policies must be documented with the meeting	<ul style="list-style-type: none"> Review current Board Policy w/board and parent representative Develop school-level policies w/parent representatives Document meetings w: <ul style="list-style-type: none"> Agendas 	Superintendent Assistant Superintendent Building Principals	Jun1, 2015 – Sept. 30, 2015 Annually

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	agendas, sign in sheets and minutes.	<ul style="list-style-type: none"> ○ Minutes ○ Sign-in sheets 		
6	For FY15, the district provided evidence of school-parent-student compacts, but did not provide evidence that the school-parent-student compacts were developed in conjunction with T1 parents. The absence of parent participation in developing these required documents excludes parents from more active participation in their child's educational program.	Develop school-parent-student compacts and include the associated stakeholder groups in the development process for FY16. For FY16, document with meeting agendas, minutes, sign-in sheets that T1 parents were involved in the development process and submit copies to the NJDOE for review.	<ul style="list-style-type: none"> • Adopt revised Board policy • Have meeting with parents to develop and understand compacts • Document meetings w: <ul style="list-style-type: none"> ○ Agendas ○ Minutes ○ Sign-in sheets 	Building Principals Teachers June 1, 2015 – Sept. 15, 2015 Annually
7	The district did not provide supporting data that the multiple measures were consistently applied to determine which students were eligible to receive T1 services. In addition, the district incorrectly included free and reduced lunch as one of the measures. As such, the monitors were unable to verify if the district is actually servicing its lowest performing students and that all students receiving services actually met the eligibility criteria.	Provide supporting data that the multiple measures were consistently applied to determine which students were eligible to receive T1 services. In addition, the district incorrectly included free and reduced lunch as one of the measures. As such, the monitors were unable to verify if the district is actually servicing its lowest performing students and that all students receiving services actually met the eligibility criteria.	<ul style="list-style-type: none"> • Each building/level shall develop criteria for eligibility of services utilizing multiple measures. Levels are as such: <ul style="list-style-type: none"> ○ K-2 ○ 3-5 ○ 6-8 ○ 9-12 • Each building/level shall develop criteria for exit of services utilizing multiple measures. 	Superintendent Assistant Superintendent Building Principals ELA & MA Supervisors June 1, 2015 – Sept. 15, 2015 Annually
8	On the FY15 ESEA-NCLB Application in Step 1 of the T1, Part A eligibility tab, the district indicated zero counts for both nonpublic enrollment and low-income nonpublic students. The	For FY16, contact nonpublic schools within and outside the attendance area that enroll district resident students to generate accurate nonpublic enrollment data and use the Nonpublic School Survey to gather low-income nonpublic student data. Reach out to those nonpublic schools and begin the consultation process with the nonpublic	<ul style="list-style-type: none"> • Review list of out-of-district students with transportation • Send Invitation and Survey Form to respective schools outside of attendance area as determined through transportation. 	Superintendent Assistant Superintendent Supervisor of Transportation June 1, 2015 – Sept. 15, 2015 Annually

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	district did not conduct outreach to nonpublic schools outside of the district's attendance area that enroll district resident students. As such, nonpublic equitable shares and services were not generated or provided.	schools to identify eligible T1 students and if applicable, develop a service delivery plan. Send documentation of the consultation process (e.g., invitational letters, agendas, meeting notes, sign-in sheets) to the NJDOE for review.	<ul style="list-style-type: none"> Meet with participating schools to develop service delivery plan Document meetings w: <ul style="list-style-type: none"> Agendas Minutes Sign-in sheets 		
9	The district did not consistently maintain documentation of the description, frequency, duration and effectiveness of the interventions provided I the general education setting through the I&RS.	I&RS team identifies interventions to meet the needs of struggling learners that the team identifies and maintains documentation of the nature, description, frequency, and duration of the interventions and measures the effectiveness. Conduct training for administrators and I&RS staff and develop an oversight mechanism to ensure compliance with the requirements cited.	Dyslexia Committee Action Plan Pyramid of Intervention Activities	<p>Director of Guidance Assistant Superintendent Director of Special Services Supervisor of Special Education</p>	June, 2015-Ongoing
10	<ul style="list-style-type: none"> The district did not consistently document in the IEP's 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 least restrictive environment. 	<p>Consistently document in the IEPs of students removed from the general education setting for more than 20% of the school day, consideration of placement in the LRE</p> <p>Documentation will consistently include:</p> <ul style="list-style-type: none"> Supplementary aids and services considered An explanation of why the supplementary aids and services were rejected A comparison of benefits in the general education setting and the special education setting The potentially beneficial or harmful effects which a placement in general education may have on the student with disabilities or other students in the class For those students placed in separate settings, activities to transition the student to a less restrictive environment. 	<p>The IEP team must consider the general education class first and all required decision regarding the placement are documented in the IEP.</p> <p>For students placed in separate settings, the IEP team identifies activities to transition the student to a less restrictive environment and document them in each IEP.</p> <p>Trainings will be conducted for child study team members to include individual statements regarding supplementary aids and services and specify what was considered to maintain the student in the general education class and why it was NOT sufficient.</p> <p>In addition, the Realtime IEP</p>	Director of Special Services Case Managers	April, 2015-Ongoing

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		document format was revised to include the questions addressing the placement in Least Restrictive Environment and the rationale from removal from general education		
11	The district did not consistently document required statements and considerations in the IEPs of student eligible for special education and related services and for students eligible for speech-language services.	Speech and Language services must consistently include <ul style="list-style-type: none"> • How the student's disability effects involvement and progress in the general education setting • Results of initial or most recent evaluations • Other academic and functional needs that result from disability • Documentation of district wide assessments, accommodations and modifications during district wide assessments • Documentation of student goals and objectives and how they will be measured • Consideration of ESY programs and descriptions of the program, including dates <p>In addition, the Realtime IEP document format was revised to include the questions addressing the placement in Least Restrictive Environment and the rationale from removal from general education</p>	Director of Special Services Case Managers	April, 2015- Ongoing
12	The district did not consistently provide parents of students referred and/or eligible for special education and related services notice of a meeting for reevaluation planning and determination of continued eligibility/IEP team meetings.	Trainings will be conducted for child study team members and speech and language specialists to provide documentation through RealTime of meeting dates for reevaluation and eligibility meetings	Director of Special Services Case Managers	April, 2015- Ongoing
13	The district did not consistently provide to students beginning at age 14, written invitations to meetings where post school transition was being discussed.	Realtime IEP document formatting and training	Director of Special Services Case Managers	April, 2015- Ongoing

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14	The district did not consistently conduct all required sections of the functional assessment as component of initial evaluations for students referred for special education and for students referred for speech-language services.	Functional assessments must include <ul style="list-style-type: none"> • A review of prior interventions • Observations outside of testing • Review of developmental history 	Realtime IEP document formatting and training	Director of Special Services Case Managers	April, 2015-Ongoing
15	The district did not consistently conduct multidisciplinary initial evaluations for students referred for speech-language services by obtaining an educational impact statement form the classroom teacher.	Speech and Language services must consistently conduct multidisciplinary initial evaluations referred for speech and language services by obtaining an educational impact statement from the classroom teacher	Realtime IEP document formatting and training	Director of Special Services Case Managers	April, 2015-Ongoing
16	The district did not consistently provide to parents of students eligible for special education and related services a summary of academic achievement and functional performance containing all required components prior to graduation or exiting.	Provide a summary of academic achievement and functional performance containing all required components prior to graduating or exiting	Realtime IEP document formatting and training	Director of Special Services Case Managers	April, 2015-Ongoing
17	The district does not have a policy for the provision of students with disabilities participating in district wide assessments.	Policy for the provision of students with disabilities participating in district wide assessments	Board Policy Realtime IEP document formatting and training	Director of Special Services Assistant Superintendent	August-September, 2015
18	The T1 program parental notification letters were not consistent across schools in the district. The district is required to inform parents of its T1 program selection	Centralize the T1 program parental notification letter to ensure that each T1 school includes all of the requested components. Provide a copy of each school's revised FY16 T1 parental participation letter to the NJDOE for review.	<ul style="list-style-type: none"> • Develop parental notification letter • Develop each school's revised T1 parental participation letter • Documentation: 	Superintendent Assistant Superintendent Building Principals	July 1, 2015 – Oct. 15, 2015 Annually

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<p>criteria, including why the child met the section criteria and the course of action that the school has determined to remediate the child. All these elements must be included in the notification letter to parents about their child's participation in the T1 programs.</p>		<ul style="list-style-type: none"> o Draft of centralized letter o Draft of school letter 		
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Chief School Administrator



Date



Board Secretary



Date

JEFFERSON TOWNSHIP BOARD OF EDUCATION

31 Route 181

Lake Hopatcong, NJ 07849

**EXTRACT FROM THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF THE TOWNSHIP OF JEFFERSON
MORRIS COUNTY, NJ, TO BE RECORDED IN THE OFFICIAL MINUTE BOOK**

The Board of Education of the Township of Jefferson in the County of Morris, New Jersey New Jersey convened in a Regular Meeting on **Monday, July 20, 2015** at 7:30 PM, in Jefferson Township Board of Education Central Office, 31 State Route 181, Lake Hopatcong, New Jersey.

The following members of the Board of Education were present:

Mr. Cuccio	Mr. Quigley	Mr. Stewart
Mr. Millar	Miss Rowan	Mr. Smith
Mrs. Poulas	Mr. Senatore	Mrs. Van Ness

The following member of the Board of Education was absent: None

J. FINANCE AND BUILDING NEEDS COMMITTEE


Motion by Mr. Cuccio, seconded by Mrs. Poulas, to accept the recommendation of the Superintendent to approve and adopt motion J.1, as described below:

J.1 Motion to certify the Consolidated Monitoring of Federal Program Audit and approve Corrective Action Plan.

MOTION: Mr. Cuccio	SECOND: Mrs. Poulas			
Name	Ayes	Nays	Abstain	Absent
Mr. Cuccio	X			
Mr. Millar	X			
Mrs. Poulas	X			
Mr. Quigley	X			
Miss Rowan	X			
Mrs. Senatore	X			
Mr. Smith	X			
Mr. Stewart	X			
Mrs. Van Ness	X			

STATE OF NEW JERSEY}
COUNTY OF MORRIS } ss

I, Dora E. Zeno, Secretary of the Board of Education of the Township of Jefferson, in the County of Morris, State of New Jersey, hereby certify that the foregoing July 20, 2015 extract, has been compared by me with the original minutes that will be approved at the August 17, 2015 Jefferson Township Board of Education meeting. I hereunto set my hand and affixed the corporate seal of said Board of Education.


Dora E. Zeno
Board Secretary

