

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

SCHOOL DISTRICT NAME: Livingston School District COUNTY: Essex

TYPE OF EXAMINATION: Consolidated Monitoring Report – August 2013

DATE OF BOARD MEETING September 16, 2013

CONTACT PERSON: Dr. John Alfieri

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RECOMMENDATION NUMBER	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
Title I - #1	<ul style="list-style-type: none"> • Revise time sheets for the time and activities of the individual staff members charged to the Title I funds to reflect a monthly time period. • Time sheets will reflect the FY 2013-2014 Title I funded staff, salaries and funding percentages per individual staff member charged to the Title I funds. • Submit a list of the 2013-2014 Title I funded staff members, salaries, funding percentages and revised time sheets to the NJDOE for review. 	<ul style="list-style-type: none"> • Meet with individual staff members to review revised time sheets 	<ul style="list-style-type: none"> • Assistant Superintendent and individual staff members 	09/09/13
Title I - #2	<ul style="list-style-type: none"> • Distribute eligibility participation letters to parents of students eligible for the Title I program. • Letters will include the multiple measures used to identify the students as well as defined exit criteria. • Submit copy of 2013-2014 Title I participation letter to the NJDOE for review. 	<ul style="list-style-type: none"> • Mail letters to parents of students eligible for the Title I program 	<ul style="list-style-type: none"> • Assistant Superintendent and support staff 	09/03/13

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Title I - #3	<ul style="list-style-type: none"> Develop a school-parent compact (Home-School compact) in conjunction with Title I parents. Submit documentation of the participation of Title I parents in the development of the 2013-2014 school-parent compact to NJDOE for review. 	<ul style="list-style-type: none"> Conduct a meeting with Title I parents to develop a school-parent compact 	<ul style="list-style-type: none"> Assistant Superintendent 	09/17/13
Title I - #4	<ul style="list-style-type: none"> Schedule an annual Title I meeting for parents/guardians of identified Title I students in the beginning of the school year. Submit evidence of meeting to NJDOE for review. 	Conduct annual meeting with Title I parents	<ul style="list-style-type: none"> Assistant Superintendent 	09/17/13
Title I - #5	<ul style="list-style-type: none"> Issue a Highly Qualified Teacher (HQT) letter to parents of all students who attend Title I schools (Livingston High School) which informs parents of their right to inquire about the qualifications of their child's teachers. Submit copy of letter to NJDOE for review. 	Mail letters to parents of students attending Livingston High School	<ul style="list-style-type: none"> Assistant Superintendent & Manager of Human Resources 	9/23/13
Title I - #6	<ul style="list-style-type: none"> Review and update the District's Parent Resource: NCLB Information web page Send the web page link to NJ DOE for review. 	Update District web page	<ul style="list-style-type: none"> Assistant Superintendent & Technology department staff members 	9/30/13
Title I - #7	<ul style="list-style-type: none"> Contact nonpublic schools that enroll resident students to inform the schools of their opportunity to participate in the District's Title I program. Begin consultation process with the nonpublic schools to identify eligible students and develop a service plan, if applicable. Send documentation of consultation process to NJDOE for review. 	Mail letters to nonpublic schools outside of the District's attendance area	<ul style="list-style-type: none"> Assistant Superintendent and support staff 	9/30/13
Title III - #8	<ul style="list-style-type: none"> Provide documentation to verify implementation of Title III funded professional development activities. 	Submit documents to NJDOE for review	<ul style="list-style-type: none"> Assistant Superintendent 	9/30/13

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IDEA - #9	<ul style="list-style-type: none"> • Training to be provided by special ed. attorney and/or special education administration in providing appropriate meeting notices containing all required components within appropriate timelines. • Develop and utilize a comprehensive data base of timelines that will be easily accessible to building and special education administration to allow for oversight of compliance with timelines. 	<ul style="list-style-type: none"> • Professional development • Develop shared drive to house compliance information 	<ul style="list-style-type: none"> • Special Education Administration and Special Services Personnel • Special Education Administration and System Administrator 	10/15/13
IDEA - #10	<ul style="list-style-type: none"> • Training to be provided by special ed. attorney and/or special education administration on the required components of written notice following eligibility and re-evaluation meetings. 	<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • Special Education Administration 	10/15/13
IDEA - #11	<ul style="list-style-type: none"> • Training to be provided by special ed. attorney and/or special education administration regarding distributing evaluation reports to parents at least 10 days prior to eligibility meetings. • Develop and utilize a comprehensive data base of timelines that will be easily accessible to building and special education administration to allow for oversight of compliance with timelines. • Develop standardized meeting notices that include a checklist of required components. • Establish internal quality control measures to ensure compliance with timelines. 	<ul style="list-style-type: none"> • Professional development • Creation of documents 	<ul style="list-style-type: none"> • Special Education Administration and Special Services Personnel 	10/15/13
IDEA - #12	<ul style="list-style-type: none"> • Training to be provided by special ed. attorney and/or special education administration regarding graduation procedures including updated academic and functional performance and providing written notice following the annual review prior to graduation. 	<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • Special Education Administration and Special Services Personnel 	12/1/13
IDEA - #13	<ul style="list-style-type: none"> • Training to be provided for Case Managers, specifically Speech Therapists, ensuring that required personnel are in attendance or that written parental consent to excuse a member of the team has been secured prior to the meeting. 	<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • Special Education Administration and Speech Therapists 	10/15/13

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IDEA - #14	<ul style="list-style-type: none"> • Training to be provided regarding the necessity to include a statement justifying removal from LRE. 	<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • Special Education Administration and Case Manager 	10/15/13
IDEA - #15	<ul style="list-style-type: none"> • Provide training for Speech/Language therapists regarding eligibility criteria and appropriate documentation thereof. This training will include the following: <ul style="list-style-type: none"> -effect of student's disability within the classroom -strengths of student -evaluation results -age of majority -participation in district wide assessment -accommodations and modifications 	<ul style="list-style-type: none"> • Professional development • Development and utilization of a criteria list • Development of Speech and Language eligibility criteria, procedures and documentation 	<ul style="list-style-type: none"> • Special Education Administration and Speech/Language Pathologists 	11/1/13
IDEA - #16	<ul style="list-style-type: none"> • Training to be provided for CST teams requiring documentation of the consideration of ESY program including a description of the program when ESY is being provided. 	<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • Special Education Administration 	12/1/13
IDEA - #17	<ul style="list-style-type: none"> • I&RS training to be provided for Special Education administration and building administration to allow for these parties to provide PD on the establishment and documentation of I&RS procedures which include assessment of the I&RS services provided to the student. • Building administration to provide additional training of teachers, CST and other involved staff on the documentation of I&RS procedures which includes an assessment of the intervention services provided to the student • Develop standardized policies, procedures and documentation for I&RS. 	<ul style="list-style-type: none"> • Professional development • Development of I&RS procedures and documentation 	<ul style="list-style-type: none"> • Special Education and Building Administration • Special Education and Building Administration 	11/1/13 6/1/14 10/15/13

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IDEA - #18	<ul style="list-style-type: none"> Provide training for case managers and Speech/Language therapists regarding ID meetings and Timelines. Establish a CST to provide coverage over the summer. 	<ul style="list-style-type: none"> Professional development Summer CST coverage 	<ul style="list-style-type: none"> Special Education Administration and Case Managers 	11/15/13
IDEA - #19	<ul style="list-style-type: none"> Training to be provided for Speech/Language therapists regarding multidisciplinary initial evaluations including a statement from the classroom teacher about the educational impact for all students being referred for speech-language services. 	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Special Education Administration, Speech/Language Pathologists and Case Managers 	11/1/13
IDEA - #20	<ul style="list-style-type: none"> Training for Speech/Language Therapists regarding the necessity to ensure that students found eligible for speech and language services met the criteria and that such information was documented appropriately. 	<ul style="list-style-type: none"> Professional development Development of Speech and Language eligibility criteria, procedures and documentation 	<ul style="list-style-type: none"> Special Education Administration, Speech/Language Pathologists and Case Managers 	11/1/13
IDEA - #21	<ul style="list-style-type: none"> Training to be provided instructing case managers to ensure that all required components of the initial evaluation are conducted including, an observation of the student in an other than testing setting, a review of prior interventions, and a teacher interview. 	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Special Education Administration and Case Managers 	10/15/13
IDEA - #22	<ul style="list-style-type: none"> Develop and institute the use of district issued attendance/participation sheets to be utilized at planning conferences for students transitioning from early intervention to Preschool. 	<ul style="list-style-type: none"> Creation of attendance/participation sheet 	<ul style="list-style-type: none"> Special Education Administration 	10/15/13
Global Action on IDEA - #9-22	<ul style="list-style-type: none"> The district will relocate the permanent records of all classified students from a building-based to centralized location. 	<ul style="list-style-type: none"> Creation of secure storage facility at central office and the physical transfer of all files 	<ul style="list-style-type: none"> Superintendent, Cabinet, Principals and Office Staff 	11/1/2013

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Global Action on IDEA - #9-22	<ul style="list-style-type: none"> Institute yearly review of charts to promote compliance. 	<ul style="list-style-type: none"> Create an audit process and paperwork outlining the required components 	<ul style="list-style-type: none"> Special Education Administration and Superintendent 	6/1/14
Administrative - #23	<ul style="list-style-type: none"> Purchase orders will be approved on an estimated tuition basis and then adjusted when a final contract is developed. 	<ul style="list-style-type: none"> Business Administrator and Assistant Superintendent of Student Services to discuss Out of District placement to determine estimated tuition 	<ul style="list-style-type: none"> Business Administrator and Assistant Superintendent of Student Services 	9/30/13

Chief School Administrator

Date

Board Secretary/Business Administrator

Date