The background is a teal-to-blue gradient with various circular patterns, including dashed lines, solid lines, and numbers (140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260) arranged in a circular fashion, suggesting a clock or a gauge.

DEPARTMENT OF EDUCATION
STATE MONITORING
APRIL 27, 28, 29, 2021
FINDINGS AND REQUIRED ACTIONS

Title I - Finding 1

Finding - The identification letters sent to the parents/guardians of identified Title I students did not include clearly defined entrance and exit criteria. The parents/guardians of identified Title I students must be informed of the multiple educationally related criteria used to identify their child/children for Title I services.

Required Action – The school’s parent notification letter must include clearly defined entrance and exit criteria. The school must provide a copy of its revised parent notification letter for the upcoming school year to the NJDOE for review.

Title I – Finding 2

Finding - The district did not provide both district level and school level Title I parent and family engagement policies.

Required Action – The district must have a written district/school parent and family engagement policy developed with parental input. This policy must be evaluated annually. The district must submit a copy of a recent board approved district/school parent and family engagement policy to the NJDOE for review.

Title I – Finding 3

Finding – The district did not provide a policy for the Educational Stability for Children in Foster Care that addresses how the district will provide, arrange and fund transportation, how the district will ensure that processing of tuition reimbursement is processed, so as to avoid barriers to enrollment, how the district will ensure immediate enrollment upon receipt of a school notification letter and how the district will ensure immediate records transfers for children in foster care.

Required Action – The district must develop a policy that ensures the educational stability for children in foster care. The district must submit copies of a recent approved district educational stability policy to the NJDOE for review.

Title II

The review of Title II yielded no findings.

Title IV

The review of Title IV yielded no findings.

IDEA Program – Finding I

Finding – The district did not consistently convene identification and reevaluation planning meetings with required participants. The district did not consistently document that required participants were in attendance at identification, annual review, reevaluation planning, eligibility and IEP meetings for students referred and/or eligible for special education and related services or speech and language services. Specifically, a general education teacher was not in attendance at meetings.

Required Action – The district must ensure that meetings are conducted with required participants and that documentation of attendance and/or written parental consent to excuse a member of the IEP team is maintained in student files.

IDEA Program Finding 2

Finding - The district did not consistently conduct reevaluations within three years of the previous classification date for students eligible for special education and related services.

Required Action - The district must ensure reevaluations are conducted within required timelines.

IDEA Program – Finding 3

Finding - The district did not consistently document in the IEPs of students removed from the general education setting for more than twenty percent of the school day, including students placed in separate settings, consideration of placement in the least restrictive environment (LRE).

Required Action – The district must ensure that when determining the educational placement of a child with a disability the IEP team considers the general education class first and that all required decisions regarding the placement are documented in the IEP for each student removed from the general education setting for more than 20% of the school day. The district must also ensure that 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.

IDEA Program – Finding 4

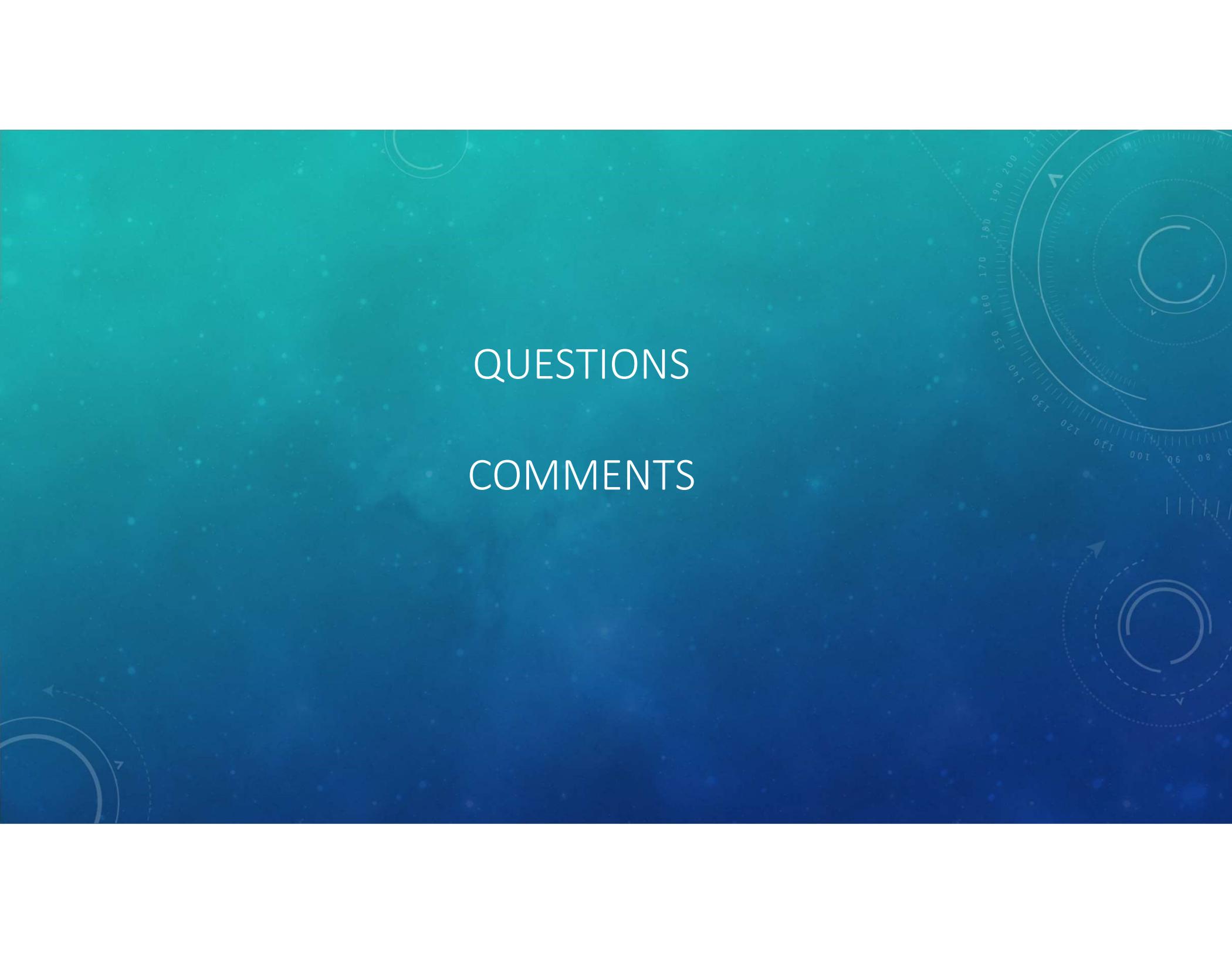
Finding – The district did not consistently conduct all required sections of the functional assessment as a component of an initial evaluation for students referred for special education and related services.

Required Action – The district must ensure that all components of the functional assessment are conducted as part of the initial evaluation process.

Administrative – Finding

Finding – The district was not drawing down their federal funds on a regular basis.

Required Action – The district must establish and maintain effective internal control over federal awards that ensure compliance with federal statutes and regulations. It is recommended that federal funds drawdown be made on a monthly basis, but never less than quarterly.

The background is a teal-to-blue gradient with a subtle pattern of small white dots. On the right side, there are several faint, semi-transparent technical diagrams. These include circular gauges with numerical scales (e.g., 140, 150, 160, 170, 180, 190, 200) and arrows, as well as circular arrows indicating a clockwise direction. The overall aesthetic is clean and modern, typical of a professional presentation.

QUESTIONS

COMMENTS