

## CORRECTIVE ACTION PLAN

**School District Name:** Newark Board of Education

**Date of Board Meeting:** August 25, 2022

**Type of Audit:** NJDOE Collaborative Monitoring Report

**Contact Person:** Valerie Wilson, School Business Administrator

Finding Number	Finding	Required Action	Method of Implementation	Person(s) Responsible for Implementation	Completion Date
Title I					
1	Personnel records for the district indicated one (1) instructional paraprofessional working in a Title I schoolwide school did not meet the highly qualified requirements as articulated in ESEA.	The district must ensure that all instructional paraprofessionals working in Title I schools operating schoolwide programs meet the highly qualified requirements as articulated in ESEA.	Review ESEA requirements with HRS when hiring paraprofessionals. Requirements include meeting one of the following: <ul style="list-style-type: none"><li>• completion of two years of study at an institution of higher learning or</li><li>• an associates (or higher) degree or</li><li>• meeting a rigorous standard of quality that demonstrates, through a formal state or commercially developed assessment, knowledge of and ability to assist in instructing reading, writing and mathematics instruction or reading,</li></ul>	Dr. Yolanda Mendez, Assistant Superintendent of Human Resource Services	11/1/22

			<p>writing, and mathematics readiness</p> <p>HRS will review job requirements to ensure all new hires meet at least one of the requirements.</p>		
2	<p>The district did not provide documented evidence that the development of its Annual School Plans (ASPs) for each Title I-funded high school involved the participation of students as stakeholders on the ASP planning teams. Per ESEA legislation, if the ASP relates to a secondary school, all relevant stakeholders, including students, must actively participate in the development, implementation, and evaluation of the applicable ASPs</p>	<p>As the district continues to implement and monitor the Annual School Plans (ASPs) for the FY 2022 ESEA project period, <b>secondary students must be included</b> as active participants on the ASP planning teams for each Title I-funded high school.</p>	<p>Communication relayed to the High School Leadership Team.</p> <p>Presentation to high school principals that relays instructions to include high school student(s) as relevant stakeholders in planning ASP.</p> <p>High School Leadership Team monitors ASP plans to approve once high school students are included.</p>	<p>High School principals</p> <p>Dr. Maria Ortiz, Assistant Superintendent, High School Leadership Team</p>	6/30/22

IDEA Program					
Finding Number	Finding	Required Action	Method of Implementation	Person(s) Responsible for Implementation	Completion Date
1	The district did not consistently provide parents of students referred and/or eligible for special education and related services and students referred and/or eligible for speech-language services notice of a meeting for identification, eligibility, reevaluation planning, and determination of continued eligibility following reevaluation.	The district must provide parents notice of a meeting, in writing, early enough to ensure they have an opportunity to attend.	In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation(s) listed above.	Marilyn Mitchell, Director, Office of Special Education	11/1/22
2	The district did not consistently convene meetings with required participants for students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services.	The district must ensure all meetings are conducted with required participants and documentation of participation is maintained in students' records.	In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech- language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation(s) listed above.	Marilyn Mitchell, Director, Office of Special Education	11/1/22
3	The district did not consistently conduct all required sections of the functional assessment as a component of initial	The district must ensure all components of the functional assessment are	In order to demonstrate correction of noncompliance the district must conduct training for child study team members and develop an oversight	Marilyn Mitchell, Director, Office of Special Education	11/1/22

	<p>evaluations for students referred for special education and related services.</p> <p>Initial evaluation reports did not contain observations in non-testing setting.</p>	<p>conducted as part of all initial evaluations.</p>	<p>mechanism to ensure compliance with the requirements in the citation(s) listed above.</p>		
4	<p>The district did not consistently document, in the IEPs of students removed from the general education setting, for more than 20 percent of the school day, (including students placed in separate settings) consideration of placement in the least restrictive environment.</p>	<p>The district must ensure each IEP contains the required considerations and statements.</p> <p>In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above.</p>	<p>To demonstrate that the district has corrected the individual instances of noncompliance the district must conduct annual review meetings and revise the IEPs for specific students whose IEPs that were identified as noncompliant.</p>	<p>Marilyn Mitchell, Director, Office of Special Education</p>	<p>11/1/22</p>
5	<p>The district did not consistently provide written notice of graduation and a summary of academic achievement and functional performance, containing all required components, to students eligible for special</p>	<p>The district must ensure that parents or adult students are provided with written notice of graduation containing all required components prior to graduation and a</p>	<p>In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the</p>	<p>Marilyn Mitchell, Director, Office of Special Education</p>	<p>12/1/2022</p>

	education and related services, prior to graduating and/or exiting.	written summary of academic achievement and functional performance prior to graduating or exiting.	requirements in the citation(s) listed above.		
6	The district child study team members (CST) did not consistently participate in the transition planning conference for students transitioning from Early Intervention.	The district must ensure that the CST documents its participation at the transition planning conference for students transitioning from Early Intervention.	In order to demonstrate correction of the noncompliance the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citation listed	Marilyn Mitchell, Director, Office of Special Education	11/1/22
<b>Administrative</b>					
<b>Finding Number</b>	<b>Finding</b>	<b>Required Action</b>	<b>Method of Implementation</b>	<b>Person(s) Responsible for Implementation</b>	<b>Completion Date</b>
1	The district formally appointed some, but not all, individuals charged to the federal programs, by board resolution.	All staff charged to federal grants should be reappointed annually by board resolution.	The district currently places all full-time staff on a resolution for board approval annually.  Since changes in personnel may occur during the school year, personnel moved to a grant position will be reviewed quarterly and a new resolution submitted to the Board upon any new changes.	Michelina Thornton, Director, Office of Federal Programs and Grants	11/1/22
2	The district did not comply with all required timekeeping standards for federally funded grants. Employees	The district must enhance their personal activity reports for federally funded	The district completed semi-annual certifications but will add the scheduling components to evidence grant-related duties.	Michelina Thornton, Director, Office of Federal	6/30/22

	with 100 percent of their salary paid with federal funds must complete a semi-annual certification attesting to their performance of grant related duties. Employees with less than 100 percent of their salary, paid with federal funds, must complete monthly, personal activity reports	employees to comply with the required format.	Semi-annual certifications will be conducted every January and June.	Programs and Grants	
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