



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor
KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

June 10, 2016

Dr. Scott McCartney, Superintendent
Egg Harbor Township School District
13 Swift Drive
Egg Harbor Township, NJ 08234

Dear Dr. McCartney:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Egg Harbor Township School District**. The funding sources reviewed include titled programs for the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). The review covered the period July 1, 2014 through March 23, 2016. The resulting report is enclosed. Please provide a copy of the report to each board member. All issued Consolidated Monitoring Reports will be posted on the department's website at www.state.nj.us/education/compliance/monitor/.

Utilizing the process outlined in the attached "Procedures for LEA/Agency Response, Corrective Action Plan and Appeal Process," the Egg Harbor Township School District is required, pursuant to N.J.A.C. 6A:23A-5.6, to publicly review and discuss the findings in this report at a public board meeting no later than 30 days after receipt of the report. Within 30 days of public meeting, the board must adopt a resolution certifying that the findings were discussed in a public meeting and approving a corrective action plan which addresses the issues raised in the undisputed findings and/or an appeal of any **monetary** findings in dispute (emphasis added). A copy of the resolution and the approved corrective action plan and/or appeal must be sent to this office within 10 days of adoption by the board. Direct your response to my attention.

Also, pursuant to N.J.A.C. 6A:23A-5.6(c), you must post the findings of the report and the board's corrective action plan on your district's website.

By copy of this report, your auditor is requested to comment on all areas of noncompliance and recommendations in the next certified audit submitted to the New Jersey Department of Education. If you have any questions, please contact Carla Spates at (609) 984-5909.

Sincerely,

Robert J. Cicchino, Director
Office of Fiscal Accountability and Compliance

RJC/CS/dk:Egg Harbor Twp. School District Cover Letter /consolidated monitoring 15-16
Enclosures

**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500**

EGG HARBOR TOWNSHIP SCHOOL DISTRICT
13 SWIFT DRIVE
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New Jersey K-12 Education

**CONSOLIDATED MONITORING REPORT
JUNE 2016**

District: Egg Harbor Township School District
County: Atlantic
Dates On-Site: March 21, 22 and 23, 2016
Case #: CM-002-15

FUNDING SOURCES

Program	Funding Award
Title I, Part A	\$ 1,220,259
Title II, Part A	134,288
Title III	51,158
Carl D. Perkins	164,373
IDEA Basic	2,119,122
IDEA Preschool	75,693
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Total Funds	<u>\$ 3,764,893</u>

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT
CONSOLIDATED MONITORING REPORT
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BACKGROUND

The Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Act (IDEA) and other federal laws require local education agencies (LEAs) to provide programs and services to their districts based on the requirements specified in each of the authorizing statutes (ESEA, IDEA, and Carl D. Perkins). The laws further require state education agencies such as the New Jersey Department of Education (NJDOE) monitor the implementation of federal programs by sub recipients and determine whether the funds are being used by the district for their intended purpose and achieving the overall objectives of the funding initiatives.

INTRODUCTION

The NJDOE visited the Egg Harbor Township School District to monitor the district's use of federal funds and the related program plans, where applicable, to determine whether the schools' programs are meeting the intended purposes and objectives, as specified in the current year applications and authorizing statutes, and to determine whether the funds were spent in accordance with the program requirements, federal and state laws, and applicable regulations. The on-site visit included staff interviews and documentation reviews related to the requirements of the following programs: Title I, Part A (Title I); Title II, Part A (Title II); Title III; IDEA Basic and Preschool; and Carl D. Perkins (Perkins) for the period July 1, 2014 through March 23, 2016.

The scope of work performed included the review of documentation including grant applications, program plans and needs assessments, grant awards, annual audits, board minutes, payroll records, accounting records, purchase orders, a review of student records, classroom visitations and interviews with instructional staff to verify implementation of Individualized Education Programs (IEP), a review of student class and related service schedules, interviews of child study team members and speech language specialists and an interview of the program administrator regarding the IDEA grant, as well as current district policies and procedures. The monitoring team members also conducted interviews with school personnel, reviewed the supporting documentation for a sample of expenditures and conducted internal control reviews.

EXPENDITURES REVIEWED

The grants reviewed included Title I, Title II, Title III, IDEA Basic and Preschool and Carl D. Perkins, from July 1, 2014 through March 23, 2016. A sampling of purchase orders and/or salaries was taken from each program reviewed.

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**GENERAL OVERVIEW OF USES OF TITLE I, TITLE II, TITLE III, CARL D. PERKINS
AND IDEA FUNDS**

Title I

The district is using its FY 2015-2016 Title I funds to implement targeted assistance programs at its two Title I funded schools: Davenport and Miller Elementary Schools. Primarily, the district provides supplemental instructional opportunities through in-class support, extended day and extended year programs.

Title II

The district is using its FY 2015-2016 Title II funds to provide additional professional development predominantly in the areas of language arts literacy, specifically for Response to Intervention and enhanced data analysis training in Professional Learning Communities, further development of a Reading Specialist, as well as a class size reduction teacher at the kindergarten level.

Title III

The district is using its FY 2015-2016 Title III funds for English Language Learners (ELL) professional development, instructional materials, and teacher salaries.

Carl D. Perkins

The district is using its FY 2016 Perkins funds for the seven career and technical education (CTE) programs operated by the district: Child Care Provider/Assistant (190709); Architectural Drafting and Architectural CAD/CADD (151303); Graphic Design (500409); Business Administration and Management (520201); Foods, Nutrition and Wellness Studies (190501); Web Page, Digital/Multimedia and Information Resources Design (110801); and Automobile/Automotive Mechanics Technology/Technician (407604).

IDEA (Special Education)

The district is using the FY 2016 IDEA Basic and Preschool funds to reduce district tuition costs for students receiving special educational services in other public school districts and approved private schools for students with disabilities. In addition, funds are used for the extended school year program, consultants providing discrete trial therapy, child study team services and instructional and non-instructional supplies. The district also allocates funds for Coordinated Early Intervening Services to fund programs for at-risk students at the elementary, middle and high school levels. The district has allocated the nonpublic proportionate share for paraprofessionals to support students with disabilities at Atlantic Christian School and to provide professional development for teachers working with those students with disabilities.

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DETAILED FINDINGS AND RECOMMENDATIONS

Title I

A review of the expenditures charged to the Title I grant yielded no findings.

Title II

Finding 1: The district is not in compliance with current federal and state requirements for Highly Qualified Teachers (HQT). A review of middle school teachers' personnel folders found several teachers do not meet the criteria of a HQT. As the State Department of Education transitions from the federal regulations under NCLB to ESSA, where requirements for HQT are not included in compliance requirements, the identified issue is formally noted.

Citation: ESEA §1119: *Qualifications for Teachers and Paraprofessionals*; ESEA §1111(h)(6)(B)(ii): *Right to Know Letter*; and N.J.A.C. 6A:9B-11.9 Middle school with subject matter specialization.

Required Action: No action is required.

Title III

Finding 2: As determined through an interview with district staff, ELL entry criteria have not been formalized for the gifted and talented program. Although an informal alternate criterion is used to ensure ELLs have access to gifted and talented programs, no formal documentation exists in the district's selection criteria document. Selection criteria that allow for instructional methodology proven to be effective for ELLs must be provided to support the full range of academic offerings available to qualifying ELLs. The current selection criteria are ineffective since it may restrict ELLs' opportunities to access the district's gifted and talented program.

Citation: ESEA §3115(c) *Subgrants to Eligible Entities*.

Required Action: The district must document alternate gifted and talented selection criteria for ELLs to ensure access to gifted and talented programs. Alternate gifted and talented selection criteria must then be submitted to the NJDOE for review and approval once they are established.

Carl D. Perkins

Finding 3: The district expended FY 2014-2015 Perkins funds for numerous costs that are unallowable. The expenditures include, but are not limited to, the following:

- Instructional materials and supplies used to support courses that were not part of any NJDOE approved CTE program.
- Non-instructional stipends for work on developing the curriculum of courses that are not part of any NJDOE approved CTE program.

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- Non-instructional stipends for work related to the set-up of the district wide Infinite Campus Grade Book.
- Travel reimbursements for events that did not benefit the project period.

Citation: Perkins Act §311(a): Fiscal requirements (Supplement not supplant). Perkins Guidelines, Appendix E: Non-allowable costs.

Required Action: The district must allocate state/local funds rather than using Perkins funds to support these expenditures. The district must provide evidence of the adjusting accounting entry to the NJDOE for review..

Finding 4: The district erroneously recorded Perkins expenditures using program code 299 in its accounting records. The designated program code(s) is 361 through 399. In addition, the district incorrectly posted the reimbursement of employee travel costs to line item 200-500, Other Purchased Services instead of line item, 200-580, Travel.

Citation: N.J.A.C. 6A:23A-16.2(f)(1): Principles and directives for accounting and reporting. 2 CFR §200.302(b)(3): Financial management. 34 CFR §76.730(e): Records related to grant funds. Perkins Guidelines, Appendix D: *Common CTE Costs and Associated Budget Considerations*.

Required Action: The district must ensure expenditures are charged to the appropriate general ledger account in accordance with the Uniform Chart of Accounts.

Finding 5: Expenditures for FY 2014-2015 were improperly charged to the Perkins grant without a reasonable connection to an approved Career and Technical Education (CTE) program.

The district purchased the following supplies and allocated the costs to the Perkins grant:

Purchase Order#	Date	Vendor	Description	Disallowed
509058	06/09/15	McGraw Hill	Books - International Business Students (20), International Business Teacher Annotated Edition (1), International Business Exam View (1)	\$1,252.39

Citation: 2 CFR 225 (OMB Circular A-87), Attachment A, Section C.1: *Basic Guidelines (Factors affecting allowability of costs)*. Perkins Act §135(b)(1): *Local Uses of Funds (Requirements for Uses of Funds)*.

Required Action: The district must make certain all grant expenditures represent allocable program costs in accordance with the requirements of the Perkins Act and applicable regulations.

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Finding 6: The district improperly charged various expenditures to the FY 2013-2014 Perkins grant to support an unapproved Automotive and AP Computer Science CTE program; refer to the table below:

Purchase Order#	Date	Vendor	Description	Disallowed
604049	11/30/15	Snap-on Tools	Shopkey Pro-demand Software for 30 users.	\$732.67
601697	09/01/15	Cengage Learning	Fundamentals of Java: AP Computer Science Essentials	\$4,035.00
			Total	\$4,767.67

Citation: 2 CFR 225 (OMB Circular A-87), Attachment A, Section C.1: *Basic Guidelines (Factors affecting allowability of costs)*. Perkins Guidelines, Section D, 3.9: *Non-allowable costs*.

Required Action: The district must remit these disallowed charges to the NJDOE

Finding 7: The district purchase orders did not contain required information. Among other things, district purchase orders did not reflect the approved Classification of Instructional Program (CIP) code or the intended location of equipment and/or personal computers. Also, per the Perkins Guidelines grantees must maintain cancelled checks.

Citation: Perkins Guidelines, Section 8.3.3: *Managing the Grant (What Records Should Be Available for Inspection?)*. 34 CFR § 76.700: *Compliance with Statutes, Regulations, State Plan, and Applications*.

Required Action: The district must implement procedures to ensure personnel assigned to administer the Perkins grant receive appropriate training including attending technical assistance sessions offered by the NJDOE Office of Career Readiness or other relevant federal grant technical assistance sessions sponsored by the NJDOE, and comply with the program specific requirements applicable to each project period.

Finding 8: The district did not provide opportunities to participate in structured learning experiences (SLE) for all students enrolled in approved CTE programs.

Citation: Perkins Act §135(b)(3): *Local Uses of Funds (Requirements for Uses of Funds)*; and N.J.A.C. 6A:19-4: *Structured Learning Experiences*.

Required Action: The district must offer CTE students opportunities to explore all aspects of their career programs through participation in SLEs linked to the New Jersey Core Curriculum Content Standards in all approved CTE programs. The district can contact a Perkins program officer for technical assistance.

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Finding 9: The district had inadequate documentation for all CTE advisory board meetings for their CTE programs.

Citation: Perkins Act §134(b)(5): *Local Plan for Career and Technical Education Programs (Contents)*; and N.J.A.C. 6A:19-3.1: *Program Requirements*.

Required Action: The district must ensure at least two advisory board meetings are held each project period for all approved CTE programs. The advisory boards must include the required membership as indicated in the New Jersey Administrative Code listed above. The district must maintain evidence meetings took place including sign in sheets indicating the name, organizational affiliation of each member and including signatures of those in attendance at the meetings. Once the advisory boards have been established, the district must submit a copy of the advisory board minutes and sign in sheets to their Perkins program officer. Programs without evidence of functioning advisory boards will not be considered approved programs and will not be eligible for future Perkins funding.

Finding 10: All CTE program curricula did not incorporate the New Jersey Core Curriculum Content Standards.

Citation: Perkins Act §134(b)(3): *Local Plan for Career and Technical Education Programs (Contents)*.

Required Action: The district must align their CTE curriculum to reflect the New Jersey Core Curriculum Content Standard Nine (Career Ready Practices and Standard 9.3, Career and Technical Education) and the curriculum must be board approved.

Finding 11: The district is not offering a coherent sequence of three courses for Business Administration (CIP Code 520201).

Citation: Perkins Act §122 (c)(1)(A): *State Plan (Plan Contents)* and N.J.A.C. 6A: 19-3.1: *Program Requirements*.

Required Action: The district must ensure coherent sequences of three courses are offered for approved CTE programs supported with Perkins funding. The course sequence should consist of those courses identified in the approved program reapproval application. Programs and course sequence information should be available for students, teachers, guidance counselors, administrators and parents.

Finding 12: The district did not conduct evaluations of CTE programs and review CTE student performance data annually.

Citation: Perkins Act §135(b)(1-9): *Local Uses of Funds(Requirements for Uses of Funds)*.

Required Action: The district must ensure program data is reviewed annually and CTE program performance is evaluated annually based on the review of relevant CTE program

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data. Evidence that a review and evaluation was conducted must be maintained by the district for monitoring purposes.

Finding 13: The district did not provide demographic data for each CTE program and program of study, it was not possible to analyze if there was equitable access to all programs related to race, gender and socioeconomic status.

Citation: Perkins Act §134(b)(8-10): *Local Plan for Career and Technical Education Programs* (Contents) ; and 135(b)(6)(9): *Local Uses of Funds (Requirements for Uses of Funds)*.

Required Action: The district must conduct activities or implement strategies to increase participation and success of nontraditional students and other special population students in CTE programs. The district is advised to contact its Perkins Program officer for resources and assistance with developing appropriate strategies.

Finding 14: All Computers, iPads and other equipment purchased with Perkins funds did not have a visible, permanently attached, and numbered inventory tags with the federal funding source included.

Citation: Perkins Act 109-270 §135(b)(7): *Local Uses of Funds (Requirements for Uses of Funds)*; and 2 CFR.313(a)(c)(1) and (3).

Required Action: The district must ensure all equipment purchased with Perkins funds have attached and numbered inventory tags. The tags must also identify the source of funding (Perkins). The district must also ensure equipment purchased with Perkins funds is utilized primarily in the CTE programs for which it was approved.

Finding 15: The district identified the following purchase orders related to the Financial Literacy course as charged to the Perkins Grant as one of the courses offered for the Business Administration program (520201). Financial Literacy courses are not part of the approved CTE program.

Purchase Order	Amount
602333	\$80.18
604626	\$510.00
604627	\$1,608.24
Total	\$2,198.42

Citation: 2 CFR 225 (OMB Circular A-87), Attachment A, Section C.1: Basic Guidelines (Factors affecting allowability of costs).135(b)(1): *Local Uses of Funds (Requirements for Uses of Funds)*.

Required Action: The district must ensure Perkins grant funds are not used to support Financial Literacy or other courses required of all students for graduation. Additionally, the

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district must ensure the course selection materials do not list Financial Literacy as a CTE course.

IDEA

Finding 16: The district does not offer a full continuum of placement options for students determined eligible for special education and related services. At the preschool level, the district currently offers self-contained classes and inclusion classes. The inclusion classes are each staffed with a teacher holding dual certification. The option of having in-class resource is not discussed as a placement option. In addition, for school-aged students, resource options are not consistently available. At some grade levels (primarily middle school), if it is determined a student will not be successful in an in-class resource setting, the only other option available for these subject areas is a self-contained setting.

Citation: 20 USC 1412(a)(5)(A); 34 CFR §300.114(a), and N.J.A.C. 6A:14-4.2.

Required Action: The district must ensure all students who are eligible for special education and related services have the opportunity to participate in programs and services based on their individual needs in the least restrictive environment (LRE). The district must also ensure decisions regarding program placement are made on an individual basis. The district must develop a procedure to ensure placement in the LRE and individual decision making regarding program placement and provide training to child study team members and administrative staff on the newly developed procedures. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the developed procedures, evidence of required training, and to review the documentation of program placement decisions.

Finding 17: The district did not document all required considerations and statements in each IEP for students eligible for special education and related services. IEPs did not include:

- age 14 post-school transition components;
- all required goals and objectives for academic subjects taught in a replacement setting (specifically Science and Social Studies);
- methods of evaluating progress on goals and objectives; and
- an explanation of the extent, if any, a student will not participate with nondisabled students in nonacademic and extracurricular activities.

Citation: N.J.A.C. 6A:14-3.7(c)1-11, (e) 1-17, and (f); 20 U.S.C. §1414(d)(3)(A)(B); and 34 CFR §300.324(a)(1)(2).

Required Action: The district must ensure each IEP contains the required considerations and statements. 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. In addition, to demonstrate correction of individual instances of noncompliance, the district must conduct

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annual review meetings and revise IEPs for the specific students whose IEPs were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEP, a random sample of additional IEPs developed at meetings conducted between September and December 2016 , and review the oversight procedures. The names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor. For assistance with correction of noncompliance, the district is referred to the state IEP sample form which is located at: www.statenj.us/education/specialed/forms.

Finding 18: 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 LRE. Specifically, IEPs did not consistently include:

- the supplementary aids and services considered, and/or an explanation of why they were rejected;
- a comparison of the benefits provided in the regular class and the benefits provided in the special education class;
- the potentially beneficial or harmful effects which a placement (general education) may have on the student with disabilities or the other students in the class; and
- for students placed in separate settings, activities to transition students in separate settings to a less restrictive environment.

Citation: N.J.A.C. 6A:14-4.2 (a)8(i),(ii) and (iii).

Required Action: The district must ensure when determining the educational placement of a child with a disability, the IEP team considers the general education class first and all required decisions regarding placement are documented in the IEP for each student removed from general education for more than 20 percent of the school day. The district must also ensure for students placed in separate settings, the IEP team identifies activities the district will consider to transition the student to a less restrictive environment and document them in each IEP. 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. To demonstrate the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise the IEPs for the specific students who were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review revised IEPs, a random sample of additional IEPs developed at meetings conducted between September 2016 and December 2016, and to review the oversight procedures. The names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor.

Finding 19: The district did not consistently provide to students eligible for special education and related services a summary of academic achievement and functional performance prior to graduating and/or aging out.

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Citation: N.J.A.C. 6A:14-4.11(b)4; 20 U.S.C. §1414(c); and 34 CFR §300.305(e)(3).

Required Action: The district must ensure students are provided with their summary of academic achievement and functional performance prior to graduation. 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. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the summary of academic achievement and functional performance provided to eligible students at the conclusion of the 2016-2017 school year, and to review the oversight procedures.

Finding 20: The district did not consistently ensure the full child study team was in attendance at identification meetings for students referred for special education and related services.

Citation: N.J.A.C. 6A:14-2.3(k)1(i-vii); 20 U.S.C. §1414(d)(1)(B); and 34 CFR §300.321(a).

Required Action: The district must ensure identification meetings are conducted with required participants and documentation of attendance is maintained in student's records. 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. A monitor from the NJDOE will conduct an on-site visit to interview staff, review meeting documentation including sign in sheets for meetings conducted between September 2016 and December 2016, and to review the oversight procedures.

Finding 21: The district did not consistently conduct multidisciplinary initial evaluations for students referred for speech-language services by obtaining an educational impact statement from the classroom teacher.

Citation: N.J.A.C. 6A:14-2.5(b)6 and 3.6(b).

Required Action: The district must ensure a multidisciplinary evaluation is conducted for students referred for speech-language services by obtaining a statement from the general education teacher that details the educational impact of the speech problem on the student's progress in general education. In order to demonstrate correction of noncompliance, the district must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports for students referred for speech-language services whose eligibility meetings were conducted between September 2016 and December 2016, and to review the oversight procedures.

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Finding 22: The district did not consistently conduct all required sections of the functional assessment as a component of an initial evaluation for students referred for speech-language services.

Citation: N.J.A.C. 6A:14-3.4(f)4(i-vi); 20 U.S.C. §1414(b)(1)-(3), 1412(a)(6)(b); 34 CFR 300.304(b)(1).

Required Action: The district must ensure all components of the functional assessment are conducted as part of the initial evaluation process. In order to demonstrate correction of noncompliance, the district must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports completed between September 2016 and December 2016, and to review the oversight procedures.

Administrative

Finding 23: The district has provided professional development opportunities for teachers at Atlantic Christian School who have instructional responsibility for students with disabilities. A requirement of the IDEA grant is that ISPs of students must identify services provided with IDEA funds, including professional development for staff members. The ISPs for classified students at Atlantic Christian School do not reflect these professional development opportunities.

Citation: IDEA Regulation 34 CFR §300.130-300.144.

Required Action: The services listed in the ISPs to be provided through the IDEA grant need to match the services listed in the IDEA grant application. If teachers of students with disabilities will be provided with training and/or workshop opportunities, then this must be delineated in the ISPs. The district must develop procedures to ensure ISPs include services provided through IDEA funds and at the next regularly occurring annual review meetings, list the supports provided for students and or their teachers in their ISPs.

The NJDOE thanks you for your time and cooperation during the monitoring visit and looks forward to a successful resolution of all findings and implementation of all recommendations contained in this report.

If you have any questions, please contact Carla Spates via phone at (609) 984-5909 or via email at carla.spates@doe.state.nj.us .