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П	RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION	RECOMMENDATION NUMBER	CORRECTIVE A	ACTION APPROVED	D BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
1	DEA Program Finding 1:	The school will employ, either directly or	1.1 The school shall develop board approved job descriptions in	Head of School/Principal	June 30, 2021 – 1.1, 1.2, 1.3,	IDEA Program Finding 6:	The seheel shall	all ensure all comp	onents of the	6.1 The school, through the work of the non-supervisory child study	- Hood of Cobool/Dringing	June 30, 2021 – 6.1, 6.2, 6.3
		through a shared service agreement with a	accordance with New Jersey Administrative Code for the following		1.4.1.5	The school did not consistently				team coordinator, shall develop a manual of board approved	Vice Principal/Title I	(developed), 6.4
		local public school district, county school, or	positions: learning disability teacher consultant, school psychologist,	Coordinator	,	conduct all required sections				standard operating procedures that is aligned with New Jersey	Coordinator	September 15, 2021 – 6.3 (training
			school social worker, speech-language therapist, and non-supervisory	School Business		of the functional assessment		ee a non-supervis		Administrative Code requirements and best practices for	School Business	completed)
		team (part-time) that includes the following	child study team coordinator.	Administrator				tor (part-time) who			Administrator	completed)
7				Non-supervisory Child Study		evaluations for students		h the requirements		6.2 The school, through the work of the non-supervisory child study		
			positions: part-time learning disability teacher consultant, part-time	Team Coordinator		referred for speech-language		y evaluation (multip		team coordinator, shall maintain a central file that contains a record		
		speech-language therapist. The school shall	school psychologist, part-time school social worker, part-time speech-			services. Initial evaluation		nce of intervention		of all functional assessments conducted as part of all intial		
10	Citations:	directly employ a non-supervisory child study	language therapist, and part-time non-supervisory child study team			reports did not contain:	the general educ	ucation teacher, El	LL/Bilingual	evaluations.		
11	I.J.A.C. 6A:14-3.1(b) and	team coordinator (part-time).	coordinator.			-observations in non-testing		s documentation,		6.3 The school, under the direction of the non-supervisory child		
12	i.1(a)1, 2 and 3.		1.3 The school administration shall conduct interviews for the following			setting		cumentation, etc.		study team coordinator, shall develop an annual training program		
13			positions: part-time learning disability teacher consultant, part-time					e referral for spee		for child study team members (learning disability teacher		
14	itlations: 1,JA,C, 6A,14-3.1(b) and 1.1(a)1, 2 and 3.		school psychologist, part-time school social worker, part-time speech-			-teacher interview		students with no e		consultant, school psychologist, school social worker, and the		
15			language therapist, and part-time non-supervisory child study team			-a review of prior interventions		ed.		speech-language therapist) that includes the review of the school's		
16			coordinator.			documented by the teacher(s)				standard operating procedures for conducting functional		
10			1.4 The school shall contact Jersey City Public Schools, Hudson County			or others who work with the				assessments as part of all initial evaluations.		
10			Schools of Technology, Essex County Educational Services Commission,			student, and other informal				6.4 The school, through the work of the non-supervisory child study		
20			and local charter schools to request information regarding entering into			measures				team coordinator, shall maintain a central file that contains a record		
21			shared services agreements for the following positions: part-time learning disability teacher consultant, part-time school psychologist, part-			Citations: N.J.A.C.6A:14-3.4(f)4(i-vi): 20				of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records.		
22			time school social worker, and part-time speech-language therapist.			U.S.C. §1414(b)(4) and (5);				sesion date(s), invitations, agendas, and attendance records.		
23			1.5 – The school will hire the following positions: part-time learning			and 34 CFR §300.306(c)(i)						
24			disability consultant, part-time school psychologist, part-time school			and 34 GFR 9300.300(c)(i)						
11			social worker and part-time speech-language therapist, either directly or									
			through shared service agreements.									
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RECOMMENDATION NUM	MBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION	RECOMMENDATION NUMBER	CORRECTIV	E ACTION APPR	ROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
28 IDEA Program Finding	j 2:	The school shall provide parents with written	2.1 The school, through the work of the non-supervisory child study team	Head of School/Principal	June 30, 2021 - 2.1, 2.2, 2.4, 2.4,	IDEA Program Finding 7: The	The school sh	hall ensure ea	ach IEP contains the	7.1 The school, through the work of the non-supervisory child study		
		notification, in layman's terms, in their native	coordinator, shall develop and utilize a comprehensive manual of board	 Vice Principal/Title I 	2.5, 2.6 (developed), 2.7	school did not consistently		siderations and		team coordinator, shall develop a manual of board approved	 Vice Principal/Title I 	June 30, 2021 – 7.1, 7.2, 7.3
30 provide notice of meeting		language and within a reasonable amount of	approved standard operating procedures that is aligned with New Jersey		September 15, 2021 – 2.6	document all required			ol shall directly	standard operating procedures that is aligned with New Jersey	Coordinator	(developed), 7.4
		time, for all child study team and related service		 School Business 	(training completed)	considerations and statements				Administrative Code requirements and best practices for	 School Business 	September 15, 2021 – 7.3 (training
32 and/or eligible for specia		meetings. In order to do so, the board shall	parents with written notice to attend child study team and related service			in the Individualized Education				consistently documenting all required considerations and	Administrator	completed)
33 education and related		annually approve the services of contracted	meetings.	 Non-supervisory Child Study 					considerations and	statements in the Individualized Education Programs (IEPs) of	 Non-supervisory Child Study 	
34 services. The school did		service providers to provide foreign language	2.2 The school, through the work of the non-supervisory child study team	Team Coordinator		eligible for speech-language			te that the school has	students eligible for speech-language services.	Team Coordinator	
35 consistently provide notice		interpretation services (written and spoken),	coordinator, shall develop and utilize board approve written notification			services.		e individual inst		7.2 The school, through the work of the non-supervisory child study		
36 meetings to parents of		and an ASL interpretation service as per ADA	templates that are written in layman's terms and translated to all required						l, through the work of	team coordinator, shall maintain a central file that contains a record		
37 students referred to and	/or	requirements.	native languages as needed.							of all functional assessments conducted as part of all required		
38 eligible for speech-langu 39 services, the notice of the	ıage		2.3 The school shall utilize the services of a board approved certified						w meetings and revise	considerations and statements in the Individualized Education		
39 services, the notice of the	ne		foreign language interpreter to ensure that all written notifications are			assessments			or whom their IEPs	Programs (IEPs) of students eligible for speech-language services.		
40 meeting for identification 41 eligibility reevaluation of	1,		correct and to provide foreign language interpretation services during			-approved accommodations	were identifie	ed as noncomp	pliant.	7.3 The school, under the direction of the non-supervisory child		
 41 eligibility, reevaluation ple 42 for speech-language ser 	Manning		meeting as needed in accordance with FERPA requirements. 2.4 The school shall utilize the services of a board approved American			and modification on school wide assessments				study team coordinator, shall develop an annual training program for child study team members (learning disability teacher		
43 and annual review meeti	WCes		Sign Language Interpretation service to accommodate the needs of			-student's status in speech-				consultant, school psychologist, school social worker, and the		
44 as applicable.	ings,											
45 Citations: N.J.A.C. 6A:1	1.4		parents or meeting participants who require ASL. 2.5 The school, through the work of the non-supervisory child study team			language performance, including how the student's				speech-language therapist) that includes the review of the school's standard operating procedures for consistently documenting all		
46 2.3(k)3,5; 20 U.S.C.	14-		coordinator, shall maintain a central file that contains a record of all child			disability affects involvement				required considerations and statements in the Individualized		
	D		study team meeting schedules (date, time, location, meeting type,			and progress in general				Education Programs (IEPs) of students eligible for speech-		
48 6300 304(a)	N.		participants invited), copies of written notifications sent to all participants,			education				language services.		
49 9000.304(a)			and copies of all meeting attendance sheets.			-other academic and functional	a l			7.4 The school, through the work of the non-supervisory child study		
50			2.6 The school, through the work of the non-supervisory child study team			needs that result from the	"			team coordinator, shall maintain a central file that contains a record		
51			coordinator, shall develop and implement an annual training program for			student's disability				of all corresponding professional development sessions, including		
52			child study team members that includes the review of the school's			Citations:				sesion date(s), invitations, agendas, and attendance records.		
47 §1414(h)(1); and 34 CFF 48 §300.304(a) 49 300 501 51 52 53 54 55 55 57			standard operating procedures, board policy, N.J.A.C, and IDEA			N.J.A.C. 6A:14-3.7(e) 1-17,						
54			requirements for providing parents with written notice to attend child			and (f); 20 U.S.C.						
55			study team meetings.			§1414(d)(3)(A)(B); and 34						
56			2.7 The school, through the work of the non-supervisory child study team			CFR						
57			coordinator, shall maintain a central file that contains a record of all			§300.324(a)(1)(2)						
			corresponding professional development sessions, including sesion			3(-)(-)(-)						
			date(s), invitations, agendas, and attendance records.									
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RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION	RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOAR	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
52 convene meetings with of 31 required participated in 53 required participated in 54 students referred and/or 55 eligible for special education 65 and related services and for 57 students referred and/or 58 eligible for speech-language 69 services. 72 Citations: 73 N.J.A.C 6A:14-2.3(\(\rightarrow\)\(\	conducted with required participants and that documentation of participation is maintained in students' records. In order to do so, the board shall employ a non-supervisory child study team coordinator (may be part-time) who will ensure that all child study team and related service meetings are conducted as per N.J.A.C., IDEA, ADA, and local board policy requirements. The non-supervisory child study team coordinator will develop, coordinate, and conduct annual trainings for child study team members and related service providers accordingly.	3.1 The school, through the work of the non-supervisory child study team coordinater, shall develop a manual of board approved stard operating procedures that is aligned with New Jersey Administrative Code requirements and best practices for scheduling, inviting and documenting the attendance of all required participants for child study team meetings. 3.2 The school, through the work of the non-supervisory child study team meeting schedules, invitations, and attendance sheets. 3.3 The school, through the work of the non-supervisory child study team coordinater, shall evideope an annual training program for child study team members that includes the review of the school's standard operating procedures for scheduling, inviting and documenting the participation of all required participants for child study team members that includes the review of the school's standard operating procedures for scheduling, inviting and documenting the participation of all required participants for child study team meeting scheduling. All he school, through the work of the non-supervisory child study team meeting scheduling and scheduling schedulin	Vice Principal/Title I Coordinator School Business Administrator Non-supervisory Child Study	June 30, 2021 – 3.1, 3.2, 3.3 (developed), 3.4 September 15, 2021 – 3.3 (training completed)	provide written notice of identification and reevaluation meetings to parents of students referred and/or eligible for special education and related services and students referred and/or eligible for speech-language services. Citation:	written notice of a meeting that contains all required components within 15 calendar days of the meeting.	d 8.1 The school, through the work of the non-supervisory child study team coordinator, shall develop a manual of board approved standard operating procedures that is aligned with New Jersey Administrative Cost enquirements and best practices for providing the written notice of identification and reevaluation meetings to parents of students referred and/or eligible for special education and related services and students referred and/or eligible for special education and related services and students referred and/or eligible for special education and related services and students referred and/or eligible for special education of all functional assessments conducted as part of all written notices for identification and reevaluation meetings to parents of all functional assessments conducted as part of all written notices for identification and reevaluation meetings to parents of students referred and/or eligible for speech-language services. 8.3 The school, under the direction of the non-supervisory child study team coordinator, shall develope an anual training program for child study team members (learning dissibility teacher consultant, school speyhologis, shool social worker, and the speech-language therapist) that includes the review of the schools identification and revealuation meetings to parents of students referred and/or eligible for speech-language services. 9.4 The school, through the work of the non-supervisory child study team coordinator, shall meistant an central file that contains arrivated services and students referred and/or eligible for speech-language services.	Vice Principal/Title I Coordinator School Business Administrator Non-supervisory Child Study Team Coordinator	June 30, 2021 – 8.1, 8.2, 8.3 ((developed), 8.4 September 15, 2021 – 8.3 (training completes)

Recommendation wasters of the program Finding 4. The stands and servar extraction meeting of the property formation of the property formation of the program finding 9. The coloration control of the program finding 9. The coloration of the property formation of the property form	A	B C D	E	F	G	Н	I J K	L	М	N
1 The school shall ensure identification meetings are conducted within 20 calendar days of consent is obtained and maintained in student consent prior to conducting assessments as part of the indial evaluation as per N.J.A.C. (D.EA, ADA, and gange services to 100 and parameter) (20 calendar days of responding procedures of the alternative of the parameter) (20 calendar days of responding procedures and the supervisory child study team coordinator, shall develop a manual of board approved standard consent prior to conducting assessments as part of the initial evaluation for supervisory child study team coordinator, shall develop a manual of board approved standard consent prior to conducting assessments as part of the initial evaluation for supervisory child study team coordinator, shall develop a manual of board approved standard consent prior to conducting assessments as part of the initial evaluation for supervisory child study team coordinator (may be part-firm) who will evaluate the conducting assessments as part of the initial evaluation for supervisory child study team coordinator, shall develop a manual of board approved standard consent prior to conducting assessments as part of the initial evaluation for supervisory child study team coordinator, shall develop a manual of board approved standard consent prior to conducting assessments as part of the initial evaluation for supervisory child study team coordinator (may be part-firm) who will evaluate training for child study team coordinator, shall maintain a central file that contains a segment of supervisory child study team coordinator (may be part-firm) who will conduct training consent students referred for speech-language services to an evaluation. 20 and 3.6 (b) 2	RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION			RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOAR	METHOD OF IMPLEMENTATION		
so consistently conduct Set of the charter school did not set of a waiture required of a winding requirement and best practices for receiving, reviewing, assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation to subject to conducting assessments as part of the initial evaluation	11			IMPLEMENTATION	IMPLEMENTATION				IMPLEMENTATION	IMPLEMENTATION
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See 2 calendar days of receipt of a supervisory child study learn coordinator (may 2) a writher nequest for evaluation. Page and the receipt of a written request for evaluation as part of the calendar days of receipt of a written request for a walkulation as per N.J.A.C. [DEA, DAA, and 32] and 13.6(b). 32 Calendar days of receipt of a written request for a walkulation as per N.J.A.C. [DEA, DAA, and 32] and 3.6(b). 33 In school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 34 The school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 35 In school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 36 In order to demonstrate correction of intial evaluation for subtreated the requests of the request of the subtreated the supervisory child study team coordinator (may 2) and 3.6(b). 36 In order to demonstrate correction of intial evaluation for intial evaluation for supervisory child study team coordinator (may 2) and 3.6(b). 37 In school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 38 In school through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 39 In order to demonstrate correction of intial evaluation for intial evaluation for intial evaluation for intial evaluation for intial evaluation and all corresponding records during or child study team coordinator (may 2) and 3.6(b). 30 In order to demonstrate correction of 1 intial evaluation of the intial evaluation of the intial evaluation of the non-supervisory child study team coordinator (may 2) and 3.6(b). 31 The school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 32 In school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 33 The school, through he work of the non-supervisory child study team coordinator (may 2) and 3.6(b). 34 The school, through he work of the non-supe	OF identification meetings within									
27 a written request for evaluation of subdents required a few of receipt of a written request for an evaluation. So to repect a destination are subdents and so the evaluation are subdents and several and so the evaluation are subdents and so the evaluation are subdents and so the subdents are subdents and sevel and subdents and so the subdents are subdents and sevel and subdents and sevel and sevel and subdents and sevel and subdents and sevel and subdents and sevel and subdents are subdents and sevel and subdents are subdents and sevel and subdents are subdents and sevel and subdents are subdents and sevel and subdents and sevel and subdents and sevel and sevel and subdents and sevel and sevel and sevel and sevel	os 20 calandar dave of receint of									
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99 Traileds services or speech- calender days of receipt of a written request for longuages services to 100 determine if an evaluation sear accordance services or speech- 100 warranted. 100 Clations: 100 NJA.C. 6A:14-2.5(b)6; 3.3(e) 102 Add 56:0 103 and 3.6(b) 104 and 3.6(b) 105 and 3.6(b) 105 and 3.6(c) 106 and 3.6(c) 107 and 3.6(c) 107 and 3.6(c) 108 and 3.6(c) 109 and 3.6(c) 109 and 3.6(c) 100 and 3.6(c)										
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100 determine if an evaluation was local board policy requirements. The non- understand to provide the provided of the provide	100 language services to									
and mode of responding to, date of meeting, and total days from receipt dowler, coordinate, and conduct annual develop, coordinate, and conduct annual develop, coordinate, and conduct annual develop, coordinate, and conduct annual days from receipt dowlers, conduct annual days from receipt dowlers, coordinate, and coordinate, and coordinate, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn members (learning disability teacher consultant, school speciholosic), school social worker, and the peed-to-and the develop and training program for child study learn coordinator, shall develop an annual training program for child study learn members (learning disability teacher consultant, school speciholosic), school social worker, and the peed-to-and the develop and training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn coordin	101 determine if an evaluation was									
1.03 Citations: develop, coordinate, and conduct annual of written request for evaluation to the date of the meeting. 1.04 N.J.A.C. 6A:14.2.5(b)6; 3.3(e) trainings for child study team and related staff. 1.05 and 3.8(b) 1.06 The school, through the work of the non-supervisory child coordinator, shall develop an annual training program for child study team members (learning disability teacher consultant, school object worker, and the performance of the school object worker.										
103 and 3.6(b) coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn enomates (learning disability teacher consultant, school learn members (learning disability teacher consultant, school spacyholosist, school social worker, and the speech-school speech-school social worker, and the speech-school social worker, and the speech-school speech-school social worker, and the speech-school social worker.	103 Citations:									
103 and 3.6(b) coordinator, shall develop an annual training program for child study learn coordinator, shall develop an annual training program for child study learn enomates (learning disability teacher consultant, school learn members (learning disability teacher consultant, school spacyholosist, school social worker, and the speech-school speech-school social worker, and the speech-school social worker, and the speech-school speech-school social worker, and the speech-school social worker.	104 N.J.A.C. 6A:14-2.5(b)6; 3.3(e)	trainings for child study team and related staff.	4.3 The school, through the work of the non-supervisory child study team					9.3 The school, under the direction of the non-supervisory child		
psychologist, school social worker, and the speech-language therapist) consultant, school social worker, and the			coordinator, shall develop an annual training program for child study					study team coordinator, shall develop an annual training program		
psychologist, school social worker, and the speech paragrage therepist) that includes the review of the school's standard operating procedures for receiving, reviewing, responding to, scheduling, and conducting stemplish that includes the review of the school's standard operating procedures for consistently obtaining written sensitive that the request for an evaluation. 4.4 The school through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including session and sensitive sensit	106									
that includes the review of the school's standard operating procedures for creating, reviewing, responding b, scheduling, and conducting dentification meetings within 20 calendar days of receipt of a written request for a revalation. 4.4 The school, through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professorial development sessions, including seson date(s), invitations, agendas, and attendance records.	107		psychologist, school social worker, and the speech-language therapist)					consultant, school psychologist, school social worker, and the		
for receiving, reviewing, responding to, scheduling, and conducting identification in meetings within 20 clearled at spot receiving and standard operating procedures for consistently Obtaining written identification meetings within 20 clearled and spot receiving a services. 4 ATPs exhood, through the work of the non-supervisory child study learn coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 313 4 and corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 314 315 316 317 317 317 318 319 319 310 310 310 3110 3111 312 312 3	108		that includes the review of the school's standard operating procedures					speech-language therapist) that includes the review of the school's		
destrification meetings within 20 calendar days of receipt of a written request for a revialation. 112 request for a revialation are revialation. 113 request for a revialation in a revialation are related for the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including sestion date(s), invitations, agendas, and attendance records. 114 and the section of the section of the section of the section of a corresponding professional development sessions, including session date(s), invitations, agendas, and attendance records. 115 and the section of the section of the section of a corresponding professional development sessions, including session date(s), invitations, agendas, and attendance records. 116 and the section of a corresponding professional development sessions, including session date(s), invitations, agendas, and attendance records. 117 and the section of the sectio	109		for receiving, reviewing, responding to, scheduling, and conducting					standard operating procedures for consistently obtaining written		
request for an evaluation. 4.4 The school, through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of al corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 11.3 11.6 11.7 11.7 11.8 11.9	110									
1.12 4.4 The school, through the work of the non-supervisory child study years coordinator, stall maintain a central file that contains are road of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisory child study corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisory child study team coordinator, shall maintain a central file that contains a record of all corresponding professional development sessions, including sesion date(s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisory central sectors and several sectors are contained as a sector of all corresponding professional development sessions, including sesion date (s), invitations, agendas, and attendance records. 3.4 The school, through the work of the non-supervisor and sectors are contained as a sector of all corresponding professional development sessions, and attendance records. 3.4 The school, through the work of the non-supervisor and sectors are contained as a s	111							initial evaluation for students referred for speech-language		
coordinator, shall maintain a central file that contains are cord of all corresponding professional development sessions, including assion date(s), invitations, agendas, and attendance records.	112									
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RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR	COMPLETION DATE OF		•					
400			IMPLEMENTATION	IMPLEMENTATION							
124 IDEA Program Finding 5:	The school shall ensure a multidisciplinary	5.1 The school, through the work of the non-supervisory child study team	- Hond of Cohool/Dringing	June 30, 2021 – 5.1, 5.2, 5.3							
				(developed), 5.4							
126 conduct multidisciplinary initial				September 15, 2021 – 5,3							
127 evaluations for students	written statement from the general education	Code requirements and best practices for conducting multidisciplinary		(training completed)							
		initial evaluations for students referred for speech-language services that		(training completed)							
		includes a written statement from the general education teacher that	Non-supervisory Child Study								
130 educational impact statement	in general education	details the educational impact of the speech problem on the student's	Team Coordinator								
131 from the classroom teacher.	In order to do so, the board shall employ a non-										
132 Citations:		5.2 The school, through the work of the non-supervisory child study team									
		coordinator, shall maintain a central file that contains all completed									
134 3.6(b)		multidisciplinary initial evaluations for students referred for speech-									
132 5.6b) 133 135 136 137 138 139 140 140 140 142 148 148 148 149 148 149 149 149 149 149 149 149 149 149 149		language services that includes a written statement from the general									
136		education teacher that details the educational impact of the speech									
137		problem on the student's progress in general education.				_					
138	N.J.A.C, IDEA, ADA, and local board policy	5.3 The school, through the work of the non-supervisory child study team									
139		coordinator, shall develop an annual training program for child study									
140	team coordinator will also develop, coordinate,	team members and general education teachers that includes the review									
141		of the school's standard operating procedures for the completion of									
142	language therapist(s) and general education	multidisciplinary initial evaluations for students referred for speech-									
143	teachers in support of this requirement.	language services that includes a written statement from the general									
144		education teacher that details the educational impact of the speech									
145		problem on the student's progress in general education.									
146		5.4 The school, through the work of the non-supervisory child study team									
147		coordinator, shall maintain a central file that contains a record of all									
148		corresponding professional development sessions, including sesion									
149		date(s), invitations, agendas, and attendance records.									
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