

SOUTH RIVER PUBLIC SCHOOLS
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SOUTH RIVER, NEW JERSEY 08882
OFFICE OF SPECIAL EDUCATION

The following is a copy of the South River Public Schools Corrective Action Plan / Needs Assessment that was the result of the self-assessment process that was completed this year. This plan was approved by the South River Board of Education at the June 28, 2001 meeting. A natural consequence of this process has been the numerous changes in forms/procedures that have been implemented while the district was completing the self-assessment process. The following is a summary of the aforementioned changes that have been implemented over the past several months:

1. The district has adopted the State IEP format. It is felt that this has accomplished the following:
 - a. Appropriate documentation of the discussion regarding extended year programs will be found in every IEP.
 - b. It will assure that teams discuss the need for behavior intervention plans.
 - c. It will assure that IEP's are developed with the appropriate considerations and contain the required statements
 - d. This will contribute to accurate documentation of the discussion on supplementary aids and services that must be considered before a child is removed from a regular education class.
 - e. Parents will be assured of receiving written notice within the appropriate timelines following all IEP meetings.
 - f. To improve documentation of all the required components of transition planning.

2. The district has developed several new forms to address identified needs:
 - a. The district has begun to use several new forms (State IEP, Determination Meeting/Evaluation Plan, Eligibility Document) that will also be used as written notice. Case managers have been in serviced on the use of the new forms. Parents will be assured of receiving written notice within the appropriate timelines following all major meetings.
 - b. The goals and objectives chosen by the district have been up-dated so that their relationship with the core curriculum standards is directly stated.
 - c. Transfer students with incomplete data will receive an "interim" IEP and begin to receive services without delay.
 - d. Format of the eligibility document will be changed to facilitate the documentation that parents have received reports at the eligibility conference.
 - e. A separate letter has been developed and sent to all students, beginning at age 14, or younger when appropriate, to invite them when their program and transition services are being discussed.
 - f. A new form will be developed specifically designed for ensuring that any revision in an IEP will include all required components (notice of meetings, meeting, required participants, development of IEP with required components and written notice) and documentation.

- g. Form for Manifestation Determination will be developed to reflect the district's procedures at this time.
 - h. Current referral forms have been amended to ensure that the nurse reviews and summarizes available health and medical information for direct and pre-school referrals to the Child Study Teams.
- 3. New procedures have been developed to address changes related to the implementation of all new forms as well as utilization of the State IEP.
 - a. Procedures will be developed to ensure that goals/objectives of all related services are included in IEP.
 - b. The district will develop specific procedures, consistent with Destruction of Public Records Law N.J.S.A. 47:3-15 et seq. and Pupils Record N.J.S.A. 6:3 – 6.8 Retention and Destruction of Pupil Records. Anticipated Outcome: The destruction of pupil records will occur only after written parental or adult student permission has been granted or after reasonable attempts to secure permission have been unsuccessful.
 - c. The district will change its internal procedures so that parents are ensured to receive IEP's prior to the implementation of the program.
 - d. Out of District students will receive a copy of their home school's non-academic and extra curricular services and activities. This will be documented in the child's annual review.
- 4. Various in-service have been held or are being planned for the beginning of the next academic year to address the aforementioned changes in forms and procedures.

The corrective action plan reflects the impact the implementation of these changes has had the ability of the district to be compliant with the special education code.