



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Acting Commissioner

April 22, 2014

Mr. Brian Pruitt, Superintendent
Brigantine Public Schools
PO Box 947
Brigantine, NJ 08203

Dear Mr. Pruitt:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Brigantine Board of Education**. 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, 2013 through January 7, 2014. 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 <http://www.state.nj.us/education/finance/jobs/monitor/consolidated>.

Utilizing the process outlined in the attached "Procedures for LEA/Agency Response, Corrective Action Plan and Appeal Process," the Brigantine Board of Education 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 the 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 Joseph Kirchon at (856) 486-2160.

Sincerely,

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

RJC/JK/dk:Brigantine Cover Letter/consolidated monitoring
Enclosures

Distribution List

David C. Hespe
David Corso
Susan Martz
Michael Yapple
Karen Campbell
Peggy McDonald
Kimberly Murray
Joseph Kirchon
Robert Bumpus
Stephen M. Eells

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

BRIGANTINE PUBLIC SCHOOLS
301 EAST EVANS BOULEVARD
PO BOX 947
BRIGANTINE, NJ 08203
PHONE: (609) 266-7671



New Jersey K-12 Education

**CONSOLIDATED MONITORING REPORT
APRIL 2014**

District: Brigantine Public Schools
County: Atlantic
Dates On-Site: January 8 and 9, 2014
Case #: CM-002-13

FUNDING SOURCES

Program	Funding Award
Title I	\$ 280,825
IDEA Basic	255,884
IDEA Preschool	7,031
Title IIA	39,743
Title III	4,886
Total Funds	<hr/> <hr/> \$ 588,369

**BRIGANTINE PUBLIC SCHOOLS
CONSOLIDATED MONITORING REPORT
APRIL 2014**

BACKGROUND

The Elementary & 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, Race to the Top, and Carl D. Perkins). The laws further require that 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 Brigantine Public Schools to monitor the district's use of federal funds and the related program plans, where applicable, to determine whether the district's 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; and IDEA for the period July 1, 2013 through January 7, 2014.

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, 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 district personnel, reviewed the supporting documentation for a sample of expenditures and conducted internal control reviews.

EXPENDITURES REVIEWED

The grants that were reviewed included Title I, Title II, Title III, and IDEA Basic and Preschool from July 1, 2013 through January 7, 2014. A sampling of purchase orders and/or salaries was taken from each program reviewed.

**BRIGANTINE PUBLIC SCHOOLS
CONSOLIDATED MONITORING REPORT
APRIL 2014**

GENERAL DISTRICT OVERVIEW OF USES OF TITLE I, TITLE IIA, TITLE III, AND IDEA FUNDS

Title I Projects

The district is using its FY 2013-2014 Title I funds to implement targeted assistance programs in both the elementary and middle schools. Primarily, the district provides tutoring services through in-class support, pullout programs, and extended year programs. Prior year funds were spent on similar programs.

Title II Projects

Title II funds were used to partially fund the salary of a Reading Consultant/Coach. The role of the coach is to provide in-class consultation/tiered intervention and assist teachers in the tools, technologies, and concepts to support the development of students reading skills in core subjects. The district uses a provider from Richard Stockton, Educational Technology Training Center, for district required professional development activities in accordance with the District Professional Development Plan.

Title III Projects

The district is using its Title III funds on language software to supplement its instructional program.

IDEA Projects

The 2013-2014 IDEA Basic Funds were used to reduce tuition costs for students receiving special education services in approved private schools for students with disabilities. The IDEA preschool funds were designated for instructional supplies for preschool age students eligible for special education and related services.

DETAILED FINDINGS AND RECOMMENDATIONS

Title I

Finding 1:

Condition: The district provides academic interventions through pullout programs. The removal of students from core courses creates increased gaps in the skills and knowledge of academically at-risk students.

Citation: ESEA §1115(c) *Targeted Assistance Programs, Components of a Targeted Assistance Program*; USDE Policy letter October 6, 2008.

**BRIGANTINE PUBLIC SCHOOLS
CONSOLIDATED MONITORING REPORT
APRIL 2014**

Required Action: The district should consider revising its Title I program to provide services to Title I students in language arts and mathematics that does not remove students from their core courses. Primary consideration should be given to providing extended learning time opportunities, such as before and after school, and summer programs.

Title IIA

Finding 2:

Condition: Review of the High Objective Uniform Standard of Evaluation (HOUSE) Matrix documents on file revealed incorrect point calculations for veteran teachers on staff who had been recorded as highly qualified by a previous administration. Also, the district assigned teachers to instructional assignments for which they were not actually highly qualified. Students receiving direct instruction must be taught by a highly qualified teacher in core subjects. Districts must notify parents of students attending Title I funded schools if the teacher does not meet state or federal qualifications/requirements.

Example 1: A Teacher of the Handicapped was identified on the HOUSE Matrix as a highly qualified elementary generalist based upon having 32 points stated on the HOUSE Matrix. The HOUSE Matrix point system cannot be used to substantiate the Elementary Generalist status, as it must be supported by a passing score on one of the accepted content knowledge exams for elementary education.

Example II: A teacher assigned to teach a sixth grade departmentalized science class was awarded points on the HOUSE Matrix by a previous school administration for two science methods and pedagogy classes. These courses are disallowed by the rules governing the usage of the HOUSE Matrix to establish content related knowledge. This teacher should not have been identified as highly qualified in science.

Citation: ESEA §1119(a)(1): *Qualifications for Teachers and Paraprofessionals*
ESEA § 1111(h)(6)(B)(ii) *Right to Know letter*.

Required Action: The district must review Highly Qualified Teacher (HQT) documentation for those teachers to be placed in departmentalized core subject matter instructional areas in grades 6-8 prior to assignment. Students receiving direct instruction must be taught by a highly qualified teacher in core subjects. Where HQT status has been incorrectly granted based upon miscalculations or errors on the Matrix forms, the district must indicate “invalid for assignment” on the impacted teachers’ documentation. The teachers assigned to grades 6-8 departmentalized instructional settings must comply with current HQT guidelines. Additionally, the district must notify parents of students being taught by teachers that are not highly qualified with the required “Right to Know” letter in Title I funded programs or schools.

**BRIGANTINE PUBLIC SCHOOLS
CONSOLIDATED MONITORING REPORT
APRIL 2014**

Title III

Finding 3:

Condition: Although the district had a parental notification letter for students identified for English as a Second Language, there is no letter for parents that specifically outline the requirements for Title III. The missing elements that need to be included in the parental notification letter are: students' level of English proficiency, how such level was assessed, and how the program will meet the objectives of an individualized education program of a child with a disability. The district's dissemination of incomplete notification letters excludes parents from a complete understanding of the program their children are entering.

Citation: ESEA §3302 *Parental Notification*.

Required Action: The district's Title III parental notification letter needs to outline the specific requirements for Title III. Evidence of a revised letter is required to be developed and submitted to the NJDOE for review.

IDEA Special Education

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

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 Joseph Kirchon via phone at (856) 486-2160 or via email at joseph.kirchon@doe.state.nj.us.