



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

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Lt. Governor

DAVID C. HESPE
Acting Commissioner

December 4, 2014

Dr. Edward Forsthoffer, Superintendent
Bordentown Regional School District
318 Ward Avenue
Bordentown, NJ 08505

Dear Mr. Forsthoffer:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Bordentown Regional 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, 2012 through June 30, 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 Bordentown Regional 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 Lori Ramella at (609) 984-0937.

Sincerely,

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

RJC/LR/dk:Bordentown Reg. BOE Cover Letter /consolidated monitoring
Enclosures

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**BORDENTOWN REGIONAL SCHOOL DISTRICT
318 WARD AVENUE
BORDENTOWN, NJ 08505
PHONE: (609) 298-0025**



New Jersey K-12 Education

**CONSOLIDATED MONITORING REPORT
DECEMBER 2014**

District: Bordentown Regional School District
County: Burlington
Dates On-Site: July 23 and 24, 2014
Case #: CM-007-13

FUNDING SOURCES

Program	Funding Award
Title I, Part A	\$ 318,830
Title II, Part A	72,666
Title III	27,465
IDEA Basic	522,339
IDEA Preschool	25,413
Race To The Top	17,735
Total Funds	<u>\$ 984,448</u>

**BORDENTOWN REGIONAL SCHOOL DISTRICT
CONSOLIDATED MONITORING REPORT
DECEMBER 2014**

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, 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 Bordentown Regional School District 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; IDEA Basic and Preschool; and Race to the Top for the period July 1, 2012 through June 30, 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 current district policies and procedures. The monitoring team members reviewed the supporting documentation for a sample of expenditures and conducted internal control reviews as well as conducted interviews with program administrators and other district personnel as required. Additionally, the IDEA grant review included 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, and interviews of child study team members and speech-language specialists.

EXPENDITURES REVIEWED

The grants that were reviewed included Title I, Title II, Title III, IDEA Basic and Preschool, and Race to the Top for the period July 1, 2012 through June 30, 2014. A sampling of purchase orders was taken from the entire population and later identified as to the grant that was charged.

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**GENERAL DISTRICT OVERVIEW OF USE OF TITLE I, TITLE II, TITLE III, IDEA
AND RACE TO THE TOP FUNDS**

Title I

The district operates targeted assistance programs at its three Title I funded schools: Clara Barton, Bordentown Regional Middle, and MacFarland Intermediate Schools. The district identified Closing the Achievement Gap, English Language Proficiency, English Language Arts, and Mathematics for Racial/Ethnic, Limited English Proficient, and all students as priority problems.

Title II

The district used Title II funds for class size reduction, English language arts and mathematics content area professional development and professional development topics, such as addressing students with different learning needs, effective classroom use of technology, and tiered interventions to improve academic achievement.

Title III

The district is the lead agency in a Title III consortium with North Hanover School District. The district used Title III funds for teachers' salaries, after school and summer programs. The grant was also used to purchase supplies.

IDEA (Special Education)

The FY 2014 IDEA funds were used to reduce district tuition expenditures for students receiving special educational services in other public school districts and approved private schools for students with disabilities.

Race to the Top

The district used Race to the Top funds for its teacher evaluation system.

DETAILED FINDINGS AND RECOMMENDATIONS

Title I

Finding 1: The use of Title I funds for a teacher to provide Tier I level intervention in a targeted assistance program supplanted state/local funds. Tier I is the core instructional program, in which all students must participate. When implementing Response to Intervention (RTI) in a targeted assistance program, Title I funds may be used for Tiers II and III only.

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Citation: ESEA §1115(B): *Targeted Assistance Programs (Eligible Children from Eligible Population)*; ESEA §1120A(b): *Federal Funds To Supplement, Not Supplant, Non-Federal Funds*.

Required Action: The district must ensure that it only provides Tier II and Tier III interventions in its targeted assistance schools and update its funded teacher schedules to reflect the same. The district must allocate state/local funds rather than using Title I funds to support this expenditure. The district must provide evidence of the adjusting accounting entry for the expenditure to the NJDOE for review.

Finding 2: The district's Title I program is not distinctive as it is providing/offering the same service to students in its non-funded school. Schools operating a targeted assistance program must ensure that it is providing supplemental learning opportunities guaranteed to benefit targeted students who meet the established criteria defined by the district/school.

Citation: ESEA §1120A(b)(1): *Federal Funds to Supplement, Not Supplant, Non - Federal Funds*.

Required Action: The district must revise its Title I program to reflect that it is providing extended learning opportunities for its identified Title I students. The district must provide a narrative of its revised Title I program to the NJDOE for review.

Finding 3: The notification letters sent to the parents/guardians of identified Title I students did not include clearly defined entrance and exit criteria. The parents/guardians of identified Title I students must be informed of the multiple educationally related criteria, as well as benchmark assessment scores used to identify their child/children for Title I services.

Citation: ESEA §1115(B): *Targeted Assistance Programs (Eligible Children from Eligible Population)*.

Required Action: The district must include in its parental notification letters clearly defined entrance and exit criteria. The district must provide a copy of its revised FY 2014-2015 parental notification letter to the NJDOE for review.

Finding 4: The district could not provide evidence of when its Title I written parental involvement policy was distributed. Per the legislative requirement, the district must provide a mechanism for parents/guardians of Title I students to be informed of ways they can further engage themselves in the academic performance and achievement of their children.

Citation: ESEA §1118(b): Parental Involvement (School Parental Involvement Policy).

Required Action: For FY 2014-2015, the district must ensure that its Title I schools distributes their written parental involvement policy to parents/guardians of the Title I students. The district must submit a copy to the NJDOE for review.

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Finding 5: The district could not provide documentation that its Title I schools convened the annual Title I Parent meeting. The parents/guardians of identified Title I students are entitled to be informed about the school's participation in the Title I program, legislative requirements, and ways in which they can be involved in helping their child/children succeed academically.

Citation: ESEA §1118(c)(1): *Parental Involvement (Policy Involvement)*.

Required Action: For FY 2014-2015, the district's Title I schools must convene an annual Title I parent meeting for the parents/guardians of Title I students. The district must submit documentation of the meeting (e.g., invitational letter/flyer, agenda, meeting minutes, and sign in sheets) to the NJDOE for review.

Finding 6: The district could not provide evidence of a process to consult with nonpublic schools that enroll resident students. Per the legislative requirement, the district must consult with nonpublic officials of schools that enroll resident students to determine students' eligibility for Title I services. The consultation process must include a discussion of the following: collection of poverty data, criteria for student identification, and services for eligible students, parents, and teachers.

Citation: ESEA §1120 (b): *Participation of Children Enrolled in Private Schools*.

Required Action: For FY 2014-2015, the district must formalize its nonpublic consultation process. The district must retain signed/certified receipts of correspondence to nonpublic schools, copies of Affirmation of Consultation signed by all consulted parties, and refusal forms. The district must also provide copies of meeting agenda, minutes, and sign in sheets to the NJDOE for review.

Title II

A review of the Title II program yielded no findings.

Title III

Finding 7: As an applicant LEA, the district did not maintain control of its Title III consortia funds for participant LEAs. In particular, the district issued purchase order 14-03444 to North Hanover Township as reimbursement for costs to acquire a number of iPad cases.

Citation: 34 CFR §80.20 *Standards for financial management systems*.

Required Action: The district must exercise its responsibilities as the applicant LEA and maintain control of all funds generated for participant LEAs.

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IDEA (Special Education)

Finding 8: 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. Specifically, IEPs did not consistently include:

- the supplementary aids and services considered and an explanation of why the supplementary aids and services were rejected; and
- for those students placed in separate settings, activities to transition the student to a less restrictive environment.

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

Required Action: The district must ensure that when determining the educational placement of a child with a disability, the IEP team considers the general education class first and that all required decisions regarding the 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 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 citation listed above. 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 with IEPs that were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff and review the revised IEPs, along with a random sample of IEPs for students whose annual review meetings were conducted between February 2015 and May 2015. The names of the students with IEPs that were identified as noncompliant will be provided to the district by the monitor.

Finding 9: The district did not consistently ensure that required participants were in attendance at IEP team meetings for students eligible for special education and related services who attend an out-of-district placement.

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 IEP team meetings for out-of-district students are conducted with required participants and that documentation of attendance and/or written parental consent to excuse a member of the team is maintained in student files. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members regarding the procedures for implementing the requirements in the citation listed above. A monitor from the NJDOE will conduct an on-

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site visit to interview staff and review meeting documentation, including the sign in sheets, for meetings conducted between February 2015 and May 2015.

Finding 10: The district did not consistently document all required considerations and statements in each IEP for students eligible for special education and related services. Specifically, IEPs did not contain documentation of the consideration of visual, deaf or hard of hearing needs.

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 all required components. 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 citation listed above. To demonstrate that the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise IEPs for 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 IEPs and review meeting documentation for meetings conducted between February 2015 and May 2015, 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.

Race to the Top

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

Administrative

Finding 11: The board minutes approving grant funding for fully and partially funded employees, as well as for stipend compensation contained some, but not all the required information.

Citation: 2 CFR 225, Attachment B, Section 8(h): *Cost Principles for State, Local and Indian Tribal Governments (Compensation for personal services)*.

Required Action: The district should update its internal controls to ensure that the board minutes contain the required information.

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 Lori Ramella via phone at (609) 984-0937 or via email at lori.ramella@doe.state.nj.us.