



State of New Jersey  
DEPARTMENT OF EDUCATION  
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CHRIS CHRISTIE  
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*Lt. Governor*

DAVID C. HESPE  
*Commissioner*

February 11, 2016

Mrs. Kimberly Hutchinson, School Principal  
Vineland Public Charter School  
2560 Industrial Way, Suite C  
Vineland, NJ 08360

Dear Mrs. Hutchinson:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Vineland Public Charter School**. 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 December 8, 2015. 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 Charter Schools Response, Corrective Action Plan and Appeal Process," the Jersey City Community Charter School Board of Trustees 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 school'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) 984-5968.

Sincerely,

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

RJC/CS/dk:Vineland Public Charter School Cover Letter/consolidated monitoring  
Enclosures

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*New Jersey K-12 Education*

**CONSOLIDATED MONITORING REPORT  
FEBRUARY 2016**

**District:** Vineland Public Charter School  
**County:** Cumberland  
**Dates On-Site:** December 16 and 17, 2015  
**Case #:** CM-019-15

**FUNDING SOURCES**

Program	Funding Award
Title I, Part A	\$ 108,226
Title II, Part A	1,039
IDEA Basic	61,182
IDEA Preschool	637
Total Funds	<u>\$ 171,084</u>

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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 school based on the requirements specified in each of the authorizing statutes (ESEA and IDEA). 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 school for their intended purpose and achieving the overall objectives of the funding initiatives.

**INTRODUCTION**

The NJDOE visited the Vineland Public Charter School to monitor the school's use of federal funds and the related program plans, where applicable, to determine whether the school'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); IDEA Basic and Preschool for the period July 1, 2014 through December 8, 2015.

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 school 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 that were reviewed included Title I, Title II, IDEA Basic and Preschool from July 1, 2014 through December 8, 2015. A sampling of purchase orders and/or salaries was taken from each program reviewed.

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**GENERAL OVERVIEW FOR USES OF TITLE I, TITLE II, AND IDEA FUNDS**

**Title I**

The school is using its FY 2015-2016 Title I funds to implement a targeted assistance program. Primarily, the school provides supplemental instructional opportunities through in-class support.

**Title II**

The school is using its FY 2015-2016 Title II funds for professional development to provide in-class coaching for teachers on a monthly basis.

**IDEA (Special Education)**

The school is using its FY 2015- 2016 IDEA Basic and Preschool funds to purchase child study team services.

**DETAILED FINDINGS AND RECOMMENDATIONS**

**Title I**

**Finding 1:** The school's Title I parental notification letter did not include detailed entrance and exit criteria used for Title I student identification. This information is necessary for parents to understand the reasons their child was selected to participate in the Title I program, and what is needed for their child to exit the program.

**Citation:** ESEA §1115: Targeted Assistance Schools; ESEA §1118(c): Parental Involvement (Policy Involvement).

**Required Action:** The school must revise its Title I participation letter to include the multiple, educationally related, objective criteria used to identify students for Title I services, and the criteria used to exit students from the Title I program. The school must provide a copy of its revised FY 2016-2017 Title I participation letter to the NJDOE for review.

**Finding 2:** There was no evidence the school parental involvement policy was reviewed for the current school year. The annual review and current board adoption allow parents and other stakeholders to impact the parental involvement process and identify the unique needs of the Title I schools and Title I parents.

**Citation:** ESEA §1118(a)(2): Parental Involvement (Written Policy); ESEA §1118(b): Parental Involvement (School Parental Involvement Policy).

**Required Action:** The school must submit copies of a recent board approved parental involvement policy to the NJDOE for review. The school must also provide evidence of inclusion of the associated stakeholder groups in the development of the parental

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involvement policy, and evidence of the involvement of parents and families in the development and annual review process. The school must provide evidence to the NJDOE that during the 2015-2016 school year these documents were developed with the input of the parents/guardians of Title I students.

**Finding 3:** The school did not have the required supporting documents to verify the activity of staff charged to the Title I grant. The documentation must reflect what the staff is doing and when (time slots), and must match their funded percentage. This documentation is necessary to ensure the grant funded staff are actually performing grant-related responsibilities. The school had alternative documentation that helped support the funding.

**Citation:** Uniform Guidance 2 CFR 200.430, Compensation-Personal Services.

**Required Action:** The school must identify staff members whose salaries are supported in whole or in part with Title I funds and verify the time and activity of staff charged to the grant. The school must submit sample sheets for FY 2015-2016 to the NJDOE for review. Prior to this, the school should consult the department's December 2012 guidance on *Time and Effort Reporting for Title I Funded Staff*, which is located at: [http://education.state.nj.us/broadcasts/2012/DEC/18/8649/Time and Activity Reporting.pdf](http://education.state.nj.us/broadcasts/2012/DEC/18/8649/Time%20and%20Activity%20Reporting.pdf) as a resource.

**Finding 4:** The school submitted the TPAF/FICA reimbursement report for FY 2014-2015 after the 60 day liquidation period.

**Citation:** N.J.S.A. 18A:66-90, Reimbursement of TPAF/FICA Uniform Guidance 2 CFR 200.343(b), Closeout.

**Required Action:** The school must amend the FY 2014 and 2015 Final Report to reflect the late TPAF/FICA reimbursement. The school should also review the report to determine if other unallowable costs were included in the report.

**Finding 5:** The school's use of Title I funds for general supplies and items used by the entire school supplanted state/local funds.

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

**Required Action:** The school reversed the Title I costs for the general supplies and items used by the entire school. No further action is required.

## **Title II**

**Finding 6:** The school is not in compliance with federal and state requirements for Highly Qualified Teachers. A review of middle school content area teachers' personnel folders found a teacher possessed certifications for K- 8, Teacher of Bookkeeping and Accounting, Teacher of Marketing, and Teacher of

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General Business Studies, but provided no evidence the same teacher currently providing mathematics instruction is highly qualified for that content area. The New Jersey Highly Qualified Teacher (HQT) Identification Forms were not completed and documentation for content area specialization in mathematics was not evident.

**Citation:** ESEA §1111(b): Academic Standards; ESEA §1119: Qualifications for Teachers and Paraprofessionals; ESEA §2122: Local Application and Needs Assessment; and ESEA §2123: Local Use of Funds. N.J.A.C. 6A:9B-5 General Certification Policies.

**Required Action:** The school must develop and disseminate an HQT follow-up letter by February 2016 and submit a copy to the NJDOE for review. A template of the HQT follow-up letter can be found at: <http://www.state.nj.us/education/title1/hqs/rtk.htm>. The school must issue the HQT follow-up letter to the parents of any child taught by unqualified staff for four or more consecutive weeks. In addition, the teacher should move towards proper certification by completing the Praxis II before the next school year.

**Finding 7:** The school did not have a professional development plan meeting all necessary requirements. The plan must be based on a needs assessment and contain measureable goals and objectives, rationale, sources of evidence, and resources. The school-level plan must align with New Jersey's definition of Professional Development and Professional Development Standards for Teachers and the New Jersey Standards for Professional Learning.

**Citations:** ESEA §2122: Local Applications and Needs Assessment. N.J.A.C. 6A:9-15.5: School-Level Professional Development Planning Requirements. N.J.A.C. 6A:9-15.6: District-Level Professional Development Planning Requirements.

**Required Action:** The school must create a professional development plan that is consistent with professional development funded activities created and reviewed by the School Improvement Panel committee of each school. The school must submit the professional development plans for the schools to the NJDOE for review with the corrective action plan. Guidance can be found at: <http://www.nj.gov/education/profdev/sdpdp>.

**IDEA (Special Education)**

**Finding 8:** The school did not consistently inform parents of proposed actions through provision of written notice within 15 calendar days following identification, reevaluation planning and determination of continued eligibility meetings for students referred and/or eligible for special education and related services.

**Citation:** 20 U.S.C. §1414(b); 34 CFR §300.503(a-c); 34 CFR §300.504; and N.J.A.C. 6A:14-2.3(f) and 2.3(g).

**Required Action:** The school must ensure parents are provided written notice following a meeting that contains all required components within 15 calendar days of the meeting. In order to demonstrate correction of noncompliance, the school must provide training for child

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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 written notice provided to parents following meetings conducted between July 2016 and October 2016, and to review the oversight procedures.

**Finding 9:** The school did not consistently convene meetings with required participants for students referred and/or eligible for special education and related services.

**Citation:** N.J.A.C. 6A:14-2.3(k); 20 U.S.C. §1414(b)(4); and 34 CFR §300.321(a).

**Required Action:** The school must ensure meetings are conducted with required participants and 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 school 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 July 2016 and October 2016, and to review the oversight procedures.

**Finding 10:** The school did not document all required considerations and statements in each IEP.

IEPs for students eligible for special education and related services did not include:

- special considerations;
- measurable annual goals and objectives (including criteria for mastery);
- statement of how progress towards annual goals will be measured;
- statement of how parents will be informed of student progress towards annual goals;
- age 14 post-school transition components;
- participation in statewide assessment (including modifications/accommodations);
- projected starting and ending dates for services (including frequency, location and duration of services); and
- documentation of the consideration of the need for extended school year services.

IEPs for students eligible for speech-language services did not include:

- special considerations; and
- specific location for the provision of speech services.

**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); N.J.A.C. 6A:14-3.7(e)7(i); 20 U.S.C. §1412(a)(16)(A); and 34 CFR §300.158-300.161; N.J.A.C. 6A:14-4.10(a).

**Required Action:** The school must ensure each IEP contains the required considerations and statements. In order to demonstrate correction of noncompliance, the school must conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citations listed



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above. In addition, to demonstrate correction of individual instances of noncompliance, the school must conduct 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 IEPs and a random sample of additional IEPs developed at meetings conducted between July 2016 and October 2016, and to review the oversight procedures. The names of the students whose IEPs were identified as noncompliance will be provided to the school by the monitor. For assistance with correction of noncompliance, the school is referred to the state IEP sample form which is located at: [www.state.nj.us/education/specialed/forms](http://www.state.nj.us/education/specialed/forms).

**Finding 11:** The school did not consistently provide to students beginning at age 14, written invitations to meetings where post-school transition was being discussed.

**Citation:** N.J.A.C. 6A:14-2.3(k)2x; and 34 CFR §300.322.b(2).

**Required Action:** The school must ensure each student with an IEP age 14 or above is provided with a written invitation to any IEP meeting where transition to adult life will be discussed. In order to demonstrate correction of noncompliance, the school 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 copies of invitations to IEP meetings to students age 14 and above for meetings conducted between July 2016 and October 2106, and to review the oversight procedures.

**Finding 12:** The school did not consistently maintain documentation of the frequency, duration and effectiveness of the interventions provided in the general education setting through the Intervention and Referral Service (I&RS).

**Citation:** N.J.A.C. 6A:14-3.3(c).

**Required Action:** The school must ensure when the I&RS team identifies interventions to meet the needs of a struggling learner the team identifies and maintains documentation of the nature, description, frequency, and duration of the interventions and measures the effectiveness. In order to demonstrate correction of noncompliance, the school must conduct training for administrators and I&RS staff 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 documentation for students who were provided interventions in general education between July 2016 and October 2016, and to review the oversight procedures.

**Finding 13:** The school did not conduct meetings within 20 calendar days of receipt of a written request for a child study evaluation to determine if an evaluation was warranted.

**Citation:** N.J.A.C. 6A:14-3.3(e), 3.4(j).

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**Required Action:** The school must ensure identification meetings are conducted within 20 calendar days of receipt of a written request for evaluation and required participants are in attendance. In order to demonstrate correction of noncompliance, the school 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 documentation from meetings conducted between July 2016 and October 2016, and to review the oversight procedures.

**Finding 14:** The school 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 school 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 school 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 July 2016 and October 2016, and to review the oversight procedures. For assistance with correction of noncompliance, the school is referred to the sample report form for speech-language evaluations which is located at: [www.state.nj.us/education/speced/forms](http://www.state.nj.us/education/speced/forms).

**Finding 15:** The school 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 school 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 school 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 held between July 2016 and October 2016, and to review the oversight procedures.

**Finding 16:** The school did not consistently conduct reevaluations within three years of the previous classification date for students currently eligible for special education and related services.

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**Citation:** N.J.A.C. 6A: 14-3.8(a) and 20 U.S.C. §1414(a)(2).

**Required Action:** The school must ensure reevaluations are conducted within required timelines. In order to demonstrate correction of noncompliance, the school 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 timelines for students due for reevaluation between July 2016 and October 2016, and to review the oversight procedures.

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](mailto:carla.spates@doe.state.nj.us) .