



State of New Jersey  
DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

CHRIS CHRISTIE  
*Governor*

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*Lt. Governor*

CHRISTOPHER D. CERF  
*Commissioner*

February 25, 2014

Dr. Edward Hoffman, Superintendent  
Bound Brook School District  
337 West Second Street  
Bound Brook, NJ 08805

Dear Dr. Hoffman:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Bound Brook 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 September 18, 2013. 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 Bound Brook 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:Bound Brook Cover Letter/consolidated monitoring  
Enclosures

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**BOUND BROOK SCHOOL DISTRICT**  
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*New Jersey K-12 Education*

**CONSOLIDATED MONITORING REPORT  
FEBRUARY 2014**

**District:** Bound Brook School District  
**County:** Somerset  
**Dates On-Site:** September 18 and 19, 2013  
**Case #:** CM-042-12

**FUNDING SOURCES**

Program	Funding Award
Title I, Part A	\$ 879,910
IDEA Basic	621,979
IDEA Preschool	25,660
Title II, Part A	65,730
Title III	45,075
Race to the Top	60,588
Total Funds	<u>\$ 1,698,942</u>

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**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 to determine whether the funds are being used by the district for their intended purpose and whether the sub recipients are achieving the overall objectives of the funding initiatives.

**INTRODUCTION**

The NJDOE visited the Bound Brook 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: Race to the Top; Title I, Part A (Title I); Title II, Part A (Title II); Title III; and IDEA for the period July 1, 2012 through September 18, 2013.

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 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 Race to the Top, Title I, Title II, Title III, and IDEA from July 1, 2012 through September 18, 2013. 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 USES OF TITLE I, TITLE II, TITLE III, IDEA AND RACE TO THE TOP FUNDS**

**Title I**

The district operates a targeted assistance program at its Title I funded school, Bound Brook Elementary School. The district has identified English Language Arts and Mathematics for all students and limited English proficient students as its identified priority problems.

**Title II**

The district used its Title II funds for class-size reduction.

**Title III**

The district used its Title III funds to support the partial salary of an English as a Second Language coordinator, professional development in Sheltered Instruction Protocol, and parent workshops.

**IDEA (Special Education)**

The district used its IDEA funds to support the salaries and benefits of child study team members, as well as testing materials and software for child study team members; an extended school year program; class trips and instructional supplies for students with disabilities; and the provision of related services to students with disabilities.

**Race to the Top**

The district used its Race to the Top funds for computer software and training in the teacher evaluation model.

**DETAILED FINDINGS AND RECOMMENDATIONS**

**Title I**

**Finding 1:** The district used Title I funds for the following unallowable expenditures.

- Booksource - PO # 301693
- Amazon.com - PO# 301694
- Steps to Literacy, LLC - PO# 301889
- Houghton Mifflin Harcourt CO - PO #400340
- Advanced Learning Centers, Inc.- PO# 400091
- Study Island, LLC - PO# 400344
- Amazon.com - PO# 301220
- NJASCD - PO# 301413

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- Foundation for Education Administrators - PO #301414
- Bureau of Education & Research, Inc. - PO# 301062
- Dianne Ianniello - PO# 301871
- Developmental Studies Center - PO# 301833
- Kristine Scharaldi - PO# 300955
- Edu-Cators - PO# 300692
- Mary S. Coleridge - PO# 301716

For Title I schools operating a targeted assistance program, funds may be used for programs and services that benefit only identified Title I students who met the established criteria defined by the district/school. Services funded by Title I cannot benefit the entire school. Rather these funds must be used to supplement the existing educational program of the school, by devising programs and services to bolster the academic performance of low-achieving students.

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

**Required Action:** The district must reverse the charges and use state/local funds for the unallowable expenditures. This matter will be referred to the Office of Fiscal Accountability and Compliance for further review.

**Finding 2:** The parental notification letter the district 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 used to identify their child/children for services and the criteria necessary for their child/children to exit the Title I program.

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

**Required Action:** The district must include clearly defined entrance and exit criteria in its Title I parental notification letters. The district must provide a copy of the revised FY 2013-2014 parental notification letter to the NJDOE for review.

**Finding 3:** The district could not provide evidence to verify the distribution date or distribution mechanism for the Title I written parental involvement policy. Per the legislative requirement, parents/guardians of Title I students have a right to be involved in the development of the written parental involvement policy and 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 2013-2014, the district must ensure that parents/guardians of the Title I students receive a copy of its written parental involvement policy. The district must send a copy of the revised policy to the NJDOE for review.

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**Finding 4:** The district could not provide documented evidence of distributing the school-parent compact to the parents/guardians of Title I students. The district must ensure that it has a mechanism to ensure that parents/guardians of Title I students are informed of the roles and responsibility of the school, parents/guardians, and students in achieving academic success. The exclusion of parents in the development and appraisal of the school-parent compact does not offer them the opportunity for full participation in their child's educational program.

**Citation:** ESEA §1118(d): *Parental Involvement (Shared Responsibilities for High Student Academic Achievement)*.

**Required Action:** The district must ensure that it distributes the Title I school-parent compacts to the Title I students and their parents/guardians. The compacts must reflect the legislative requirements by including how the school, parent/guardian, and student will share in the responsibility for improved student academic achievement. The district must provide a copy of the distributed school-parent compact to the NJDOE for review.

**Finding 5:** The district could not provide documented evidence that it 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 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:** The district must ensure that it convenes the annual Title I parent meeting for the parents/guardians of identified Title I students in FY 2013 - 2014. The district must submit evidence (e.g., invitational letter/flyer, agenda, meeting minutes, and sign in sheets) of said meeting to the NJDOE for review.

**Finding 6:** In its FY 2012-2013 ESEA Consolidated Application on the Electronic Web Enabled Grant System (EWEG) the district did not report any resident students that attend nonpublic schools. Section 1120 of the ESEA requires that districts receiving Title I, Part A funds provide equitable services to eligible resident nonpublic school students. The district is responsible for counting and entering the nonpublic enrollment numbers and the low-income counts for nonpublic students that reside in its district's attendance areas. The omission of enrollment data for nonpublic students results in inaccurate Title I school-level allocations and deprives eligible resident nonpublic students of critical services.

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

**Required Action:** In preparation for the completion of the district's FY 2013-2014 ESEA/NCLB Consolidated Application, the district must develop a process to locate and document resident students that attend nonpublic schools. The district must report nonpublic enrollment data and nonpublic low-income data in the Title I portion of the district's FY 2013-2014 Consolidated Application.

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**Finding 7:** The district could not provide evidence of holding consultation meetings with nonpublic schools that enroll resident students. Per the legislative requirement, the district must ensure that it performs its due diligence in meeting with the nonpublic school officials to ensure that eligible students from its attendance area receive appropriate Title I services. During the consultation meeting, the district must discuss the following items: collection of poverty data, 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 2013-2014, the district must formalize its nonpublic consultation process. The district must retain signed/certified receipts of its 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 expenditures charged to the Title II grant yielded no findings.

**Title III**

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

**IDEA**

**Finding 8:** The district did not consistently maintain documentation of the description, 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(b); 20 U.S.C. §1413(f)(2); and 34 CFR §300.226(b).

**Required Action:** The district must ensure that when the I&RS team identifies interventions to meet the needs of a struggling learner that 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 district 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 NJDOE will conduct an on-site visit to interview I&RS team members and teachers, review documentation for students who were provided interventions in general education between January 2014 and March 2014, and to review the oversight procedures.

**Finding 9:** 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



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separate settings, consideration of placement in the least restrictive environment. Specifically, IEPs did not consistently include:

- supplementary aids and services considered;
- an explanation of why the supplementary aids and services were rejected;
- potentially beneficial or harmful effects which a placement in general education may have on the students with disabilities or other students in the class; 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 and N.J.A.C. 6A:14-3.7(k).

**Required Action:** The district must ensure when determining the educational placement of a child with a disability, the IEP team considers the general education class first and 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 considers activities to transition the student to a less restrictive environment and documents the consideration in each IEP. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members regarding the district's procedures and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. To demonstrate the district has corrected the individual instances of noncompliance, the district must conduct IEP 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, review the revised IEPs, review a random sample of additional IEPs developed at meetings conducted between January 2014 and March 2014, 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.

**Finding 10:** The district did not consistently ensure the required participants were in attendance at annual review IEP meetings and reevaluation planning meetings for students eligible for special education and related services. Specifically, the district did not consistently have a general education teacher in attendance.

**Citation:** N.J.A.C. 6A:14-2.3(k) 2 U.S.C. §1414(b)(1); and 34 CFR §300.304(a).

**Required Action:** The district must ensure that IEP meetings and reevaluation planning meetings 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 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 meeting documentation, including the sign in sheets, for meetings conducted between January 2014 and March 2014, and to review the oversight procedures.

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**Finding 11:** The district did not consistently obtain written parental consent or document efforts to obtain written parental consent to conduct reevaluations for students eligible for special education and related services.

**Citation:** N.J.A.C. 6A:14-2.3(a); 20 U.S.C. §1414(a)(1)(D); and 34 CFR §300.300(a)

**Required Action:** The district must ensure informed parental consent is obtained and maintained in student files. The district must maintain documentation of attempts to obtain written parental consent to evaluate when the parent does not attend a reevaluation planning meeting. 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. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation for identification meetings and reevaluation planning meetings conducted between January 2014 and March 2014, and to review the oversight mechanism.

**Finding 12:** The district did not consistently provide copies of evaluation reports to parents at least 10 days prior to the meeting to determine initial or continued eligibility when assessments were conducted for students referred for special education and related services and for students referred for speech-language services.

**Citation:** N.J.A.C. 6A:14-3.5(a); 20 U.S.C. §1414(b)(4); and 34 CFR §300.306(a).

**Required Action:** The district must ensure parents are provided copies of evaluation reports not less than 10 days prior to the meeting to determine eligibility. In order to demonstrate correction of noncompliance, the district 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 citation listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation of provision of evaluation reports to parents for students evaluated for special education and related services and speech-language services between January 2014 and March 2014, and to review the oversight procedures.

**Finding 13:** The district 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 3.7(e)13, 3.7(h); 20 U.S.C. §1414 (d)(1)(A)(i)(1)(VIII); and 34 CFR §300.322.b(2).

**Required Action:** The district 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 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. A monitor from NJDOE will conduct an on-site visit to interview staff, review copies of invitations to IEP

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meetings to students age 14 and above for meetings conducted between January 2014 and March 2014, and to review the oversight procedures.

**Finding 14:** The district did not consistently provide parents of students eligible for special education and related services and students eligible for speech-language services notice of meeting that consistently informed the parent of all intended purposes of the meeting when a meeting was conducted for more than one purpose.

**Citation:** N.J.A.C. 6A:14-2.3(k)3,5; 20 U.S.C. §1414(b)(1); and 34 CFR §300.304(a).

**Required Action:** The district must ensure parents are provided notice of a meeting that contains all required components, early enough to ensure the parent has an opportunity to attend, and that this documentation is maintained in student files. In order to demonstrate correction of noncompliance, the district 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 citation listed above. Additionally, a monitor from the NJDOE will conduct an on-site visit to interview staff, review copies of notices of IEP meetings conducted between January 2014, and March 2014 and to review the oversight procedures.

**Administrative**

**Finding 15:** On several occasions, the district failed to issue a purchase order prior for services being rendered (confirming order). The district's policy and state regulations require that a properly executed purchase order be issued prior to services being rendered.

**Citation:** N.J.S.A 18A:18A(2)(v) *Public School Contracts Law*.

**Required Action:** The district must implement a process to ensure that purchase orders are issued prior to receiving goods and services from vendors.

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](mailto:lori.ramella@doe.state.nj.us).