



State of New Jersey

DEPARTMENT OF EDUCATION

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Governor

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Commissioner

July 15, 2013

Ms. Barbara Pinsak, Superintendent
Teaneck Public Schools
One Merrison Street
Teaneck, NJ 07666

Dear Mr. Pinsak:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Teaneck 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, 2011 through January 31, 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 Teaneck 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 Steven Hoffmann at (973) 621-2750.

Sincerely,

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

RJC/SH/dk:Teaneck BOE Cover Letter/consolidated monitoring
Enclosures

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New Jersey K-12 Education

**CONSOLIDATED MONITORING REPORT
JULY 2013**

District: Teaneck Public Schools
County: Bergen
Dates On-Site: February 26, 27 and 28, 2013
Case #: CM-047-12

FUNDING SOURCES

Program	Funding Award
Title I	\$ 526,145
IDEA Basic	1,052,152
IDEA Preschool	27,372
Title IIA	115,306
Title III	24,277
Title III Immigrant	22,300
Race to the Top	43,256
Total Funds	<u>\$ 1,810,808</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 and IDEA). 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 Teaneck 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; Title IIA; Title III; Title III Immigrant; IDEA; and Race to the Top for the period July 1, 2011 through January 31, 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 Title I, Title IIA, Title III, Title III Immigrant, IDEA Basic and Preschool and Race to the Top from July 1, 2011 through January 31, 2013. A sampling of purchase orders and/or salaries was taken from each program reviewed.

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GENERAL DISTRICT OVERVIEW OF USES OF TITLE I AND IDEA FUNDS

Title I Projects

Title I funds were expended to support teacher stipends, instructional supplies and purchased services.

IDEA Projects (Special Education)

The majority of the FY 2012 IDEA Basic funds were used for tuition costs for students receiving special educational services in approved private schools. IDEA Preschool funds were utilized to contract consultants to provide related services as mandated in student IEPs. In addition, FYs 2010, 2011 and 2012, IDEA nonpublic funding provided in class consultation, materials, supplies, assistive technology and related service supports for students with disabilities.

Race to the Top

The district plans on using the Race to the Top grant for the implementation of new teacher and leader evaluation systems. No funds had been expended at the time of the monitoring.

DETAILED FINDINGS AND RECOMMENDATIONS

Title I

Finding 1:

Condition: The FY 2012-2013 Title I eligibility participation letters for the district's Title I schools/programs did not clearly state the multiple measures, including both entrance and exit criteria, used to identify Title I eligible students. Without this information, parents are unable 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 Actions: In its Title I participation letter, the district must include the multiple measures used to identify the students, as well as clearly defined exit criteria. The district must provide a copy of its revised FY 2013-2014 Title I participation letter to the NJDOE for review.

Finding 2:

Condition: The district did not provide evidence that multiple measures were consistently applied to determine which students were eligible to receive Title I services.

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The monitors were unable to verify if the district is actually serving its lowest performing students and that all students receiving services actually met the eligibility criteria.

Citation: ESEA §1115: *Targeted Assistance Schools*.

Required Action: The district must revise its criteria for the Title I program to include multiple, educationally related objective criteria for both entrance into and exit from the program. Poverty measures are not acceptable entrance criteria for Title I services. Acceptable criteria include student performance on state assessments, benchmark assessments, local assessments, end-of-unit tests, portfolio assessments and grades. In addition, the school must establish a system to ensure that students receiving Title I services meet each of the established entrance criteria.

Finding 3:

Condition: The district provided evidence of convening its annual Title I parent meeting late in the year (March). Not conducting an annual meeting to explain the Title I legislation and the district's Title I programs in the beginning of the year does not allow parents of identified Title I students to be informed and vested in the Title I process from the start.

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

Required Actions: The district must convene its FY 2013-2014 annual Title I meeting for the parents/guardians of its identified Title I students in the beginning of the year. The district must submit evidence of said meeting to the NJDOE for review (invitational letter/flyer, agenda, meeting minutes, and sign in sheets must be obtained).

Finding 4:

Condition: The district's use of Title I, Part A funds for Scholastic Inc. and Heinemann education books used by both Title I and non-Title I students supplants state and local funds. The use of the books by all students does not provide Title I students with instructional supplies above and beyond those that non-Title I students are receiving.

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

Required Action: The district must reverse these charges and allocate state/local funds, rather than using Title I funds to support these expenditures. The district must provide evidence of the journal entry to reverse the expenditures to the NJDOE.

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Finding 5:

Condition: The district's Title I/Parent Resource web page is not current. It contains documents from prior years, but not documents for the current (2012-2013) school year. The district must update the No Child Left Behind Program Policy (June 2004) and the Highly Qualified Teacher Parents' Right-to-Know letter (July 2012) and post the updated versions on its Parent Resource Web page. Additionally, the district should post the Title I District Wide Parental Involvement policy.

Citation: ESEA §1111(h)(2)(E): *Public Dissemination*.

Required Action: The district must review and update its Title I/Parent Resource web page containing required annual notifications and documents to meet the broader ESEA dissemination requirement.

Finding 6:

Condition: The district did not provide sufficient documentation to verify that its consultation with all nonpublic school officials was timely, ongoing and meaningful. Consultation must begin before the district makes decisions regarding its Title I program and continue throughout the implementation and assessment of services to ensure Title I services align to the needs of the identified nonpublic students.

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

Required Action: In order to ensure ongoing, timely and meaningful nonpublic school consultation, it is required that the district institute steps to enhance its record keeping of its ongoing contact with nonpublic school officials. The district must submit to the NJDOE all documentation to verify that consultation for FY 2013-2014 is timely and meaningful, covers all appropriate topics and results in program designs that had a reasonable expectation of success.

Finding 7:

Condition: The district did not complete the Parent Involvement - School Allocations tab on Amendment 1 of the FY 2012-2013 ESEA application on the Electronic Web Enabled Grant (EWEG) system.

Citation: EDGAR, PART 80--*Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*, Section 20, Standards for financial management systems.

Required Action: The district must amend its ESEA application to designate that Parent Involvement - School Allocations reserve in the FY 2012-2013 ESEA Consolidated

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Application for Title I funds. The district must notify the NJDOE when it revises the Title I section of the FY 2012-2013 application, and submit a budget of how it will expend/expended funds from the Parent Involvement reserve.

Title IIA

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

Title III and Title III Immigrant

A review of the expenditures charged to the Title III and Title III Immigrant grants yielded no findings.

IDEA (Special Education)

Finding 8:

Condition: The district did not consistently provide copies of evaluation reports to parents at least 10 days prior to the determination of initial eligibility or determination of continued eligibility for students found eligible for speech-language services. Noncompliance was due to a lack of implementation of district procedures.

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 determination of eligibility. In order to demonstrate correction of noncompliance, the district must conduct training for speech-language specialists regarding procedures for implementing the requirements in the citation listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff and review documentation demonstrating provision of evaluation reports to parents not less than 10 days prior to determination of eligibility for speech-language services for eligibility meetings that occurred between May 2013 and June 2013.

Finding 9:

Condition: The district did not provide written notice of graduation to students eligible for special education and related services. For students graduating and exiting the program, the district also did not provide within required time lines a summary of academic achievement and functional performance, which included recommendations to assist the student with postsecondary goals. Noncompliance was due to a lack of implementation of the district procedures.

Citation: N.J.A.C. 6A:14-4.11(b)2.

Required Action: The district must ensure parents or adult students are provided with written notice and a summary of academic achievement and functional performance prior

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to graduation. 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-site visit to interview staff and review documentation demonstrating provision of graduation notices and the summary of academic achievement and functional performance for students graduating or exiting at the conclusion of the 2012-2013 school year.

Finding 10:

Condition: The district did not convene reevaluation, determination of continued eligibility and IEP meetings with required participants for students eligible for special education and related services who are in separate settings. Noncompliance was due to a lack of implementation of district procedures.

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 reevaluation, determination of continued eligibility and IEP 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 the student record. 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-site visit to interview staff and review meeting documentation, including the sign in sheets, for meetings conducted between May 2013 and July 2013.

Finding 11:

Condition: The district did not consistently document activities to transition the student to a less restrictive environment in the IEPs of students placed in separate settings. Noncompliance was due to a lack of implementation of the district procedures.

Citation: N.J.A.C. 6A:14-4.2 (a)4.

Required Action: The district must ensure for students placed in separate settings consideration of activities to transition the student to a less restrictive environment are discussed at each annual review meeting and the decision making process is documented in the IEP. 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. To demonstrate 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. Additionally, at the next IEP meeting for each student placed in a separate setting the district must ensure the procedures are implemented. A monitor from the NJDOE will conduct an on-site visit to interview staff and review the revised IEPs,

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along with the IEPs for students whose annual review meetings were conducted between May 2013 and June 2013. Names of the students with IEPs that were identified as noncompliant will be provided to the district by the monitor.

Finding 12:

Condition: The district did not consistently document in IEPs how each student with a disability will participate in district wide assessments, either the general education assessments for the student's grade or Alternate Proficiency Assessment (APA). Noncompliance was due to a lack of compliant district procedures.

Citation: N.J.A.C. 6A:14-3.7(e)7(i); 20 U.S.C.§1412(a)(16)(A); and 34 CFR §300.160(a) and (f).

Required Action: The district must ensure IEP documentation indicates how each student with a disability will participate in district wide assessments. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. To demonstrate 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. Additionally, at the next IEP meeting for all other students the district must ensure the procedures are implemented. A monitor from the NJDOE will conduct an on-site visit to interview staff and review the revised IEPs, along with a sample of IEPs for students whose annual review meetings were conducted between May 2013 and July 2013. Names of the students with IEPs that were identified as noncompliant will be provided to the district by the monitor.

Finding 13:

Condition: The district did not consistently include a statement of any individual modifications to be provided in the administration of statewide and district wide assessments in IEPs of students eligible for speech-language services. Noncompliance was due to a lack of implementation of the district procedures.

Citation: N.J.A.C. 6A:14-4.10(a)1; 20 U.S.C. §1414(d)(1)(A)(i)(VI)(aa); and 34 CFR §300.320(a)(6)(i).

Required Action: The district must ensure students with disabilities participate in statewide and district wide assessments and each IEP contains a statement of any individual modifications to be provided the student in the administration of those assessments. In order to demonstrate correction of noncompliance, the district must conduct training for speech language specialists regarding the procedures for implementing the requirements in the citation listed above. To demonstrate correction of individual instances of noncompliance, the district must conduct annual review meetings to review and, if necessary, revise IEPs for the specific students whose IEPs were identified as noncompliant during monitoring. At the next IEP meeting for all other

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students the district must ensure the procedures are implemented. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with a sample of IEPs for students whose meetings occurred between May 2012 and July 2013. Names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor.

Finding 14:

Condition: The district did not consistently document in the IEPs of students eligible for special education and related services and students eligible for speech-language services, a statement describing the consideration of extended school year (ESY) with a description of the program when ESY will be provided. Noncompliance was due to a lack of implementation of the district procedures.

Citation: N.J.A.C. 6A:14-4.10(a).

Required Action: The district must ensure consideration of ESY is documented in the IEP along with a description of the program when ESY will be provided. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. Additionally, the district must conduct annual review meetings to review and, if necessary, revise IEPs for the specific students whose IEPs were identified as noncompliant during monitoring. Additionally, at the next IEP meeting for all other students the district must ensure the procedures are implemented. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with a sample of IEPs for students whose meetings occurred between May 2012 and July 2013. Names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor.

Finding 15:

Condition: The district did not consistently provide written invitations to meetings where post-school transition was being discussed to students beginning at age 14. In addition, notice of a meeting did not include transition as a purpose of the meeting for students who will be 14 during the school year. Noncompliance was due to a lack of implementation of the district procedures.

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 and notice of a meeting includes transition as a purpose of the meeting. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. A monitor from the

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NJDOE will conduct an on-site visit to review invitations to students age 14 and above and notices of meetings that will be conducted between May 2013 and July 2013.

Finding 16:

Condition: The district did not complete post-school transition IEP components for students who are eligible for special education and related services beginning at age 14. Noncompliance was due to a lack of implementation of district procedures.

Citation: N.J.A.C. 6A:14-3.7(e)11.

Required Action: The district must ensure that transition is discussed at each IEP meeting for students age 14 or above and that decisions are documented in the IEP. 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. Additionally, the district must conduct annual review meetings to review and, if necessary, revise IEPs for the specific students whose IEPs were identified as noncompliant during monitoring. Additionally, at the next IEP meeting for all other students the district must ensure the procedures are implemented. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with a sample of IEPs for students whose meetings occurred between May 2012 and July 2013. Names of the students whose IEPs were identified as noncompliant will be provided to the district by the special education monitor. For assistance with correction of noncompliance, the district is referred to the transition resources document which is located at: <http://www.state.nj.us/education/specialed/transition>.

Race to the Top

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

Administrative

Finding 17:

Condition: On several occasions, the district failed to issue a purchase order prior to goods being purchased or services being rendered (confirming order). District policy and state regulations require that a properly executed purchase order be issued prior to the purchase of goods or the rendering of services.

Citation: EDGAR, PART 80-*Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*, Section 20, Standards for financial management systems. N.J.S.A. 18A:18A(2)(v) *Public School Contracts Law*.

Required Action: Purchase orders should be issued to all vendors prior to goods or services being provided.

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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 Steven Hoffmann via phone at (973) 621-2750 or via email at steven.hoffmann@doe.state.nj.us.