



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

August 21, 2013

Mr. Christopher Finn, School Principal
Lady Liberty Academy Charter School
15 Frank E. Rodgers Boulevard South
Harrison, NJ 07029

Dear Mr. Finn:

The New Jersey Department of Education has completed a review of funds received and disbursed from one or more federal programs by the **Lady Liberty Academy 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, 2011 through March 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 Charter Schools Response, Corrective Action Plan and Appeal Process," the Lady Liberty Academy 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 Steven Hoffmann at (973) 621-2750.

Sincerely,

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

RJC/SH/dk:Lady Liberty Academy Charter School Cover Letter/consolidated monitoring
Enclosures

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New Jersey K-12 Education

**CONSOLIDATED MONITORING REPORT
AUGUST 2013**

District: Lady Liberty Academy Charter School
County: Essex
Dates On-Site: May 1 and 2, 2013
Case #: CM-052-12

FUNDING SOURCES

Program	Funding Award
Title I	\$ 497,360
IDEA Basic	114,026
Title IIA	49,304
Race to the Top	31,789
Total Funds	<u>\$ 692,479</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 school 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 school for their intended purpose and achieving the overall objectives of the funding initiatives.

INTRODUCTION

The NJDOE visited the Lady Liberty Academy 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; Title IIA; IDEA Basic; and Race to the Top for the period July 1, 2011 through March 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 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 IIA; IDEA Basic; and Race to the Top from July 1, 2011 through March 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, IDEA AND RACE TO THE TOP FUNDS

Title I Projects

Title I funds were expended to support teacher salaries and benefits. In addition, they were used for instructional supplies and tutoring.

IDEA Projects (Special Education)

The school utilizes all IDEA funds for salaries for two special education teachers to provide students with disabilities opportunities to learn in a more diverse learning environment, thereby meeting their educational needs.

Race to the Top

Race to the Top funds are being used to transition to the common core state standards.

DETAILED FINDINGS AND RECOMMENDATIONS

Title I

Finding 1:

Condition: The activities in the school's Schoolwide Plan did not correspond to the activities for which the school is using its Title I funds. In a Title I schoolwide program, the school must use Title I funds and services to upgrade the entire educational program while continuing to provide services to its lowest performing students. The Schoolwide Plan becomes the mechanism for the school to document its efforts to meet the purpose and intent of the Title I legislation, and how the Title I funds will be used to support the program.

Citation: ESEA §1114(b): *Schoolwide Programs: Components of a Schoolwide Program.*

Required Action: The school must make required changes to the Schoolwide Plan and resubmit for approval. The Schoolwide Plan and Electronic Web Enabled Grant system (EWEG) allowable uses and budget must be changed to reflect current budget summary (100-300 and 100-500). In addition, the Schoolwide Plan must be revised to reflect the current program being delivered in the school, to include addressing the needs of the full continuum of students (should address the needs of the performing students with disabilities and gifted and talented.) The school must submit a copy of the revised plan to the NJDOE for review.

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Finding 2:

Condition: The school provided limited evidence of an active stakeholder committee involved in the development of the Schoolwide Plan. There was no evidence, such as meeting notes, agendas and sign in sheets, that the committee was consulted in the development and implementation of the Title I Schoolwide Plan.

Citation: ESEA 1114(b)(2)(B)(ii): *Plan Development.*

Required Action: The school must convene and/or consult with its stakeholder committee for input and peer review before changes are made to the Schoolwide Plan. These meetings and consultations must be documented with agenda, sign in sheets and minutes submitted to the committee members for review and approval. The school must provide documentation to the NJDOE that its FY 2013-2014 Schoolwide Plan was developed in consultation with its stakeholder committee.

Finding 3:

Condition: The school is using its Title I funds to implement instructional activities in the teaching of language arts literacy, mathematics and science. Science is not an identified area in the school's needs assessment in the Consolidated Application in EWEG or Schoolwide Plan as required. In Title I schoolwide programs the expenditure of funds must correspond to interventions and strategies included in the Schoolwide Plan.

Citation: ESEA §1114(b)(2)(A): *Plan Development.*

Required Action: The school must reverse the Title I expenditures for any science related expenditures, such as supplemental books and workbooks purchased, and identify state/local funds to support these expenditures. The school must submit documentation of this reversal to the NJDOE for review.

Finding 4:

Condition: The school presented plans to take 44 teachers and administrators to Boston to attend a conference "Building Learning Communities." This cost of registration (\$250 per person) is to be billed to Title, I, Part A. After examining the supporting documentation it was apparent this conference included emphasis on curriculum development which is a school requirement and, therefore, not an allowable use of Title I funds. In addition, the school neglected to secure the approval of the Executive County Superintendent for this expenditure which exceeds the \$5,000 threshold.

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

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Required Action: If the school has obligated Title I funds for the Building Learning Communities conference, it must reverse the expenditures, and identify state/local funds to support these expenditures. The school must submit documentation of this reversal to the NJDOE for review.

Finding 5:

Condition: The school used Title I funds to purchase refreshments for the groundbreaking ceremony of a new facility that featured student work. The school categorized the ceremony as a parental involvement activity. However, Title I parental involvement activities must contain an academic component for parents such as workshops focused on teaching parents how to successfully assist their child(ren) at home to extend the school day experience.

Citation: ESEA §1118: *Parental Involvement.*

Required Action: The school must review ESEA §1118 Parental Involvement to determine the allowable use of funds. The school must reverse the Title I expenditures related to the groundbreaking ceremony and identify state/local funds for this activity. The school must submit documentation of this reversal to the NJDOE for review.

Finding 6:

Condition: The school's board minutes reflected an associated portion of a salary for staff on the Curriculum Committee. However, the business administrator said this portion of the salary was associated with Race to the Top funds. The use of Title I funds for the salary of staff participating on the Curriculum Committee supplants state/local funds. In the absence of federal funds, the school would have to develop, revise and align its curriculum.

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

Required Action: The school must provide clarification on the source of funds to support the salary of staff on the Curriculum Committee. If the school is using Title I funds for the salary, it must reverse the expenditure, and provide documentation of this reversal to the NJDOE for review.

Finding 7:

Condition: The school does not have the required supporting documents to verify the activity of Title I staff as required by federal law. The documentation must reflect what the staff is doing, when and where they are working (detailed schedule) and it must match their funding percentage. The Time and Activity sheet currently being used by the school does not contain all of the required elements (percentage of time devoted to grant –

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schedules, services that are being provided). This documentation is necessary to verify that grant-funded staff are performing grant-related duties.

Citation: OMB Circular A-87, Attachment B, Section 8(h); *Cost Principles for State Local and Indian Tribal Governments (Compensation for personal services)*.

Required Action: The school must revise its current Time and Activity Reports to include all of the required elements. The school must submit a set of revised, executed time sheets that include all required elements, as well as the period of service, employee signature and supervisor signature to the NJDOE for review.

Finding 8:

Condition: The school does not have a parental involvement program that reflects the requirements of the Title I legislation. For the 2012-2013 school year, there is no evidence the district's parental involvement policy and the school-parent compact were developed in conjunction with Title I parents. The exclusion of parents in the development of these documents does not offer them the opportunity for full participation in their child's educational program.

Citation: ESEA §1118: *Parental Involvement*.

Required Action: The school must include the associated stakeholder groups in the development of the parental involvement policy and school-parent compact. The school must provide evidence to the NJDOE that the parents and families were included in the development process for 2013-2014.

Finding 9:

Condition: The school did not convene the annual parent meeting to inform parents of their school's participation in the Title I, Part A program. The parents did not receive any information on the Title I, Part A requirements, legislation and the right of parents to be involved in those programs as required.

Citation: ESEA §1118(c)(1) and (2): *Parental Involvement*.

Required Action: The school must convene its FY 2013-2014 annual Title I Parental Involvement meeting for the parents/guardians of its students before November 1, 2013. Once the meeting has been held, the school must submit evidence of said meeting to the NJDOE for review (invitational letter/flyer, agenda, meeting minutes, and sign in sheets must be obtained). In the future, this meeting must be held annually with the appropriate supporting documentation maintained on file.

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Finding 10:

Condition: The school provided a copy of its Parents' Right to Know letter as required by the legislation. However, the letter was not dated so there is no way to verify the letter was sent to the parents/guardian at the beginning of the school year. The purpose of this letter is to inform parents/guardians of participating students of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children.

Citation: ESEA §1111(h)(6): *Parents' Right to Know*.

Required Action: The school must provide the parents of its students with a copy of the Parents' Right to Know letter annually. This letter must be issued early in the academic year, dated and a copy posted on the school's web page. The web page must be updated annually to reflect the current year's letter.

Finding 11:

Condition: The school indicated that four percent of its teachers did not meet the highly qualified requirements; however, the school did not issue the Parents' Right to Know letter to inform parents when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified, as required by ESEA.

Citation: ESEA §1111(h)(6): *Parents' Right to Know*.

Required Action: The school must send out letters immediately for FY 2012-2013 to all parents/guardians of students currently being taught by teachers who do not meet the highly qualified requirement. This practice must be repeated in the future whenever this circumstance occurred regardless of the progression of the academic year.

Finding 12:

Condition: The school did not provide information to parents in multiple languages. The school is required to provide information to parents of students participating in Title I, Part A programs in a language that is understandable and in a uniform format, including alternative formats upon request.

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

Required Action: The school must have all required documents translated into a language that is understandable to the parents of the students served. The documents that must be in multiple languages are the District/School Parental Involvement Policy, Parent-School Compact and the Right to Know Letter, at a minimum. The school must submit copies of these documents to the NJDOE for review.

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Finding 13:

Condition: The school's web page contains some of the required documents; however the documents posted are from FY 2011-2012. In addition, the document labeled Parent Pact does not meet the statutory requirements for the Parent Compact and is also dated 2011.

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

Required Action: The school must, at a minimum, review and update their Parental Involvement web page containing required notifications and documents annually to meet the ESEA broader dissemination requirement.

Title IIA

Finding 14:

Condition: During the two day consolidated monitoring, the school did not have the required supporting documentation to verify professional development activities. The school did not provide documentation for professional development services rendered by Nathan Levy Books LLC. during the 2011 - 2012 and 2012 - 2013 school years.

Citation: NCLB §1112, §1119, §2122-§2123.

Required Action: The school must provide board approved contracts for professional development services rendered by Nathan Levy Books LLC., during the 2011-2012 and 2012-2013 school years. The school must also provide evidence of service, i.e. participant sign in sheets, agendas, workshop assessments and evaluations, and log of service, which corresponds to the instructional needs addressed in the respective Professional Development Plan.

IDEA (Special Education)

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

Special Education Programs

Finding 15:

Condition: The school did not consistently provide parents of students eligible for speech-language services notice of a meeting for eligibility and IEP team meetings. Additionally, the school's notices of meetings did not consistently inform the parent of all intended purposes of the meeting.

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).

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Required Action: The school must ensure parents are provided notice of a meeting in writing, that contains all required components, early enough to ensure that the parent has an opportunity to attend. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review the school's special education data system to ensure forms for notice of a meeting include required components. In addition, this oversight mechanism must ensure that each speech-language specialist is providing notice of a meeting in sufficient time to ensure parent participation. The NJDOE will conduct an on-site visit to interview staff and review documentation of notice of a meeting for meetings conducted between September 2013 and December 2013 and the oversight procedures.

Finding 16:

Condition: The school did not consistently provide parents written notice that contains all required components, within 15 calendar days following eligibility meetings for students referred and/or eligible for speech-language services. In addition, written notice following eligibility and identification meetings for students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services did not consistently include the following required components: factors considered in making determinations and options considered and rejected.

Citation: 20 U.S.C. §1414(b)(1)(c)(4)(A); 34 CFR §300.304(a)(4); and 34 CFR §300.305(a) and N.J.A.C. 6A:14-2.3(f) and 2.3(g)1-7.

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 study team members and speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review the school's special education data system to ensure forms for written notice of a meeting includes required components. In addition, this oversight mechanism must ensure each child study team member and speech-language specialist is providing written notice within 15 days following the meeting. A monitor from the NJDOE will conduct an on-site visit to interview staff and review copies of written notice sent to parents following meetings conducted between September 2013 and December 2013 and the oversight procedures.

Finding 17:

Condition: The school did not consistently provide parents with copies of special education rules (N.J.A.C. 6A:14), and due process hearing rules (N.J.A.C. 1:6A) when a determination was made to conduct or not to conduct an initial evaluation for students

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referred for speech-language services. Noncompliance was due to a lack of implementation of procedures.

Citation: 20 U.S.C. §1414(b)(1)(c)(4)(A); 34 CFR §300.304(a)(4); and 34 CFR §300.305(a) and N.J.A.C. 6A:14-2.3(i) and N.J.A.C. 1:6A.

Required Action: The school must ensure parents are provided with copies of special education rules and due process hearing rules when a determination is made to conduct or not to conduct an initial evaluation. In order to demonstrate correction of noncompliance, the school must provide training for speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review the school's special education data system to ensure parents are consistently provided copies of required documents. In addition, this oversight mechanism must ensure that each speech-language specialist is providing N.J.A.C. 6A:14 and N.J.A.C. 1:6A. The NJDOE will conduct an on-site visit to interview staff and review documentation of the provision of those rules at identification meetings conducted between September 2013 and December 2013 and the oversight procedures.

Finding 18:

Condition: The school 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 referred and/or eligible for special education and related services and for students referred and/or eligible 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 school 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 school must conduct training for child study team members and 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 of provision of evaluation reports to parents for students evaluated for special education and related services and speech-language services between September 2013 and December 2013 and the oversight procedures.

Finding 19:

Condition: The school did not consistently convene identification, eligibility, initial eligibility/IEP, and reevaluation planning meetings with required participants for students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services.

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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 school must ensure 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 school must conduct training for child study team members and speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review the provision of copies of evaluation reports 10 days prior to eligibility meetings. 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 September 2013 and December 2013 and the oversight procedures.

Finding 20:

Condition: The school did not include required considerations and statements in each IEP for students eligible for speech-language services. The following considerations and required statements were missing or noncompliant:

- strengths of student;
- other academic and functional needs of the student;
- results of recent evaluations;
- language needs;
- communication needs;
- deaf or hard of hearing needs;
- need for assistive technology; and
- accommodations and modifications for state or charter school assessments.

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 school must ensure each IEP contains all required components. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists regarding school procedures. To demonstrate that the school has corrected the individual instances of noncompliance, the school must conduct annual review meetings and revise IEPs for specific students whose IEPs were identified as noncompliant. At the next IEP meeting for all other students, the school must ensure the IEP contains all required considerations. The school must implement an oversight mechanism to regularly review IEPs for consistent inclusion of considerations and required statements. A monitor from the NJDOE will conduct an on-site visit to interview staff and review the revised IEPs, along with IEPs for students whose annual review meetings were conducted between September 2013 and December 2013, and the

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oversight procedures. Names of the students whose IEPs were identified as noncompliant will be provided to the school by the monitor.

Finding 21:

Condition: The school 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 school procedures.

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

Required Action: The school 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 school must conduct training for child study team members regarding the procedures for implementing the requirements in the citation listed above. To demonstrate the school has corrected the individual instances of noncompliance, the school must conduct annual review meetings and revise IEPs for specific students whose IEPs were identified as noncompliant. At the next IEP meeting for all other students placed in a separate setting, the school must document activities to transition the student to a less restrictive environment. The school must implement an oversight mechanism to regularly review IEPs for consistent inclusion of documentation of the discussion regarding the activities to move the student to a less restrictive setting. A monitor from the NJDOE will conduct an on-site visit to interview staff and review the revised IEPs, along with IEPs for students whose annual review meetings were conducted between September 2013 and December 2013, and the oversight procedures. Names of the students whose IEPs were identified as noncompliant will be provided to the school by the monitor.

Finding 22:

Condition: The school did not conduct meetings within 20 calendar days of receipt of a written request for evaluation for students referred for speech-language services. Noncompliance was due to a lack of implementation of school procedures.

Citation: N.J.A.C. 6A:14-2.5(b)6; 3.3(e) and 3.6(b).

Required Action: The school must ensure identification meetings are conducted within 20 calendar days of receipt of a written request for evaluation and that required participants are in attendance. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists regarding the school procedures. The school must implement an oversight mechanism to regularly review documentation regarding referrals and meetings conducted within 20 days to determine whether an evaluation is warranted. To demonstrate implementation of the procedures, a monitor from the NJDOE will conduct an on-site visit to interview staff and review the

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dated initial request for evaluation and the signed participation pages from the resulting meetings conducted between September 2013 and December 2013 and the oversight procedures.

Finding 23:

Condition: The school did not consistently conduct all required sections of the functional assessment as a component of initial evaluations for students referred for speech-language services. Noncompliance was due to a lack of implementation of school procedures.

Citation: N.J.A.C. 6A:14-3.4(f)4(i-vi); 20 U.S.C. §1414(b)(4) and (5); and 34 CFR §300.306(c)(i).

Required Action: The school must ensure all components of the functional assessment are conducted as part of all initial evaluations. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists regarding the school's procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review evaluation reports to ensure all required sections of the functional assessment are conducted as a component of initial evaluations. The school is referred to the sample report form for speech-language evaluations which is located at: www.state.nj.us/education/speced/forms. A monitor from the NJDOE will conduct an on-site visit to interview staff and review evaluation reports developed between September 2013 and December 2013 for students referred for speech-language services and the oversight procedures.

Finding 24:

Condition: 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. Noncompliance was due to a lack of implementation of school procedures.

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 regarding the procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review evaluations for the inclusion of multidisciplinary evaluations. Additionally, a monitor from the NJDOE will conduct an on-site visit to interview staff and review initial evaluation reports for

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students referred for speech-language services, whose eligibility meetings were held between September 2013 and December 2013, and the oversight procedures.

Finding 25:

Condition: The school did not consistently ensure students found eligible for speech-language services met the eligibility criteria. Noncompliance was due to a lack of implementation of school procedures.

Citation: N.J.A.C. 6A:14- 3.6(b)1-3; 20 U.S.C. §1401(3); and 34 CFR §300.306(b).

Required Action: The school must ensure the criteria set forth in N.J.A.C. 6A:14-3.6(b) are used to determine eligibility for speech-language services. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists regarding the procedures for implementing the requirements in the citation listed above. The school must implement an oversight mechanism to regularly review speech-language reports and eligibility documentation to ensure students found eligible for speech-language services met the eligibility criteria. A monitor from the NJDOE will conduct an on-site visit to interview staff and review documentation of eligibility and reports for students determined eligible between September 2013 and December 2013 and the oversight procedures.

Finding 26:

Condition: The school did not consistently provide written invitations to meetings where post-school transition was being discussed to students beginning at age 14. Noncompliance was due to a lack of implementation of school 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 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. The school must implement an oversight mechanism to regularly review the school's special education data system to ensure written invitations to meetings where post-school transition was being discussed are provided to students age 14 and older. In addition,. a monitor from the NJDOE will conduct an on-site visit to interview staff and review documentation of the provision of invitations to IEP meetings conducted between September 2013 and December 2013 and the oversight procedures.

Finding 27:

Condition: The school 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 school procedures.

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

Required Action: The school 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 school must conduct training for child study team members regarding the procedures for implementing the requirements in the citation listed above. Additionally, the school 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 school must ensure the procedures are implemented. The school must implement an oversight mechanism to regularly review IEPs for consistent inclusion of documentation of transition planning. 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 September 2013 and December 2013 and the oversight procedures. Names of the students whose IEPs were identified as noncompliant will be provided to the school 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 28:

Condition: On several occasions, the school failed to issue a purchase order prior to goods being purchased or services being rendered (confirming order). School 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.

Finding 29:

Condition: The school failed to formally appoint all individuals charged to the federal Title I programs by board resolution.

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

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Required Action: All staff charged to federal grants should be reappointed annually by board resolution.

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.