

NEW JERSEY DEPARTMENT OF EDUCATION
 CONSOLIDATED MONITORING REPORT - DECEMBER 2016
 PLEASANTVILLE SCHOOL DISTRICT - CM-002-14
 CORRECTIVE ACTION PLAN

PLEASANTVILLE BOARD OF EDUCATION - ATLANTIC COUNTY

CONSOLIDATED MONITORING REPORT - DECEMBER 2016 CM-002-14

DATE OF BOARD MEETING

CONTACT PERSON

TELEPHONE #

Dr. Leonard Fitts Chief School Administrator	Date	26-Jan-16
Elisha Thompkins, Jr Board Secretary/Business Administrator	Date	28-Jan-16

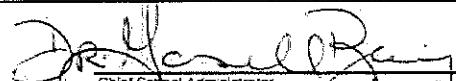
FINDING #	FINDING	RECOMMENDATION	CORRECTIVE ACTION	Method Of Implementation	Person Responsible	Completion Date
TITLE I -#1	FINDING: The District could not provide evidence that the middle school and high school convened an annual Title I parent meeting.	Recommendation: For the 2015-2016 school year, the district must ensure that its Title I schools convene an annual Title I meeting, at the beginning of the school year, to inform all parents of the legislative requirements and the school's Title I program. Documentation of the meetings must be submitted to the NJDOE for review.	The district scheduled the annual Title I meetings in collaboration with School Principals and scheduled each meeting at the Back to School nights.	For the 2015-2016 school year, the district convened the annual Title I meeting, at the beginning of the school year, at each school's Back to School Night and during the month of December, to inform all parents of the legislative requirements, and the school's Title I program. Attached are invitation letters/ flyers, agenda, meeting minutes, and sign in sheets for NJDOE review.	Carmen Torres	1-Feb-16
TITLE I -#2	FINDING: There are teachers in the Middle School of Pleasantville who did not meet the Highly Qualified Teacher (HQT) requirements and as such, the school should have distributed the Parents' Right-to-Know HQT follow-up letter by November 1, 2014.	Recommendation: The school must develop the HQT follow-up letter and send a copy to the NJDOE for review. Upon review by NJDOE, 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.	The district created the HQT follow-up letter based on the template provided by the NJDOE. (see attached) That letter was forwarded to the NJDOE for their review and approval. This letter will be issued to parents of any child taught by any unqualified staff for more than 4 consecutive weeks.	The HQT follow-up letter will be forwarded to identified students by the building principal.	Mark Dalcher	1-Feb-16
TITLE II -#3	FINDING: There was no evidence of a school-based professional development plan.	Recommendation: The district and the schools must create a professional development plan that is consistent with professional development funded activities. The district must submit the professional development plan to the NJDOE for review.	Schools in the Pleasantville public school system agree that student achievement is reached when all students successfully demonstrate proficiency and, advance proficiency levels in the common Core State Standards. The commonalities of detrition of student achievement are: <ul style="list-style-type: none"> • Student Growth • Developing lifelong learners • Preparing students for 21 Century Learning and College & Career Readiness <ul style="list-style-type: none"> • Targeting instruction to meet the needs of all students and align instruction to the CCSS • PARCC Preparation • Use data for differentiating instruction • Using technology to enhance learning outcomes • Co-Teaching • Resources and strategies for ELL The LPDC sought input from Title I, Teachers surveys, School Wide Plans, District Teacher Evaluation Committee (DEAC), SCIP Committee, Teachscape Data Data Teams in each building evaluate Benchmark Assessment data. In addition to state mandated assessments, all teachers will utilize data for monitoring student progress toward Common Core Standards. This information was brought together to create professional development plans aligned with the	The District hired Coaches to ensure the Improvement of Academic Achievement of the Disadvantaged. Their responsibilities include but are not limited to the functions as noted below: District Wide Professional Development Opportunities, Professional Learning Communities, Grade Level Meetings, Modeling Lessons, Use of Technology in the classrooms, Data analysis Data Articulation, Ongoing Curriculum Development Student Retention (graduation rates), ELL/SE- sub-groups, PARCC Readiness and Preparation District Culture and Climate, Reading Complex Text, Special Education- Intensive Intervention Interdisciplinary Instruction, Effective Writing Techniques, SIOP Training Next Generation Science Standards	Dr. Gamell Bailey	1-Feb-16

TITLE II -#4	<p>FINDING: The district used a portion of the Title II funds to pay for professional development related to its teacher evaluation system. As teacher evaluation systems are mandated by the State of New Jersey, federal funds cannot be used for this activity.</p>	<p>Recommendation: The district must amend its FY 2014-15 Title II application, use state/local funds to support this program and repurpose the Title II funds dedicated for teacher evaluation for program(s) that are consistent with approved Title II activities. The district must send the documentation of the adjusting journal entry to the NJDOE for review.</p>	<p>The district reclassified the amount previously allocated for the teacher evaluation system. The district submitted an amendment to allocate district coaches for Title II A, as per recommendation of the Consolidated Monitoring Team.</p>	<p>The district submitted an amendment on 4/28/15 and reclassified the expenditure. See the attached documentation.</p>	Elisha Thompkins & Dale White	15-Feb-16
TITLE II -#5	<p>FINDING: A review of middle school special education teachers' personnel folders determined that not all special education teachers that provide primary instruction in a self-contained environment were highly qualified. In addition, the New Jersey HQT Identification were not completed and available</p>	<p>Recommendation: The district must identify all teachers in the middle school who are not highly qualified. In addition, the district must develop and implement internal controls to ensure that its personnel records contained documentation of each teachers' completed copy of the New Jersey HQT Identification Form.</p>	<p>The district upon completion of the Title I audit performed a comprehensive review of the district's staffing. It was determined that two (2) Middle School, Special Education teachers assigned to Self-Contained programs did not meet the HQ definition. Staff who meet the definition were reassigned to those classrooms. Additionally, the structure of Self-contained was modified whereby the students remain in the classroom and HQ staff transition into the classroom. These teachers meet the HQ definition as set forth in the NJDOE's Definition of HQ dated June 2, 2014. (see attached).</p>	<p>On an annual basis, all certified staff will complete a HQ Form. The building principal and the Director of Human Resources will verify HQ status of all staff on an on-going basis. The Director of Special Services will additionally verify Special Education staff qualifications.</p>	mark Decher	1-Feb-16
IDEA -#6	<p>FINDING: The district did not consistently convene meetings for initial identification, initial eligibility/IEP, reevaluation and determination of continued eligibility meetings with a general education teacher in attendance for students eligible for special education and related services in the preschool disabled program.</p>	<p>Recommendation: The district must ensure that meetings are conducted with required participants and that documentation of attendance is maintained in student's records. The district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with program requirements.</p>	<p>The Pleasantville Public Schools district requires the attendance of a general education teacher for all initial identification, initial eligibility/IEP, annual reviews, reevaluation, and continued eligibility meetings for students eligible for special education and related services in the preschool disabled program.</p>	<p>Child Study Team case managers received training on April 24, 2015, focused on identifying the necessary participants at required meetings. Case managers received a printed resource "Participants at Required Meetings" to use as a guide for identifying the necessary participants at required meetings. NJAC 6A:14-3.1-3.3 was reviewed. Individualized Education Programs written for students eligible for special education and related services in the preschool disabled program and signature pages were reviewed through June 15, 2015, to ensure compliance. Beginning with IEP's written November 1, 2015, the case manager of students eligible for special education and related services in the preschool disabled program will maintain a log identifying the student, type of meeting held, and the name of the general education teacher in attendance. The Director of Student Services will review the log on a monthly basis beginning February 17, 2016 and continue implementation</p>	Karen Parkas	31-Oct-16

<p>IDEA -#7</p>	<p>FINDING: The district did not document all required considerations and statements in each IEP. IEP's for students eligible for special education and related services did not include age 14 post-school transition components.</p>	<p>Recommendation: The district must ensure each IEP contains the required considerations and statements. The district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with program requirements. In addition, the district must conduct annual review meetings and revise IEP's for specific students whose IEP's were identified as noncompliant.</p>	<p>The Pleasantville Public Schools district requires each Individualized Education Program for students age 14 and greater include all age 14 post-school transition components.</p>	<p>Child Study team case managers received training on April 24, 2015, focused on identifying the necessary age 14 and greater post-school transition components. Case managers received two printed resources "Checklist for Preparing for IEP Meetings for Transition Aged Students" and "NJAC Title 6A Chapter 14 Special Education Transition Requirements" to use as guides. Individualized Education Programs written for students age 14 and greater eligible for special education and related services were reviewed through June 15, 2015, to ensure compliance. Beginning with IEP's written November 1, 2015, case managers of students age 14 and greater eligible for special education and related services will maintain a log identifying the student, type of meeting held, and the age 14 post-school transition components identified in the Individualized Education Program. The Director of Student Services will review the log</p>	<p>Karen Farkas</p>	<p>30-Jun-16</p>
<p>IDEA -#8</p>	<p>FINDING: The district did not consistently document in the IEP's of students removed from the general education setting for more than 20 percent of the school day, including students placed in separate settings, consideration of placement in the least restrictive environment.</p>	<p>Recommendation: 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 placement are documented in the IEP for each student removed from the general education for more than 20 percent of the day. The district must also ensure for students placed in separate settings, the IEP team identifies activities to transition the students to a less restrictive environment and document them in each IEP.</p>	<p>The Pleasantville Public Schools district requires documentation in the Individualized Education Program's (IEP's) of students eligible for special education and related services removed from the general education setting for more than 20 percent of the day, including students in separate settings, to reflect the supplementary aids and services that were considered to implement the student's annual goals, the comparison of benefits provided in the general and special education class, and the potentially beneficial or harmful effects which a placement in the general education class may have on the student with disabilities or the other students in the class.</p>	<p>Child study team case managers received training on April 24, 2015, focused on identifying the necessary components to address the Least Restrictive Environment section "Rationale for Removal from General Education". Case managers received three printed resources "LRE Requirements in the IEP", "Rationale for Removal from General Education, Modifications in Extracurricular and Nonacademic Activities, and Transition Planning for Students in Separate Settings", and "A Checklist of Sample Supplemental Supports, Aids, and Services" to use as guides. In addition, the printed resource "Sample LRE" was also reviewed and distributed. Individualized Education Programs written for students eligible for special education and related services were reviewed through June 15, 2015, to ensure compliance. Beginning with IEP's written November 1, 2015, the case managers of students eligible for special education and related services removed from the general</p>	<p>Karen Farkas</p>	<p>Oct312016</p>

IDEA -#9	FINDING: The district did not consistently complete all required components of the evaluation process for students referred for special education and related services and for students referred for speech-language services. In addition, the district did not consistently conduct multidisciplinary initial evaluations for students referred for speech-language services by obtaining an educational impact statement from the classroom teacher.	Recommendation: The district must ensure all components of a functional assessment are conducted as part of the initial evaluation process. In addition, the district must ensure that 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.	The Advisory Board has been established. It consists of the following people: Nanette- Stuart Pitts-Funded Programs, Marie Eubanks, Atlantic Camp Community College, WSam Burch, STC Coordinators, Richard Hamidullah, TV Production Teacher, Michael Piate-Guidanco, Sherry Spence Leslie, Assistant Principal, Dale Sheridan- Perkins Grant Coordinator, (seeking a parent)	1. Beginning with IEP's written November 1, 2015, the case managers of students eligible for special education and related services and speech language only will maintain a log identifying the student, meeting type, formal assessments, and completion of a structured observation, parent interview, general education teacher interview, review of documented interventions, review of work samples, postsecondary assessments, and student interview. The Director of Student Services will review the log on a monthly basis beginning January 1, 2016, and ending June 30, 2016, to ensure continued compliance.	Karen Farikas	31-Oct-16
Carl Perkins-#10	FINDING: The district did not have advisory board established and operating for each of their approved CTE programs.	Recommendation: The district must provide evidence that advisory boards are established for each CTE program/programs of study. At a minimum, the two most recent dates that the advisory boards conducted formal meetings must be identified, as well as a copy of the minutes for those meetings.	Professional Development plan is being created for Perkins Grant, STEAM program, 3D Printer operation and Adobe photoshop training.	The first meeting of the Advisory Board will be January 27, 2015 at 2:00 p.m.. The second is scheduled for late April 2016.	Dale Sheridan-Perkins Coordinator Nanette-Stuart-Pitts, Fundered Program	27-Jan-16
Carl Perkins-#11	FINDING: The district failed to provide adequate documentation related to professional development for CTE faculty.	Recommendation: The district must create a professional development plan for CTE teachers that is both classroom and industry focused to improve CTE instruction.	A complete inventory was provided to the auditors. However, the district will include a new tagging system of equipment to ensure compliance related to fiscal control.	The Professional Development training is schedule for February 12, 2016, an understanding and applying digital 3-D printing concepts and working with the Photo Adobe Shop.	Dale Sheridan-Perkins Coordinator Nanette-Stuart-Pitts, Fundered Program	12-Feb-16
Carl Perkins-#12	FINDING: The district failed to provide evidence of a record retention policy.	Recommendation: The district must immediately develop a retention policy for records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds.	Inventory and placement of all instructional equipment is being kept. All "mobile" instructional equipment are locked in storage closets attached to some of the CTE Classrooms. Teachers report any problems with Perkins purchased equipment to the Perkins Grant Coordinator.	The district has contracted with Industrial Appraisal Inc to provide fixed assets services to the district, which includes recording and tagging of all assets. In addition, the Perkins Coordinator maintains documentation of all Carl Perkins equipment purchased.	Dale Sheridan-Perkins Coordinator Nanette-Stuart-Pitts, Fundered Program , Business Administrator/Assistant	12-Feb-16

Carl Perkins-#13	FINDING: The district failed to provide evidence of policies and/or procedures related to the prevention of loss, damage, or theft of instructional equipment purchased with federal funds.	Recommendation: The district must immediately develop a control system that ensures the security of instructional equipment.	The district will refund the disallowed amount of \$1,350.00.	Inventory list will be broken down according to classroom/storage rooms where equipment is stored. A form will be devised for biweekly inventory check to include condition of equipment. As mentioned previously, the district has contracted with Industrial Appraisal Inc for fixed assets.	Dale Sheridan- Perkins Coordinator Nanette-Stuart-Pitts, Fundered Program, Business Administrator/Assista nt:	1-Feb-15
Carl Perkins-#14	FINDING: Grant funds totaling \$1,350 (extra pay compensation) were applied to FY 2013-14 erroneously. They applied to aa prior fiscal year.	Recommendation: The district must refund the disallowed costs identified above. In addition, the district must implement procedures to ensure that program cost are charged to the appropriate project period.	The equipment referenced in this finding was not purchased in a timely manner because the District Network Engineer would not approve the purchase of this equipment even though it was listed in the grant and he provided a price quote for this specific equipment. Some equipment	The ensure will ensure appropriate cost are charged to the project period.	Dale Sheridan- Perkins Coordinator Nanette-Stuart-Pitts, Fundered Program, Business Administrator/Assista nt:	16-Feb-16
Carl Perkins-#15	FINDING: The district failed to comply with implementing regulations and program specific requirements contained in the Perkins Guidelines during FY 2013-14 as follows: equipment purchased was not received, installed and available to students during the program year, purchased equipment was not itemized in the approved application, funds transferred to unapproved line item without an amendment application, purchase order did not contain approved CIP code, and the final report was submitted after the due date deadline (11/15/14)	Recommendation: The district must implement procedures to ensure personnel assigned to administer the Perkins Grant comply with the program specific requirements applicable to each period.		The district will ensure all equipment that is budgeted in the grant is purchases in a timely matter. In addition, the district will ensure amendments and CIP codes are entered on purchased orders. The district will follow grant guidelines for the transfer of funds. The district will submit the final report in a timely matter.	Dale Sheridan- Perkins Coordinator Nanette-Stuart-Pitts, Fundered Programs- Dalle White, Assistant Business Administrator	16-Feb-16


 Dale Sheridan
 Chief School Administrator

Date 2/3/16
 Date 2/3/16

on behalf of DR L FITTS.