

RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
<p><b>TITLE I PROGRAM FINDING 1:</b> The school did not provide documentation that it conducted a comprehensive needs assessment (CNA) to include the active participation of all representative stakeholders groups (e.g., administrators, instructional staff, non-instructional staff, support personnel, parents, other community members. The (CNA) did not identify target populations, specific causes of needs based on data analysis, specific school performance targets, or prior year outcomes. Rather, the CNA seemed to repeat many of the same elements that had appeared in the CNAs in the school's ESEA Applications from the last several years, with no direct connection to data analysis. Since the CNA is an ongoing process, not a one-time event, the school must institute processes to ensure its annual comprehensive needs assessment (CNA) includes a thorough analysis of both quantitative and qualitative data that results in the identification of specific needs for students, staff, and/or parents and families.</p> <p>Citation: ESEA§ 1112(c)(6) Local Educational Agency Plans - Assurances</p>	<p>it is important to note that the comprehensive needs assessment (CNA) serves as the basis for which all budgeted costs are determined to be necessary, reasonable and allocable to the Title I, Part A grant program (as well as to all other ESEA title programs). The board must institute the following steps for the development of a more robust annual CNA that articulates the identified needs not only for the FY 2021 ESEA project period, but also for all subsequent ESEA project periods:</p> <ul style="list-style-type: none"> <li>• Assign specific staff to coordinate the development, implementation, and ongoing monitoring of the CNA</li> <li>• Include more specific and quantifiable details for each identified need (e.g. target populations, grade levels, performance targets, academic and non-academic outcomes, root causes of the needs, evaluations of prior year outcomes, etc.)</li> <li>• Ensure the active engagement of parents and families, as well as other community members in the development, implementation, and ongoing monitoring of the CNA</li> <li>• Incorporate a formal evaluation process as part of the CNA to strengthen the progress monitoring elements (evaluation) required in the ESEA.</li> </ul>	<p>1.1 The board shall appoint the school vice principal as the Title I coordinator.</p> <p>1.2 The Title I job description will be developed by school administration and submitted to the board for approval.</p> <p>1.3 The Title I coordinator will report directly to the Head of School/principal on Title I academic and/or compliance requirements.</p> <p>1.4 The Title I coordinator will report directly to the School Business Administrator on Title I fiscal requirements.</p> <p>1.5 The Title I coordinator will report to the board on Title I developments and program direction.</p> <p>1.6 The Title I coordinator will begin the formulation of the Title I Advisory committee. Committee membership will reflect board representation, school administration representation, instructional staff representation, non-instructional staff representation, parent representation and community representation.</p> <p>1.7 The Title I coordinator will review the comprehensive needs assessment (CNA) process with the school curriculum developer. The curriculum developer will take the lead in developing the comprehensive needs assessment (CNA); conduct staff training and present an overview to the Title I School Advisory Committee.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>May 26, 2021 – 1.1  June 21, 2021 – 1.3.1.4, 1.5,  June 30, 2021 – 1.2  April 14, 2021 (initial committee meeting – next committee meeting is June 8, 2021) – 1.6  Ongoing – 1.7</p>

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<p><b>TITLE I PROGRAM - FINDING 2:</b> The school did not provide contemporaneously dated evidence showing the school held the required Annual Title I Meeting for parents and families of participating children, including the following materials: Invitation letter/flyer Meeting agenda Meeting minutes Sign-in sheets Per ESEA legislation, a Title I funded school must convene an annual meeting on a date at the beginning of the school year to inform parents and families of the school's Title I, Part A program(s) Title I, Part A legislative requirements The ways in which parents and families can be engaged actively in helping their children succeed academically. Citation: ESEA§ 1116(c) Parent Family Engagement Policy Involvement</p>	<p>The school must submit the following documents/documentation (as evidence of its FY 2021 Annual Title I Meeting to the Office of Supplemental Educational Programs for review:</p> <ul style="list-style-type: none"> <li>• Invitation letter/flyer</li> <li>• Meeting agenda</li> <li>• Meeting minutes</li> <li>• Sign in sheets or a list of staff and parents who attended the meeting</li> </ul> <p>Each piece of documentation must include the exact date on which the school held (or will hold) the required FY 2021 Annual Title I meeting.</p>	<p>The Title I coordinator, in consultation with the members of the Title I School Advisory Committee will determine the date for the required Annual Title I Meeting. This meeting will be conducted prior to October 15, 2021. To attract parents to attend the meeting, the committee will design the annual meeting in the following manner:</p> <p><b>Part I</b> - a presentation by the Title I coordinator to the parents in attendance describing the services of the Title I program and the legislative requirements for the Title I program. Specifically, the meeting will address the following:</p> <ul style="list-style-type: none"> <li>• What is Title I and how does the program benefit the students!</li> <li>• Description of the existing Title I program!</li> <li>• Discussion of the following documents/policies: <ul style="list-style-type: none"> <li>❖ ☑ Parent's Right to Know!</li> <li>❖ ☑ Parent Involvement Policy!</li> <li>❖ ☑ School/Parent Compact!</li> </ul> </li> <li>• Funds available for parent involvement!</li> <li>• Invitation to join the Title I Advisory Committee!</li> </ul> <p><b>Part II</b> - Initiation to parents and students to join a language arts activity designed to promote literacy and enjoyment of reading. The notification of the Annual Title I Meeting will be sent in two languages (English and Spanish) and will be posted on the school website. In addition, notification of the meeting will be posted on the school's social media accounts. Refreshments will be provided and the supervision/ child care will be provided while the parents attend Part I of the Annual Title I Meeting.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>June 15, 2021 – Date for the Annual Title I meeting will be determined; agenda and notification notices will be created.</p> <p>September, 2021 – parents/families will be notified as to the date for the Annual Title I meeting.</p>

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<p><b>Title I Program - Finding 3:</b> The school did not provide documented evidence that it had a Board approved school – school level policy or that this policy was widely distributed to parents and families. Additionally, the school did not provide documented evidence to show how it actively engaged parents and families in the development of the school – school level parental and /or family engagement policy. Citation: ESEA § 1116 (a)(2): Local Educational Agency Policy: Written Policy; ESEA § 1116(b)(1): School Parent and Family Engagement Policy</p>	<p>The school must submit the following documentation evidence to the Office of Supplemental Education Programs for review:</p> <ul style="list-style-type: none"> <li>• The dated school-school level parent and family engagement policy that certifies the date on which the policy was instituted</li> <li>• Information certifying the exact date(s) on which the policy was widely distributed to parents and families</li> <li>• Information certifying the method(s) by which the school-school level parent and family engagement policy was widely distributed through various venues to parents and families (i.e., posted to the school website, contained in student handbook, etc.)</li> <li>• Information detailing the ways in which the school will actively engage parents and families in the ongoing monitoring and implementation of its school-school level parent and family engagement policy</li> </ul> <p>Per ESEA legislation, parents and families shall be involved in the development of the written school-school level parent and family engagement policy, as well as be informed of ways they can further participate in the academic performance and achievement of their children.</p>	<p>The school level parent and family engagement policy was adopted December 18, 2018. The school level parent and family engagement policy will be posted on the school web site (the site is currently under revision). Discussion of the school –school level parent and family engagement policy will be conducted at the Title I School Advisory committee meeting - June 8, 2021.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>Adoption of policy – December 18, 2018 Title I committee discussion of policy – June 8, 2021 Posting of policy – June 15, 2021</p>

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<p><b>Title I Program – Finding 4:</b>  The school did not provide evidence that it had a Board approved school-parent compact, that parents and families were actively involved in the development of the compact, or how the school widely distributed the compact to parents and families.  Per ESEA legislation, the school-parent compact must outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement. The school parent compact must also outline the means by which the school and parents will build and develop a partnership to help children achieve the State academic standards. The exclusion of parents and families in the development of the school-parent compact resulted in these stakeholders being excluded from active participation in their children’s educational programs.  Citation:  ESEA § 1116(D)(2): Parent and Family Engagement (Shared responsibilities for High Student Academic Achievement).</p>	<p>During the remainder of the FY 2021 ESEA project period, as well as all subsequent ESEA project periods, the school must include parents and families in the ongoing monitoring and continued development and implementation of all elements of the written school parent compact. The school must submit documented evidence of the following information to the Office of Supplemental Educational Programs for review:</p> <ul style="list-style-type: none"> <li>• Board approved school-parent compact</li> <li>• The mechanisms in which the school will actively involve parents and families in the ongoing monitoring and continued development and implementation of all elements of the written school-parent compact</li> <li>• The ways the school will widely distribute the school-parent compact to parents and families</li> </ul>	<p>The school parent compact will be reviewed and discussed at the Title I committee meeting that will be conducted on June 8, 2021. At this meeting, the following will be discussed:</p> <ul style="list-style-type: none"> <li>• The content of the school-parent compact</li> <li>• The mechanisms in which the school will actively involve parents and families in the ongoing monitoring and continued development and implementation of all elements of the written school-parent compact</li> <li>• The ways the school will widely distribute the school- parent compact to parents and families</li> </ul>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>June 8, 2021 is the initial discussion with ongoing discussions to follow.</p>

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<p><b>Title I Program – Finding 5:</b> The school did not provide documented evidence of a required parental notification letter to parents of English learners. Additionally, the school did not provide evidence of the distribution of the notification letters to the parents and/or families of English learners.</p> <p>Per ESEA legislation, local educational agencies (LEAs) using Title I or Title III funds to provide a language instruction educational program. As determined under Title III, shall, not later than 30 days after the beginning of the school year, inform parents (and/or families of an English learner identified for participation or participating in such program), of specific requirements.</p> <p>Citation: ESEA § 1112(e)(3): Parents Right to Know – Language Instruction</p>	<p>The school must submit documented evidence of the development of its Parents Right-to-Know letter for Language Instruction. Additionally, the school must submit documented evidence of the methods by which it distributed this letter to parents and/or families of English learners. Both types of documentation must be submitted to the Office of Supplemental Educational Programs for review.</p>	<p>The process for informing parents about the Language Instruction program and Parents Right to Know letter is as follows:</p> <ul style="list-style-type: none"> <li>• The Language Instruction program and Parent’s Right to Know are discussed at the Back to School Night meeting.</li> <li>• For parents unable to attend, information concerning the Language Instruction program and Parent’s Right to Know are sent by the ESL teachers. The information sent is available in the native language of the parents.</li> <li>• In the ESL communication to parents, the ESL teachers extend an invite to the parents to conference and discuss their child(ren).</li> </ul>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title I Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> <li>• ESL Teachers</li> </ul>	<p>September, 2021 – Back to School Night Ongoing Communication</p>

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<p><b>Title I Program – Finding 6</b>  The school did not provide documented evidence regarding the Educational Stability Policies enacted under ESEA as follows:</p> <ul style="list-style-type: none"> <li>• The name of the staff member who serves as the Educational Stability Coordinator</li> <li>• In the school’s FY 2021 ESEA Consolidated Subgrant Application, the required upload of a current, Board approved copy, of its written transportation procedures to delineate how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded in a cost-effective manner for the duration of the children’s time in foster care. The school’s Educational Stability Policies were not in effect as of December 10, 2016 (per ESEA legislation). Rather, the policies presented were adopted on January 23, 2017. The policies did not reflect the correct requirements as articulated in ESEA legislation.</li> </ul> <p>Citations:  ESEA § 1112 Educational Stability for Children in Foster Care  ESEA § 1112(c)(5)(B) Assurances – Written Policies and Procedures</p>	<p>The school must immediately amend its FY 2021 ESEA Consolidated Subgrant Application and upload a current, Board approved copy of its written transportation procedures. This plan shall delineate how transportation, to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged and funded, in a cost-effective manner for the duration of the children time in foster care. In addition, the school must revise its Educational Stability for Children in Foster Care policies and procedures, to reflect the correct requirements as articulated in ESEA legislation. These revised policies and procedures must be submitted to the Office of Supplemental Educational Programs for review.</p>	<p>The board will address the ESEA Consolidated Subgrant Application in the following manner:</p> <ul style="list-style-type: none"> <li>• 6.1 -The board will appoint the Head of School/Principal as the Educational Stability Coordinator.</li> <li>• 6.2 - The school business administrator, in consultation with the Head of School/Principal, will develop the transportation procedures.</li> <li>• 6.3 – The Educational Stability for Children in Foster Care policies and procedures will be presented to the board by the Educational Stability Coordinator.</li> <li>• School administration has assessed the charter school student population and no foster children are enrolled in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>May 26, 2021 – 6.1  June 21, 2021 – 6.2, 6.3</p>

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<p><b>Title I Program – Finding 7:</b> The school provided class schedules for four (4) paraprofessionals (teacher assistants) however, the name of each paraprofessional was not listed on each schedule. In addition, the school did not provide approved Board minutes that listed the names and salary amounts for the four paraprofessionals funded with Title I, Part A funds or the percentage of time in which each individual provided allowable Title I, Part A services. As a result, it was impossible to determine the actual time each paraprofessional spent providing Title I-funded instructional support.</p> <p>Citations: ESEA § 1112(c)(6) Local educational Agency Plans – Assurances; 2 CFR §200.404 and §200.405 Cost Principles: Subpart E (Reasonable Costs and Allocable Costs)</p>	<p>The school must submit to the Office of Supplemental Educational Programs class schedules that document the names of each applicable paraprofessional. In addition, the school must submit copies of approved Board minutes that certifies and lists the names of the four (4) paraprofessionals found in the school’s FY 2021 ESEA Consolidated Subgrant Application as being funded with Title I, Part A monies, as well as the percentage of time each paraprofessional spent providing instructional support.</p>	<p>The school will address the four (4) paraprofessionals found in the school’s FY 2021 Consolidated Subgrant Application in the following manner: 7.1 – Paraprofessional’s class schedules will be made available 7.2 – The board will list the names and salary amounts of the four (4) paraprofessionals in the board minutes 7.3 – The school will provide the schedule of time in which the four (4) paraprofessionals provided allowable Title I, Part A services</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>Available – 7.1 June 21, 2021 – 7.2, 7.3</p>

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<p><b>Title I Program – Finding 8:</b>  The school did not provide the required time and activity reports for the four Title I-funded paraprofessionals; therefore, it was impossible to determine whether these four paraprofessional Positions were allowable under the Title I, Part A grant program. Time and activity documentation must reflect what Title I-funded staff are doing, when and where they are working, and must match the staff member’s funded percentage of time providing the Title I-funded services. This documentation is necessary to verify that Title I funded staff are performing allowable Title I, Part A activities.  Citation: 2 CFR §200.430 Cost Principles: Subpart E (Compensation – personal services)</p>	<p>The school must submit the time and activity reports for each of the four paraprofessionals to the Office of Supplemental Educational Programs for review.</p>	<p>The school will address the four (4) Title I funded paraprofessionals in the following manner:  8.1 – Paraprofessional’s class schedules will be made available  8.2 – The board will list the names and salary amounts of the four (4) paraprofessionals in the board minutes  8.3 – The school will provide the schedule of time in which the four (4) paraprofessionals provided allowable Title I, Part A services  8.4 – Paraprofessional activity reports will be made available</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>Available – 8.1, 8.4  June 21, 2021 – 8.2, 8.3</p>



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<p><b>Title I Program – Finding 9:</b>  Questions arose concerning the allowability of using Title I, Part A funds for the contract with the New Jersey City University (NJCU), which articulated payment of funds to interns to provide instructional support to identified academically at-risk students.  Per ESEA legislation, Title I, Part A funds may be used to pay the salaries of highly effective teachers (holding NJ teacher certifications) and paraprofessionals who meet highly qualified requirements, but not individuals who do not meet these requirements.  The school did not provide job descriptions for the interns nor did it specifically describe the types of services the interns provided to the identified academically at-risk students. Unless additional information is provided, the cost of \$55,397.00 budgeted for the NJCU contract for interns is not allowable under the Title I, Part A grant program.  Citations:  ESEA §1111(g)(2)(j)(m): Other Plan Provisions – Assurances;  ESEA§1112(c)(6): Local Educational Agency Plans – Assurances; 2 CFR §200.404 and §200.405 Cost Principles: Subpart E (Reasonable costs and Allocable Costs; 2 CFR §200.430 Cost Principles: Subpart E (Compensation – personal services)</p>	<p>For the school to use Title I, Part A funds for the NJCU contract to provide interns for instructional support, the school must ascertain whether the interns meet the highly qualified requirements for paraprofessionals as articulated in the ESEA. As such, the school must obtain college/university transcript information for the interns to determine if they meet the requirements for instructional support paraprofessionals who are supported by Title I, Part A funds. The school must verify the following criteria for each intern in order for each t be employed by the school as instructional support paraprofessionals:</p> <ul style="list-style-type: none"> <li>• Completed at least two (2) years of study at an institution of higher education</li> <li>• Obtained an Associates degree (or higher)</li> <li>• Meet a rigorous standard by the Educational Testing Services (ETS) or a commercially developed assessment.</li> </ul>	<p>The school will address the NJCU contract and the credentials of the interns that provide instructional support in the following manner:  9.1 – The school business administrator, in consult with the head of school/principal and the vice principal/Title I coordinator, will secure the credentials of the interns  9.2 – The school business administrator, in consult with the head of school/principal and the vice principal/Title I coordinator, will review the credentials of the interns and confirm the assurance of NJCU that the interns are properly credentialed  9.3 – The vice principal/Title I coordinator will review the credentials with the board and the discussion will be entered into the board minutes  9.4 – The vice principal/Title I coordinator will develop the job descriptions for the interns and clearly establish the types of services that are provided to the academically at-risk students.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>June 21, 2021 – 9.1, 9.2, 9.3  June 30, 2021 – 9.4</p>

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<p><b>Title I SIA – Finding 1:</b> The school did not show evidence of a complete Annual School Plan for the FY 2019 – 20 or FY 2020-21 that meet the ESSA requirements including: Developing and implementing a school-level plan “in partnership with stakeholders (including principals and other school leaders, teachers and parents),” to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4) for each subgroup of students that was the subject of notification that:</p> <ul style="list-style-type: none"> <li>• Is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals</li> <li>• Includes evidence-based interventions as approved by the LEA prior to the implementation of such plan. Said plan to be monitored, upon submission and implementation by the LEA</li> <li>• Is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals.</li> <li>• Includes evidence-based interventions are approved by the LEA prior to implementation of such plan</li> <li>• Is monitored, upon submission and implementation, by the LEA</li> </ul> <p>Citation: ESEA §1111(d) 2 (B): Targeted Support and Improvement Plan</p>	<ul style="list-style-type: none"> <li>• The school shall develop, complete and implement the FY 20-21 Annual School Plan in the ASPS system including all required components. The plan must be developed jointly with a broad group of stakeholders and be based on a comprehensive needs assessment informed by data (including student performance against long-term goals) and including evidence-based interventions</li> <li>• SIA funds must be used toward implementing SMART Goals included in the ASP plan. SIA budget detail in the ASPS must align with the SIA budget detail in the ESA consolidated/Title I SIA application in EWEG.</li> <li>• The school shall develop, complete and implement the FY 21-22 Annual School Plan in the ASPS system as described above by the anticipated due date of June 30, 2021</li> </ul>	<p>The school is in the process of completing the 20-21 school year ASP in the ASPS system with all required components. The committee to develop this plan is chaired by the head of school/principal. The school is busily recruiting a broad group of stakeholders to help develop the ASP. Suggested use of SIA funds will be based on the school CNA and presented to the committee for approval.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• Vice Principal/Title Coordinator</li> <li>• School Business Administrator</li> <li>• School Curriculum Developer</li> </ul>	<p>June 30, 2021 – The school shall develop, complete and implement the FY 21-22 Annual School Plan.</p>

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<p><b>Administrative – Finding 1:</b> As of the date of the monitoring visit January 20, 2021, the school had not drawn down any of their federal fund allocations. Citation: Uniform Grant Guidance 2 C.F.R. 200.305</p>	<p>The school shall establish and maintain effective internal control over federal awards that ensures compliance with federal statutes and regulations. It is recommended that federal funds drawdowns be made on a monthly basis but never less than quarterly.</p>	<p>The school business administrator has implemented the necessary internal controls over federal awards that ensures compliance with federal statutes and regulations. The school business administrator has implemented the required internal accounting measures that will result in federal funds drawdowns being conducted on a monthly basis. To provide assistance with the proper and timely drawdown of funds, the school has contracted with an outside auditor.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> </ul>	<p>With the necessary internal controls now in place, the school business administrator will conduct federal funds drawdowns on a monthly ongoing basis.</p>

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<p><b>Administrative – Finding 2:</b>  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:  Uniform Grant Guidance 2 C.F.R. 200.300; N.J.S.A. 18A:18A(2)(v) Public Schools Contract Law.</p>	<p>The school shall issue purchase orders to all vendors prior to goods or services being provided.</p>	<p>The school business administrator has implemented the required internal accounting measures that will result in the issue of purchase orders to all vendors prior to goods or services being provided. To provide assistance with the proper and timely issuing of purchase orders, the school has contracted with an outside auditor.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> </ul>	<p>With the required fiscal controls in place, compliance with this finding is ongoing.</p>

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<p><b>Administrative – Finding 3:</b>  On several occasions, the school did not obtain multiple quotes for purchases as required by New Jersey Public School Contracts Law (PSCL) and school policy.  Citation: N.J.S.A. 18A:18A-37  Award of purchases, contracts or agreements.</p>	<p>The school shall comply with current N.J.S.A. 18A:18A(2)(v) Public School Contracts Law.</p>	<p>The school business administrator has implemented the internal accounting measures that will result in the school obtaining multiple quotes for purchases as required by New Jersey Public Schools Contracts Law. To provide assistance with compliance with the Public School Contracts Law, the school has contracted with an outside auditor.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> </ul>	<p>With the required fiscal controls in place, compliance with this finding is ongoing.</p>

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<p><b>Administrative – Finding 4:</b>            The amounts appropriated for several federal grants in the school’s accounting records could not be reconciled with corresponding amounts awarded in the Electronic Web Enabled Grant system (EWEG).            Citation:            Uniform Grant Guidance 2 C.F.R. 200.300</p>	<p>The school shall implement a process to ensure that amounts awarded through a grant are recorded appropriately in the financial records.</p>	<p>The school business administrator has implemented the internal accounting measures that will result in the school’s accounting records to be reconciled correctly with the corresponding amounts in the Electronic Web Grant system (EWEG). To provide assistance the proper reconciliation of school accounting records with corresponding amounts in the Electronic Web Grant system (EWEG), the school has contracted with an outside auditor.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> </ul>	<p>With the required fiscal controls in place, compliance with this finding is ongoing.</p>

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<p><b>Administrative – Finding 5:</b>  The school did not comply with required timekeeping standards for federally funded grants. Employees with 100 percent of their salary paid with federal funds must complete a semi-annual certification attesting to their performance of grant related duties. Employees with less than 100 percent of their salary paid with federal funds must complete monthly, personal activity reports.  Citation:  Uniform Grant Guidance 2 C.F.R. 200.302</p>	<p>The school shall ensure that employees submit personal activity reports that have been verified by supervisors, as required.</p>	<p>The school business administrator in consultation with the Head of School/Principal and the Vice Principal/Title I Coordinator has implemented the necessary system for employees to submit activity reports that will be verified by their supervisor. To provide assistance with compliance of submitting personal activity reports that are verified by a supervisor, the school has contracted with an outside auditor.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> <li>• Vice Principal/Title I Coordinator</li> </ul>	<p>With the required fiscal controls in place, compliance with this finding is ongoing.</p>

RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
<p><b>Administrative – Finding 6:</b> The school was not approving employees charged to federal grants by board resolution. Board minutes should include information such as funding grant, account number, position, annual/funded salary and percentage charged. Citation: Uniform Grant Guidance 2 C.F.R. 200.300</p>	<p>The school shall approve employees charged to federal grants by board resolution. Board minutes will include information such as funding grant, account number, position, annual/funded salary and percentage charged.</p>	<p>The school business administrator in consultation with the Head of School/Principal and the Vice Principal/Title I Coordinator has revised the board agenda to reflect the approval of employees charged to federal grants will be done through board resolution.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> <li>• Vice Principal/Title I Coordinator</li> </ul>	<p>With the revisions in the board agenda, compliance with this finding is ongoing.</p>



RECOMMENDATION NUMBER	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
<p><b>Administrative- Finding 7:</b> The school charged several expenditures related to federal grants to incorrect general ledger codes. For example, computers used for instruction, were charged to non-instructional supplies in the general ledger. Citation: <b>Uniform Minimum Chart of Accounts for New Jersey Public Schools</b></p>	<p>The school shall charge expenditures to the appropriate general ledger account in accordance with the Uniform Minimum Chart of Accounts for New Jersey Public Schools.</p>	<p>The school business administrator has implemented the internal accounting measures that will result in expenditures related to federal grants to be properly entered through correct ledger codes. To provide assistance with expenditures related to federal grants being properly entered through correct ledger codes, the school has contracted with an outside auditor.</p>	<ul style="list-style-type: none"> <li>• Head of School/Principal</li> <li>• School Business Administrator</li> </ul>	<p>With the required fiscal controls in place, compliance with this finding is ongoing.</p>