

**NEW JERSEY DEPARTMENT OF EDUCATION  
OFFICE OF FISCAL ACCOUNTABILITY AND COMPLIANCE  
CORRECTIVE ACTION PLAN**

SCHOOL DISTRICT NAME The Queen City Academy Charter School COUNTY Union  
 TYPE OF EXAMINATION Consolidated Monitoring Report - April 2019  
 DATE OF BOARD MEETING September 17, 2019  
 CONTACT PERSON Danielle West, Chief Academic Officer/Director  
 TELEPHONE NUMBER (908) 753-4700 FAX NUMBER (908) 753-4816

RECOMMENDATION NUMBER	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL(S) RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
<p>Title I - #1 Although the school provided evidence of a school-parent compact, this evidence did not verify the school-parent compact was developed in conjunction with Title I parents and families. The absence of parent/family participation in developing these required documents excludes parents/families from more active participation in their children's educational programs.</p>	<p>The school will hold a specific Title I meeting, prior to the annual meeting, with the sole objective of developing the school-parent compact. A variety of stakeholders, including families, parents, students, faculty, and staff will be invited to develop the school-parent compact for the 2019-2020 school year prior to it being voted on at the annual meeting.</p>	<p>The school will invite parents and families to a meeting to develop the school-parent compact. The invitation will include a description of what the compact includes. The meeting will be scheduled one week prior to the annual Title I meeting, so that the compact developed might be reviewed and adopted at that point. The invitations will be provided in both English and Spanish. A copy of the invitation will be on the website.</p> <p>The compact will be developed during the meeting with input from all stakeholders. The newly developed compact will be voted on at the annual Title I meeting the</p>	<p>Dean of Scholar Support Services  Title I Teachers</p>	<p>October 16th, 2019</p>

		<p>following week. All parents of Title I eligible students, as well as faculty, will receive a copy of the compact. This process will be repeated annually to ensure the compact is reviewed and updated each year.</p> <p>Both aforementioned meetings will have an agenda, a sign in sheet, and meeting minutes. This documentation will be kept on file in the office of the Dean of Scholar Support Services. A scanned copy will also be kept on file digitally.</p>		
<p>Title I - #2 The school provided evidence of distribution of the required Parents Right to Know Letter; however, the letter referenced the <i>No Child Left Behind Act of 2001 (NCLB)</i> instead of the <i>Elementary and Education Act of 1965 (ESEA)</i>, as amended by the <i>Every Student Succeeds Act of 2015 (ESSA)</i>.</p>	<p>The district will revise the 2019-2020 Parents Right to Know Letter, removing the reference to <i>NCLB</i> and including <i>ESEA</i>. All communication with families going forward will reference <i>ESEA</i>.</p>	<p>The school will send Parents Right to Know Letters within the first month of school in both English and Spanish. This letter will be sent home with students as well as included on our school website under parent communication. This letter will reference <i>ESEA</i>. Additionally, the parent letter identifying scholars receiving services will be sent out in the first 30 days of school and will include reference to <i>ESEA</i>.</p>	<p>Dean of Scholar Support Services</p>	<p>September 30th, 2019</p>
<p>Title I - #3 The selected professional development activities did not align with the identified academic needs. The Needs Assessment, as articulated in the school's FY 2019 <i>ESEA</i> Consolidated Subgrant Application, serves as the</p>	<p>The district did not include any professional development activities in the FY 2020 grant for Title I. The Needs Assessment does identify addressing scholar achievement levels in ELA and High Quality teacher development in Mathematics. In the</p>	<p>The Director and Dean of Scholar Support Services will complete the Needs Assessment for the FY 2020 <i>ESEA</i> Consolidated Subgrant Application. The needs of the district will be clearly articulated based on data collected</p>	<p>Director Business Administrator Dean of Scholar Support Services</p>	<p>August 2019 - Ongoing</p>

<p>basis for determining whether proposed uses of Title I funds are necessary and reasonable. Without a direct connection to the Needs Assessment, professional development activities are not necessary and reasonable for proper and efficient performance and administration of the school's Title I program. As a result, unless the school's Needs Assessment is modified to show a direct alignment between these proposed activities and the identified academic needs, the proposed activities are unallowable.</p>	<p>future, should Title I funds be allocated toward professional development, the selected activities will align directly with the predetermined needs as recorded in the Needs Assessment to show direct correlation.</p>	<p>from the prior school year.</p> <p>The Title I budget will not include any use of funds for Professional Development.</p> <p>Should any amendments be made to include professional development training for Title I teachers, they will be directly aligned to the aforementioned Needs Assessment. There will be clearly budgeted items in the amendment application, and the items will be reflected in the district's budget at year end.</p>		
<p>Title I - #4 The school's Saturday academy program focused on serving those students who were proficient or advanced proficient as measured by the state assessment. Since the school operates a targeted assistance program, it must focus Title I-funded services solely on academically at-risk students as identified by the school's established entrance criteria.</p>	<p>The district has not included the Saturday Academy Program in the FY 2020 grant. In the future, should the district be providing any enrichment programs for scholars and funding them through Title I, they will be solely for academically at-risk students identified through the district's established entrance criteria.</p>	<p>The school will not budget any funds from the Title I grant to fund its Saturday Academy Program.</p>	<p>Director Business Administrator</p>	<p>August 2019</p>
<p>Title I - #5 The program selected the following allowable uses in its Program Plan: <i>Equipment for Title I Program and Professional Development Activities</i>; however, the school's Needs Assessment, as articulated in the FY 2019 ESEA Consolidated Subgrant</p>	<p>The district has not included the allowable use <i>Equipment for Title I Program and Professional Development Activities</i> in the FY 2020 grant, nor will it be budgeting any funds toward this use for the FY 2020. In the future, should the district include the allowable use <i>Equipment</i></p>	<p>The Director and Dean of Scholar Support Services will complete the Needs Assessment for the FY 2020 ESEA Consolidated Subgrant Application. The needs of the district will be clearly articulated based on data collected from the prior school year.</p>	<p>Director Business Administrator Dean of Scholar Support Services</p>	<p>August 2019 - Ongoing</p>

<p>Application, did not identify specific needs aligned with either allowable use.</p>	<p><i>for Title I Program and Professional Development Activities</i> the Needs Assessment for the ESEA Consolidated Subgrant Application will identify specific needs that align with Professional Development activities and/or equipment. There will be clearly budgeted items aligned to this use included in the grant and reflected in the district's budget at year end.</p>	<p>The Title I budget in the grant application will not include any use of funds for <i>Equipment for Title I Program and Professional Development Activities</i>.</p> <p>Should any amendments be made to include equipment for Title I Program and Professional Development Activities, they will be directly aligned to the Needs Assessment. There will be clearly budgeted items in the amendment application, and the items will be reflected in the district's budget at year end.</p>		
<p>Title I - #6 The school selected the following allowable uses in its Program Plan: <i>Equipment for Title I Program and Parent and Family Engagement</i>; however, the Title I Budget did not include any budgeted costs for either allowable use.</p>	<p>The district has not included the allowable use <i>Equipment for Title I Program and Parent and Family Engagement</i> in the FY 2020 grant, nor will it be budgeting any funds toward this use for the FY 2020. In the future, should the district include the allowable use <i>Equipment for Title I Program and Parent and Family Engagement</i> there will be clearly budgeted items aligned to this use included in the grant and reflected in the district's budget at year end.</p>	<p>The Title I budget in the grant application will not include any use of funds for <i>Equipment for Title I Program and Parent and Family Engagement</i>.</p> <p>Should any amendments be made to include equipment for Title I Program and Parent and Family Engagement, they will be directly aligned to the Needs Assessment. There will be clearly budgeted items in the amendment application, and the items will be reflected in the district's budget at year end.</p>	<p>Director Business Administrator Dean of Scholar Support Services</p>	<p>August 2019 - Ongoing</p>
<p>Title I - #7 The school did not provide the required</p>	<p>The school will submit a list of FY2019 Title I funded staff, salaries,</p>	<p>The Dean of Scholar Support Services and the Business</p>	<p>Business Administrator</p>	<p>The schedule and budget were amended by May</p>

<p>supporting documents to verify the time and activity for the teachers whose salaries were supported with Title I funds, as required by federal law. This type of documentation must reflect what the staff is doing, when and where they are working, and it must match their funded percentage, as well as be signed by the staff member and supervisor. This documentation is necessary to verify that funded-staff are performing allowable Title I activities.</p>	<p>funding percentages, and appropriate time sheets to the NJDOE for review. The school will also submit copies of the timesheets documenting the time allotted.</p> <p>The school adjusted the schedule for Title I Teacher 1 and Title I Teacher 2 so that both are spending 100% of their working hours serving only Title I students from April 15th, 2019 through June 30th, 2019.</p> <p>The school has revised the budget section of its FY 2019 <i>ESEA</i> Consolidated Subgrant Application, to indicate that for Teacher 1, from September 2018 - April 14th, 2019 they were 97% funded, and for Teacher 2, from September 2018 - April 14th, 2019 they were 90% funded. For both teachers they were 100% funded for the period of April 15th - June 30th, 2019 as 100% of the teachers' time was spent on the provision of Title I services.</p>	<p>Administrator will determine the dates which the Title I teachers were serving Title I scholars for 97% of the time and 90% of the time respectively. They will amend the budget of the grant to reflect these changes. The additional 3% and 10% of the teacher's salaries will no longer be funded by the ESEA Grant. The FY 2020 ESEA Consolidated Grant Application will be amended to reflect these changes.</p> <p>The Dean of Scholar Support will include a copy of the appropriate time sheets with the Corrective Action Plan to be submitted to the NJDOE. The original signed sheets will be kept on file at the school for the appropriate time period as determined by the NJDOE.</p> <p>The school will continue to complete the appropriate time sheets for the Title I teachers funded fully or partially by the Title I grant for the FY 2020 and beyond.</p>	<p>Dean of Scholar Support Services.</p>	<p>2019. The required documentation will be submitted to the NJDOE with the Corrective Action Plan.</p>
<p>Title I - #8 The school budgeted \$4,791 for "<i>scholar software programs</i>," however, this was insufficient in its detail to determine whether these types of Instructional Materials and Supplies constitute an allowable use of Title I</p>	<p>The district has not included the scholar software programs in the FY 2020 grant, nor will it be budgeting any funds toward this use for the FY 2020. In the future, should the district include software programs for scholars, there will be detailed</p>	<p>The Title I budget in the grant application will not include any use of funds for <i>scholar software programs</i>.</p> <p>Should any amendments be made to include equipment for scholar</p>	<p>Director Business Administrator Dean of Scholar Support Services</p>	<p>August 2019 - Ongoing</p>

funds.	descriptions of the programs purchased and how they are being utilized by Title I scholars. There will be clearly budgeted items aligned to this use included in the grant and reflected in the district's budget at year end.	software programs, the programs selected will align directly to addressing the needs identified in the Needs Assessment. Additionally, the amendment will include a clear description of each of the programs being purchased, as well as how they align to the scholars' needs. The budget in any amendment will correlate with the software items in the district's budget at year end.		
<p>IDEA - #9 The school did not consistently document required participants attended meetings for students eligible for speech-language services. Specifically, the general education teacher did not consistently attend annual review meetings.</p>	<p>The Child Study Team will ensure that all the appropriate team members/participants are present at all CST meetings, participating in the process, and signing in. This will include all appropriate members based on the student's classification, their Special Education teacher, their general education teacher, a parent/guardian, and the student once they have reached the appropriate age as defined by the NJDOE Special Education code.</p> <p>A school created checklist will be created to ensure that all parts of the process are being followed and that all components of the IEP are being included. This checklist must be completed prior to any meetings. Training will be provided to all CST members to review the IEP process and implement proper use of the checklist.</p>	<p>A checklist will be developed by the Dean of Scholar Support Services which outlines the IEP process and includes all necessary meeting participants. This checklist will be provided at a training held with CST members at the start of the 2019-20 SY. The checklist will be kept on file with the student's records.</p> <p>The Case Manager and Dean of Scholar Support services will ensure invitations to all meetings are sent to families and students (when appropriate) no less than 15 days in advance of the meeting. The Dean of Scholar Support will reach out to the General Education teacher and Special Education teacher, ensuring they are aware of the upcoming meeting. The Dean of Scholar Support will provide coverage if needed to those</p>	<p>Case Manager  Dean of Scholar Support Services</p>	<p>All meetings included the appropriate participants from April 7th, 2019 onward. The checklist will be put into effect in September 2019 and training will be provided to CST members at that time.</p>

		<p>teachers for the duration of the meeting.</p> <p>The Case Manager will ensure that all participants are present before conducting the meeting and have all participants sign in. The sign in sheet will be kept on file at the school building as part of the student's file.</p>		
<p>IDEA - #10</p> <p>The school did not consistently document all required considerations and statements in each IEP for students eligible for special education and related services. Specifically, IEPs did not consistently include the results of the most recent evaluations; did not consistently document an explanation of the extent, if any, to which the student shall not participate with nondisabled students in general education class and in extracurricular and nonacademic activities; and, did not consistently include a statement of supports for school personnel.</p>	<p>The Child Study Team will ensure that all IEPs document all required considerations and statements for students eligible for special education and related services. This will include the results of the most recent evaluations; an explanation of the extent to which the students shall not participate with nondisabled students in general education class and in extracurricular and nonacademic activities; and include a statement of supports for school personnel.</p> <p>An internal audit will be conducted, and an annual review meeting will be held for any students whose IEP is not in compliance.</p> <p>A school created checklist will be created to ensure that all parts of the process are being followed and that all components of the IEP are being included. This checklist must be completed prior to any meetings. Training will be provided to all CST members to review the IEP process</p>	<p>The Dean of Scholar Support Services will conduct an internal audit of all IEPs to identify any which may be missing the outlined components. An annual review meeting will be held with all required participants to create a compliant IEP with the appropriate components.</p> <p>A checklist will be developed by the Dean of Scholar Support Services which outlines the IEP process. On this checklist will be all the components of the IEP including:</p> <ul style="list-style-type: none"> <li>• Results of the most recent evaluations</li> <li>• Explanation of the extent to which the students shall not participate with nondisabled students in general education class and in extracurricular and nonacademic activities</li> <li>• Statement of supports for school personnel.</li> </ul>	<p>Case Manager</p> <p>Dean of Scholar Support Services</p>	<p>All IEPs newly developed included the appropriate considerations and statements from April 7th, 2019 onward. All those IEPs found out of compliance prior to that will have an annual review meeting within the months of September and October 2019. The checklist will be put into effect in September 2019 and training will be provided to CST members at that time.</p>

	and implement proper use of the checklist.	This checklist will be provided at a training held with CST members at the start of the 2019-20 SY. The checklist will be kept on file with the student's records.		
<p>IDEA - #11</p> <p>The school did not consistently document in the IEPs of students eligible for special education and related services the relevant factors considered when determining whether a student requires an extended school year program.</p>	<p>The Child Study Team will ensure that all IEPs document all required considerations and statements for students eligible for special education and related services. This will include all the relevant factors considered when determining whether a student requires an extended school year program.</p> <p>A school created checklist will be created to ensure that all parts of the process are being followed and that all components of the IEP are being included. This checklist must be completed prior to any meetings. Training will be provided to all CST members to review the IEP process and implement proper use of the checklist.</p>	<p>The Dean of Scholar Support Services will conduct an internal audit of all IEPs to identify any which may be missing the outlined components. An annual review meeting will be held with all required participants to create a compliant IEP with the appropriate components.</p> <p>A checklist will be developed by the Dean of Scholar Support Services which outlines the IEP process. On this checklist will be all the components of the IEP including:</p> <ul style="list-style-type: none"> <li>• Relevant factors considered when determining whether a student requires an extended school year program.</li> </ul> <p>This checklist will be provided at a training held with CST members at the start of the 2019-20 SY. The checklist will be kept on file with the student's records.</p>	<p>Case Manager</p> <p>Dean of Scholar Support Services</p>	<p>All IEPs newly developed included the appropriate considerations and statements from April 7th, 2019 onward. All those IEPs found out of compliance prior to that will have an annual review meeting within the months of September and October 2019. The checklist will be put into effect in September 2019 and training will be provided to CST members at that time.</p>
<p>IDEA - #12</p> <p>The school did not consistently</p>	<p>The Child Study Team will complete transition planning for all students</p>	<p>The Dean of Scholar Support Services will conduct an internal</p>	<p>Case Manager</p>	<p>All IEPs newly developed included the appropriate</p>



<p>complete transition planning for students ages 14 and above and document decisions in the IEP. Specifically, IEPs did not include:</p> <ul style="list-style-type: none"> <li>- a statement of the student's strengths, interests, and preferences.</li> <li>- The name or position of a staff person responsible to serve as liaison to post-secondary resources;</li> <li>- The need for consultation with other agencies, if applicable, and a statement of needed interagency linkages and responsibilities.</li> </ul>	<p>ages 14 and above, and include the documentation of the decisions in the IEP.</p> <p>A school created checklist will be created to ensure that all parts of the process are being followed and that all components of the IEP are being included. This checklist must be completed prior to any meetings. Training will be provided to all CST members to review the IEP process and implement proper use of the checklist.</p>	<p>audit of all IEPs to identify any which may be missing the outlined components. An annual review meeting will be held with all required participants to create a compliant IEP with the appropriate components.</p> <p>All scholars ages 14 and above will meet with the Dean of Scholar Support Services prior to the IEP meeting as the first step in transition planning. They will share their strengths, interests, preferences, and any future goals or plans they have, which will become part of the IEP. The team will plan what steps must be taken to assist in transitioning. The High School Placement Counselor will be identified as the liaison to post-secondary resources. They will also be in charge of facilitating consultation with any other agencies, if needed. This will all be documented in the IEP.</p> <p>A checklist will be developed by the Dean of Scholar Support Services which outlines the IEP process and includes all necessary meeting participants. This checklist will be provided at a training held with CST members at the start of the 2019-20 SY. The checklist will be kept on file with the student's records.</p>	<p>Dean of Scholar Support Services</p> <p>High School Placement Counselor</p>	<p>considerations and statements from April 7th, 2019 onward. All those IEPs found out of compliance prior to that will have an annual review meeting within the months of September and October 2019. The checklist will be put into effect in September 2019 and training will be provided to CST members at that time.</p>
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<p>Administrative - #13  The board minutes contained - for fully and partially funded employees - some but not all the required information such as account number, position, annual/funded salary and percentage charged. Also, the board minutes contained - for stipend compensation - some but not all of the required information such as account number, position, hourly rate, number of hours, and not to exceed amount.</p>	<p>The board minutes moving forward have been rectified to include the account number.</p>	<p>The director has begun to implement the change by ensuring all the board reports minutes include the required information for the new hire, stipended payments and any other form of compensation.</p>	<p>Director  Business Administrator</p>	<p>August 2019 the Board minutes began to reflect all required documentation</p>
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