

ARISE Academy Charter High School

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

1118 Market Street
Philadelphia, PA 19107
(215)563-1656

Phase:	Phase 3
CEO Name:	Roberta Trombetta
CEO E-mail address:	rtrombetta@ariseacademychs.org

Governance and Staff

Leadership Changes

Leadership changes during the past year on the Board of Trustees and in the school administration:

Tony D'Orizio resigned in July 2012 to focus on alumni association.

Will Jordan left the board due to a scheduling conflict in May 2013 due to time constraints.

Mary Hugues left the board in March of 2013 due to time constraints and work requirements.

Rose Skolnick was added as a member of the board and secretary in March 2013.

The CEO, Gabriel Kuriloff's contract was not renewed. Roberta Trombetta, Esq was asked to join Arise and relaunch the Arise vision.

Board of Trustees Meeting Schedule

Location	Date and Time
Arise Academy Charter High School	9/24/2012 5:00 PM
Arise Academy Charter High School	10/24/2012 8:30 AM
Arise Academy Charter High School	11/19/2012 5:00 PM
Arise Academy Charter High School	12/19/2012 4:30 PM
Arise Academy Charter High School	1/23/2013 4:30 PM
Arise Academy Charter High School	2/20/2013 5:00 PM
Arise Academy Charter High School	3/20/2013 5:00 PM
Arise Academy Charter High School	4/17/2013 5:00 PM
Arise Academy Charter High School	5/15/2013 4:30 PM
Arise Academy Charter High School	6/19/2013 5:00 PM

Professional Staff Member Roster

Charles McGeehan	
PA Certified	Yes
Areas of Certification	Secondary History
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	History
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Aiesha Smith	
PA Certified	No
Areas of Certification	n/a
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Support
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Nina Bilinsky	
PA Certified	Yes
Areas of Certification	Special Education
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jill Booth	
PA Certified	Yes
Areas of Certification	Special Education
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Cohan	
PA Certified	Yes
Areas of Certification	English (Emergency?)
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Vernon Davis	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

David Fisher	
PA Certified	Yes
Areas of Certification	Mathematics (emergency cert?)
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mathematics
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Maggie Harbour	
PA Certified	Yes
Areas of Certification	English (emergency cert)
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rebecca Kenzakowski	
PA Certified	Yes
Areas of Certification	Biology/Chemistry
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology/Chemistry
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
---	-----

Sean Leber-Fennessey	
PA Certified	Yes
Areas of Certification	Mathematics
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Algebra/Geometry
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kristen McIlraith Belc	
PA Certified	Yes
Areas of Certification	Special Education
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Regeina McNeil	
PA Certified	Yes
Areas of Certification	Science
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology/Chemistry
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Franca Muller	
PA Certified	Yes
Areas of Certification	Spanish - Intern Cert
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	1400

Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jenny Roca	
PA Certified	Yes
Areas of Certification	Special Education (Emergency Cert)
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Maggie Stephan	
PA Certified	Yes
Areas of Certification	Art (emergency cert pending)
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	1400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

The professional staff member roster as recorded originally on the PDE-414 form

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00			1.00	
Principal						
Assistant Principal						
Classroom Teacher (including	8.00				4.00	8.00

Master Teachers)						
Specialty Teacher (including Master Teachers)	1.00					1.00
Special Education Teacher (including Master Teachers)	3.00	3.00	0.00	0.00	3.00	4.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	1.00	1.00			1.00	1.00
Psychologist						
School Nurse						
Totals	15.00	6.00	0.00	0.00	9.00	15.00

Further explanation:

School nurse and psychologist were both contracted positions.

Fiscal Matters

Major Fundraising Activities

Major fundraising activities performed this year and planned for next year:

Arise Academy raised \$750,000 last year in a combination of contributions from individuals, foundation grants and corporate gifts. Funders included the Barra Foundation, Claniel Foundation, and the Van Amerigan Foundation.

Because of its small size, small budget and the huge challenges of its' student population, fundraising is necessary to insure sufficient resources. Already in 2013-14, Arise has secured significant funding from the Lenfest Foundation and fundraising is seen as a high priority for the CEO and Board of Trustees.

Fiscal Solvency Policies

Changes to policies and procedures to ensure and monitor fiscal solvency:

In the middle of the year, Arise changed business service providers from Foundations Inc. to Your Part-time Controller, LLC. As such accounting policies were reviewed and approved by the board of trustees. The policies appear below as attachments.

Fiscal Solvency Policies

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

Files uploaded:

- Detailed Accounting Policies and Procedures - Reviewed with Gabe and Updated.doc
- Detailed Cash Receipts- Approved 3.4.13.doc
- Payment Requests - Approved 3.4.13.doc
- Payroll - Approved 3.4.13.doc
- Process Presentation to Arise Staff 3.20.13.docx
- Vendor Set-Up & Review - Approved 3.4.13.doc
- YPTC process flows recommendations 2.28.13.xlsx

Accounting System

Changes to the accounting system the charter school uses:

In January of 2013 the school changed business service providers from Foundations Inc. to Your Part-time Controller Inc. Foundations utilized Blackbaud and the school migrated to Quickbooks through Your Part-time Controller.

Preliminary Statements of Revenues, Expenditures & Fund Balances

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

XLSX file uploaded.

Financial Audits

Basics

Audit Firm: Citrin Cooperman LLC
 Date of Last Audit: 06/30/2011
 Fiscal Year Last Audited: 2010-2011

Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

Arise's audit for the 2011-2012 year is being finalized and a draft will be shared with administration within a few weeks. Discussions with the auditor suggests a clean audit will be presented. The auditing firm is Citrin Cooperman LLC.

Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
Incomplete Personnel Files	The School reviewed all employee files and obtained proper documentation. They also instituted procedures to insure clearances are present and current.
Student proof of residence not consistently in files	The school implemented a review of all student files and is working with the Philadelphia Department of Human Services to obtain required residency and existence documentation.

Federal Programs Consolidated Review

Basics

Title I Status:

Date of Last Federal
Programs Consolidated Review: 04/12/2011

School Year Reviewed: 2010-11

Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
I advised them to title the required documents and distributions under Parent Involvement to care giver to meet the federal requirement and to attempt some contact with a parent/guardian/caregiver for the student.	Letters are on the website and yearly meetings are publicized and held.
At the time of the monitoring visit there were no fiscal records presented for review and there was no on-line access to enable a	Fiscal records were cleaned up and available

	for feder al progr ams.
--	-------------------------------------

Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Coordinator	Arise Academy Charter High School	0.6
Special Education Supervisor	Arise Academy Charter High School	0.6

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
School Psychologist	4 Hours	Outside Contractor	25

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

10/03/2011

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

PDF file uploaded.

Facilities

Fixed assets acquired by the Charter School during the past fiscal year

Fixed assets acquired by the Charter School during the past fiscal year:

As of June 30, 2013, without audited statements, it does not appear that the school acquired any facilities, furniture, fixtures or equipment in the last year.

The total Charter School expenditures for fixed assets during the identified fiscal year:

\$0.00

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan:

The school's lease at 1118 Market Street terminated June 30, 2013. The school entered into a lease at 2116 E. Haines Street, Philadelphia, PA 19138. The school building now provides students and teachers with quality instructional spaces, more room, a better physical layout, and off street parking.

Memorandums of Understanding

Organization	Purpose
Center City Philadelphia Police District	To Share information with first responders with regards to our contact information, safety plans, school layout and hours of operation.

**ARISE ACADEMY CHARTER HIGH SCHOOL
FINANCIAL STATEMENTS
AND ADDITIONAL INFORMATION
YEAR ENDED JUNE 30, 2011**

ARISE ACADEMY CHARTER HIGH SCHOOL
YEAR ENDED JUNE 30, 2011

TABLE OF CONTENTS

	<u>Page</u>
INDEPENDENT AUDITORS' REPORT	1 - 2
MANAGEMENT'S DISCUSSION AND ANALYSIS	3 - 6
BASIC FINANCIAL STATEMENTS	
Statement of Net Assets	7
Statement of Activities	8
Balance Sheet - Governmental Funds	9
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets	10
Statement of Revenues, Expenditures and Changes in Fund Balances of Governmental Funds	11
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of Governmental Funds to the Statement of Activities	12
Notes to Financial Statements	13 - 20
REQUIRED SUPPLEMENTARY INFORMATION	
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget and Actual	21
ADDITIONAL INFORMATION	
Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	22 - 23
Schedule of Findings and Questioned Costs	24 - 25



CITRIN COOPERMAN

Attest & Assurance | Tax Compliance & Research | Specialty & Consulting

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Arise Academy Charter High School
Philadelphia, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of Arise Academy Charter High School (a nonprofit organization) (the "School") as of and for the year ended June 30, 2011, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School as of June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2011, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 - 6 and page 21, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Citrin Cooperman + Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

November 10, 2011

**ARISE ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2011**

The Board of Trustees of Arise Academy Charter High School (the "School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2011. We encourage readers to consider the information presented herein in conjunction with the School's financial statements.

Financial Highlights

- Total revenues for the fiscal year ended June 30, 2011, were \$2,700,638, representing an increase of \$189,645 from the year ended June 30, 2010.
- At June 30, 2011, the School reports an ending fund balance of \$(43,869), representing an increase of \$83,879 from June 30, 2010.
- The School's cash balance at June 30, 2011, was \$66,650, representing a decrease of \$277,715 from June 30, 2010.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: (1) management's discussion and analysis (this section), (2) the basic financial statements, and (3) the notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private-sector business.

The statement of net assets presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. expenditures accrued in one fiscal year but paid in subsequent years, and depreciation).

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School. The School's function is to provide an alternative educational opportunity.

Fund Financial Statements

A fund is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental-type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has one fund type, the governmental general fund.

ARISE ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2011

Overview of the Financial Statements (Continued)

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis and is prepared using a non-GAAP basis for state reporting requirements.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board ("GASB") Statement 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, which requires a comparative analysis of current- and prior-year balances.

	June 30,	
	2011	2010
Current assets	\$ 350,504	\$ 452,419
Noncurrent assets	156,183	203,496
Total assets	506,687	655,915
Current liabilities	394,373	580,167
Net assets:		
Invested in capital assets, net of related debt	156,183	203,496
Unrestricted	(43,869)	(127,748)
Total net assets	\$ 112,314	\$ 75,748

As noted earlier, net assets may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by \$112,314 as of June 30, 2011.

**ARISE ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2011**

Overview of the Financial Statements (Continued)

Government-Wide Financial Analysis

The School's revenues are predominately received from the School District of Philadelphia based on student enrollment. For the year ended June 30, 2011, the School's revenues (\$2,700,638) exceeded its expenditures (\$2,664,072) by \$36,566, as follows:

	<u>2011</u>	<u>2010</u>
Revenues:		
Local educational agencies	\$ 2,011,275	\$ 1,659,664
Other local sources	324,319	180,664
State sources	134,287	66,514
Federal sources	<u>230,757</u>	<u>604,151</u>
Total revenues	<u>2,700,638</u>	<u>2,510,993</u>
Expenditures:		
Other instructional programs	1,229,870	964,597
Pupil personnel services	56,174	59,181
Instructional staff services	375	382
Administrative services	606,888	817,032
Pupil health	40,507	39,186
Business services	96,761	43,103
Operation and maintenance of plant services	539,137	459,787
Other support services	22,137	-
Non-instructional services	18,509	2,787
Other financing uses	-	8,918
Depreciation expense	<u>53,714</u>	<u>40,272</u>
Total expenditures	<u>2,664,072</u>	<u>2,435,245</u>
Change in net assets	36,566	75,748
Net assets - beginning	<u>75,748</u>	<u>-</u>
NET ASSETS - ENDING	<u>\$ 112,314</u>	<u>\$ 75,748</u>

Governmental Fund

The focus of the School's governmental fund (the general fund) is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the general fund) reported a negative ending fund balance of \$43,869 at June 30, 2011.

ARISE ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2011

Capital Assets and Debt Administration

Capital Assets

At June 30, 2011, the School's investment in capital assets for its governmental activities totaled \$156,183 (net of accumulated depreciation). This investment in capital assets includes furniture for the School along with leasehold improvements.

Long-term Debt

At June 30, 2011, the School had no long-term debt.

Economic Factors and Next Year's Budgets and Rates

The School does not foresee any substantial variations with next year's economic factors, budgets, or rates.

Future Events That Will Financially Impact The School

The School does not foresee any future events at this time that will financially impact the School.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to Chief Executive Officer, Arise Academy Charter High School, 1101 Ludlow Street, 2nd Floor, Philadelphia, PA 19107.

ARISE ACADEMY CHARTER HIGH SCHOOL
STATEMENT OF NET ASSETS
JUNE 30, 2011

	<u>Governmental Activities</u>
<u>ASSETS</u>	
Current assets:	
Cash	\$ 66,650
State subsidies receivable	51,290
Federal subsidies receivable	115,299
Other receivables	1,047
Contribution receivable	10,000
Prepaid expenses	<u>106,218</u>
Total current assets	<u>350,504</u>
Noncurrent assets:	
Capital assets:	
Equipment	124,982
Furniture and fixtures	125,187
Less: accumulated depreciation	<u>(93,986)</u>
Capital assets, net	<u>156,183</u>
TOTAL ASSETS	<u>\$ 506,687</u>
<u>LIABILITIES AND NET ASSETS</u>	
Current liabilities:	
Accounts payable and accrued expenses	\$ 180,837
Accrued salaries and benefits	160,506
Deferred revenue	10,699
Deferred rent	37,913
Due to other governments	<u>4,418</u>
Total current liabilities	<u>394,373</u>
Commitments and contingencies (Notes 6, 8, 9 and 10)	
Net assets:	
Invested in capital assets, net of related debt	156,183
Unrestricted	<u>(43,869)</u>
Total net assets	<u>112,314</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 506,687</u>

See accompanying notes to financial statements.

**ARISE ACADEMY CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2011**

Functions	Expenses	Program Revenues Operating Grants and Contributions	Net Revenue (Expense) and Changes in Net Assets Governmental Activities
Governmental activities:			
Other instructional programs	\$ 1,229,870	\$ 1,289,435	\$ 59,565
Pupil personnel services	56,174	3,042	(53,132)
Instructional staff services	375	-	(375)
Administrative services	606,888	19,450	(587,438)
Pupil health	40,507	-	(40,507)
Business services	96,761	-	(96,761)
Operation and maintenance of plant services	539,137	31,083	(508,054)
Other support services	22,137	3,612	(18,525)
Non-instructional services	18,509	-	(18,509)
Depreciation expense	<u>53,714</u>	<u>-</u>	<u>(53,714)</u>
Total governmental activities	<u>\$ 2,664,072</u>	<u>\$ 1,346,622</u>	<u>1,317,450</u>
General revenues:			
Local educational agencies			1,029,697
All other revenue			<u>324,319</u>
Total general revenues			<u>1,354,016</u>
Change in net assets			36,566
Net assets - beginning of year			<u>75,748</u>
NET ASSETS - END OF YEAR			<u><u>\$ 112,314</u></u>

See accompanying notes to financial statements.

ARISE ACADEMY CHARTER HIGH SCHOOL
 BALANCE SHEET - GOVERNMENTAL FUNDS
 JUNE 30, 2011

		<u>General Fund</u>
<u>ASSETS</u>		
Cash		\$ 66,650
State subsidies receivable		51,290
Federal subsidies receivable		115,299
Other receivables		1,047
Due from other fund		10,000
Prepaid expenses		<u>106,218</u>
TOTAL ASSETS		\$ <u>350,504</u>
<u>LIABILITIES AND FUND BALANCE</u>		
Liabilities:		
Accounts payable and accrued expenses		\$ 180,837
Accrued salaries and benefits		160,506
Due to other governments		4,418
Deferred revenue		10,699
Deferred rent		<u>37,913</u>
Total liabilities		394,373
Fund balance:		
Unassigned		<u>(43,869)</u>
TOTAL LIABILITIES AND FUND BALANCE		\$ <u>350,504</u>

See accompanying notes to financial statements.

**ARISE ACADEMY CHARTER HIGH SCHOOL
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS TO
THE STATEMENT OF NET ASSETS
JUNE 30, 2011**

Total fund balance for governmental funds \$ (43,869)

Total net assets reported for governmental activities in the statement of net assets
is different because:

Capital assets used in governmental funds are not financial
resources and, therefore, are not reported in the funds. Those
assets consist of:

Equipment	124,982	
Furniture and fixtures	125,187	
Less: accumulated depreciation	<u>(93,986)</u>	
		<u>156,183</u>

TOTAL NET ASSETS OF GOVERNMENTAL ACTIVITIES **\$ 112,314**

ARISE ACADEMY CHARTER HIGH SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCES OF GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2011

	<u>General Fund</u>
Revenues:	
Local educational agencies	\$ 2,011,275
Other local sources	324,319
State sources	134,287
Federal sources	230,757
Total revenues	2,700,638
Expenditures:	
Instruction	1,233,085
Support services	1,365,165
Non-instructional services	18,509
Total expenditures	2,616,759
Net change in fund balance	83,879
Fund balance - beginning of year	(127,748)
FUND BALANCE - END OF YEAR	\$ (43,869)

See accompanying notes to financial statements.

**ARISE ACADEMY CHARTER HIGH SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2011**

Change in fund balances - total governmental funds \$ 83,879

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense, as follows:

Capital outlay	6,401	
Depreciation expense	<u>(53,714)</u>	
		<u>(47,313)</u>

CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES \$ 36,566

ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Background

Arise Academy Charter High School (the "School") is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997 (the "Act"), and is operating under a charter school contract through June 30, 2012, which can be renewed for an additional term. The School is located in Philadelphia, Pennsylvania. During the 2010-2011 school year, the School served children in grades 9 through 12.

The School has financial accountability and control over all activities related to the students' education. The School receives funding from local, state and federal government sources and must comply with the requirements of these funding source entities. The reporting entity of the School is based upon criteria set forth by Governmental Accounting Standards Board ("GASB") Statement 14, *The Financial Reporting Entity*. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable, and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

The accompanying financial statements present the activities of the School. The School is not a component unit of another reporting entity. The decision to include a potential component unit in the School's reporting entity is based on several criteria, including legal standing, fiscal dependency, and financial accountability.

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net assets and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balances) report on the School's general fund.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

Government-wide financial statements

The statement of net assets and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fund financial statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The School reports the following major governmental fund:

General Fund - The general fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

Method of Accounting

The School has adopted the provision of GASB Statement No. 34 ("Statement 34"), *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*. Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets and a statement of activities. It requires the classification of net assets into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

- Invested in capital assets, net of related debt - This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net asset component as the unspent proceeds.
- Restricted - This component of net assets consists of constraints placed on the use of net assets through external constraints imposed by creditors such as through debt covenants, grantors, contributions, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net assets - This component of net assets consists of net assets that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fund Balance Classification Policies and Procedures

As of July 1, 2010, the School adopted the provisions of GASB Statement No. 54, *Fund Balances*. It requires the classification of the School's fund balance into five components: nonspendable, restricted, committed, assigned, and unassigned. These classifications are defined as follows:

- Nonspendable - This category is for amounts that can not be spent because they are either (1) not in spendable form or (2) legally or contractually required to remain intact.
- Restricted - This category is the part of the fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or by enabling legislation.
- Committed - This category is the portion of the fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority.
- Assigned - This category reflects funds that the School intends to use for a specific purpose but that are not considered restricted or committed.
- Unassigned - This category represents the part of the spendable fund balance that has not been categorized as nonspendable, restricted, committed or assigned.

As of June 30, 2011, the School had a negative fund balance of \$43,869.

Budgets and Budgetary Accounting

The School adopts an annual budget on a basis consistent with GAAP for the general fund. The School is required to present the adopted and final budgeted revenues and expenditures for the general fund that were filed and accepted by the Labor, Education and Community Services Comptroller's Office. The general fund budget appears on Page 21.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash

The School's cash consists of cash on hand and demand deposits.

Prepaid Expenses

Prepaid expenses include payments to vendors for services applicable to future accounting periods, such as rental payments and insurance premiums.

ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Receivables

Receivables primarily consist of amounts due from the Pennsylvania Department of Education for state grants and subsidies. Receivables are stated at the amount management expects to collect; as of June 30, 2011, based on historical experience, no allowance has been established.

Capital Assets

Capital assets, which include leasehold improvements and furniture and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a threshold level of \$2,500 or more for capitalizing groups of assets. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are expensed as incurred. The School's capital assets are depreciated using the straight-line method over the useful lives of the assets, which are three to seven years.

Advertising Costs

All costs associated with advertising and promotions are expensed in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Uncertain Tax Positions

Effective July 1, 2009, the School implemented the new standard regarding accounting for uncertainty in income taxes. Using that guidance, tax positions initially need to be recognized in the financial statements when it is more likely than not that the positions will be sustained upon examination by taxing authorities. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure and transition.

As of June 30, 2011, the School had no uncertain tax positions that qualified for either recognition or disclosure in the financial statements. Additionally, the School had no interest and penalties related to income taxes.

The School files an income tax return in the U.S. federal jurisdiction. With few exceptions, the School is no longer subject to U.S. federal examinations by taxing authorities for years before fiscal year ended June 30, 2008.

Subsequent Events

The School has evaluated subsequent events through November 10, 2011, the date on which these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

**ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011**

NOTE 2. CASH

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School monitors custodial credit risk by periodically reviewing the Federal Deposit Insurance Corporation's ("FDIC") limits and published credit ratings of its depository bank(s). Accounts are insured by the FDIC up to \$250,000 for interest-bearing accounts. Noninterest-bearing accounts are fully insured under the FDIC's temporary transaction guarantee program.

As of June 30, 2011, the custodial risk is as follows:

Uninsured and uncollateralized	\$	-
Collateralized		-
Uninsured and collateral held by the pledging bank's trust department not in the School's name		-
Total	\$	-

Reconciliation to the financial statements:

Cash exposed to custodial risk	\$	-
Plus: insured amount		146,816
Less: outstanding checks		(80,166)
	\$	66,650

NOTE 3. RECEIVABLES

Receivables at June 30, 2011, consisted of subsidies from state and private authorities. All receivables are considered collectible due to the stable condition of the state and private programs.

A summary of receivables follows:

<u>Receivables</u>		<u>Amount</u>
Federal	\$	115,299
State		51,290
Private		1,047
	\$	167,636

NOTE 4. LOCAL EDUCATIONAL AGENCY ASSISTANCE (REVENUE)

The School receives funding from the School District of Philadelphia on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Charter schools are funded by the local public school district. For non-special education students, charter schools receive for each student enrolled no less than the budgeted total expenditure per average daily membership of the prior school year as defined by the Act. For the year ended June 30, 2011, the rate was \$8,662 per year per student, plus additional funding for special education students and transportation. The annual rate is paid monthly and is prorated if a student enters or leaves during the year. Total revenue from student enrollment was \$2,011,275 for the year ended June 30, 2011.

**ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011**

NOTE 5. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2011, was as follows:

	Balance July 1, 2010	Additions	Disposals	Balance June 30, 2011
Equipment	\$ 118,581	\$ 6,401	\$ -	\$ 124,982
Furniture and fixtures	125,187	-	-	125,187
Less: accumulated depreciation	(40,272)	(53,714)	-	(93,986)
Capital assets, net	\$ 203,496	\$ (47,313)	\$ -	\$ 156,183

Depreciation expense for the year ended June 30, 2011, was \$53,714.

NOTE 6. RELATED-PARTY TRANSACTIONS AND FACILITY LEASING ARRANGEMENTS

The School leases its facility from Girard Square A NY LP ("Girard Square") under an operating lease through August 2014. The School is also responsible for paying certain occupancy costs in addition to the minimum lease payments.

Future minimum rental payments required under this lease are as follows:

<u>Year ending June 30:</u>	
2012	\$ 454,818
2013	468,195
2014	481,572
	\$ 1,404,585

The Urban Affairs Coalition ("UAC") is a not-for-profit partnership whose primary purpose is to offer professional services to the School. In September 2009, the School entered into the lease with Girard Square, which required a security deposit in the amount of \$107,006. UAC paid the deposit on behalf of the School and plans to collect the full amount from Girard Square at the end of lease. UAC paid other expenses on behalf of the School in its first year operations. The balance due to UAC for these expenses was \$125,000 as of June 30, 2011.

NOTE 7. RETIREMENT PLAN

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing, multiple-employer defined benefit pension plan administered by the System, which provides retirement and disability benefits, legislative-mandated ad-hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing Diane J. Wert, Office of Financial Management, P.O. Box 125, Harrisburg, Pennsylvania, 17108-0125. This publication is also available on the PSERS website at www.psers.state.pa.us/publications/cafr/index.htm.

**ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011**

NOTE 7. RETIREMENT PLAN (CONTINUED)

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers and the Commonwealth.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System prior to, on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.50% (Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Subsequently, members who joined the System on or after July 1, 2011, may choose between two classes of membership, and therefore, two different base contribution rates that are subject to a limited fluctuation based on a "shared risk." Membership Class T-E members will have a base employee contribution rate of 7.5%, with shared risk contribution rate levels from 7.5% through and including 9.5%. Membership Class T-F members will have a base employee contribution rate of 10.3%, with shared risk contribution rate levels from 10.3% through and including 12.3%.

With the "shared risk" program, members benefit when investments of the fund are doing well and share some of the risk when investments under perform. Membership Class T-E or T-F contribution rates will stay within the specified range, but may increase or decrease by .5% with the specified range once every three years, starting July 1, 2015. The contribution rates for these two membership classes will never go below the base rate or above the highest percentage rate.

Contributions required of the School are based upon an actuarial valuation. For the fiscal year ended June 30, 2011, the rate of the School's contribution was 5.64% of covered payroll. The 5.64% rate is composed of a pension contribution rate of 5% for pension benefits and 0.64% for healthcare insurance premium assistance. Payroll expense for employees covered by the System for the year ended June 30, 2011, was approximately \$1,090,000. The School's contributions to the plan for the years ended June 30, 2011 and 2010, amounted to \$57,244 and \$51,541.

ARISE ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 8. OPERATING LEASES

The School leases a copier/scanner under a 36-month operating lease. Total lease expense was \$2,424 for year ended June 30, 2011.

NOTE 9. COMMITMENT

In July 2011, the School entered into a one-year agreement with an organization for various professional educational services not to exceed \$300,000. Minimum payments under the agreement are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2012	\$ <u>300,000</u>

NOTE 10. GRANT CONTINGENCIES

Grants received are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

NOTE 11. LITIGATION

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect on the financial position of the School.

REQUIRED SUPPLEMENTARY INFORMATION

**ARISE ACADEMY CHARTER HIGH SCHOOL
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2011**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Over (Under) Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues:				
Local educational agencies	\$ 2,250,324	\$ 2,250,324	\$ 2,011,275	\$ (239,049)
Other sources	100,000	100,000	324,319	224,319
State sources	124,094	124,094	134,287	10,193
Federal sources	<u>230,872</u>	<u>230,872</u>	<u>230,757</u>	<u>(115)</u>
Total revenues	<u>2,705,290</u>	<u>2,705,290</u>	<u>2,700,638</u>	<u>(4,652)</u>
Expenditures:				
Instruction	934,152	934,152	1,233,085	298,933
Support services	1,540,231	1,540,231	1,365,165	(175,066)
Non-instructional services	<u>5,000</u>	<u>5,000</u>	<u>18,509</u>	<u>13,509</u>
Total expenditures	<u>2,479,383</u>	<u>2,479,383</u>	<u>2,616,759</u>	<u>137,376</u>
Net change in fund balance	225,907	225,907	83,879	(142,028)
Fund balance - beginning of year	<u>(127,748)</u>	<u>(127,748)</u>	<u>(127,748)</u>	<u>-</u>
FUND BALANCE - END OF YEAR	<u>\$ 98,159</u>	<u>\$ 98,159</u>	<u>\$ (43,869)</u>	<u>\$ (142,028)</u>

See independent auditors' report.

ADDITIONAL INFORMATION



CITRINCOOPERMAN

Attest & Assurance | Tax Compliance & Research | Specialty & Consulting

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
Arise Academy Charter High School
Philadelphia, Pennsylvania

We have audited the governmental activities and the major fund of Arise Academy Charter High School (the "School") as of and for the year ended June 30, 2011, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 10, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, which are described in the accompanying schedule of findings and questioned costs as items 11-01 and 11-02 on pages 24 - 25.

Management's response to the findings identified in our audit is described in the response section of the accompanying schedule of findings and questioned costs. We did not audit the School's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these parties.

Citrin Cooperman + Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

November 10, 2011

ARISE ACADEMY CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2011

FINDINGS - FINANCIAL STATEMENT AUDIT

Finding 11-01:

Criteria:

Federal law requires completion of Form I-9 for all employees and a W-4 to determine the correct federal withholding. A criminal history background check and child abuse clearances are required for all employees that have direct contact with children.

Condition:

In a review of 25 employee files, five did not contain a child abuse clearance, five did not contain the proper criminal background check, two did not contain Form W-4, and one was missing Form I-9.

Effect:

Failure to obtain a criminal background check and child abuse clearances is against laws and regulations. Failure to obtain Forms W-4 and I-9 is against federal laws and regulations.

Cause:

Management oversight resulted in the lack of proper follow-up and documentation in the files.

Recommendation:

We recommend that management review all employee files to ensure that they contain proper documentation and institute procedures so that the appropriate clearances are updated as required.

Explanation of Disagreement with Audit Finding:

There is no disagreement with the audit finding.

Actions Planned in Response to Finding:

The School is reviewing all employee files and obtaining all proper documentation. The School has established procedures for establishing and maintaining employee files to include all appropriate documents including criminal background checks, child abuse clearances, W-4 and I-9 forms.

Finding 11-02:

Criteria:

The School is required to obtain proof of residency and existence for each student.

Condition:

In a review of 25 student files, eight did not contain both proof of residence and proof of existence.

Effect:

Failure to meet the requirements may result in overpayment received from the school districts.

Cause:

Management oversight resulted in the lack of proper follow-up and documentation in the files.

ARISE ACADEMY CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
JUNE 30, 2011

FINDINGS - FINANCIAL STATEMENT AUDIT (CONTINUED)

Finding 11-02 (Continued):

Recommendation:

We recommend that management review all student files to ensure that they contain proper documentation and institute procedures to obtain support for the students' status.

Explanation of Disagreement with Audit Finding:

There is no disagreement with the audit finding.

Actions Planned in Response to Finding:

The School has implemented a review of all student files and will work with the Philadelphia Department of Human Services to obtain the required residency and existence documentation.

District	First Name	Last Name	FIELD 7 (Assignment)	Location	Staff Employment	Gender	Race or Ethnicity	Full Zip	Years Experience	Active/Inactive	Years in District	Job Class	Highest Degree						
Code	Staff ID	Long	Long	FIELD 6 (Course / Title)	Code	Code	Type Code	Code	City	State	Code	Current Service Date	Experience	Birth Date	Indicator	in District	Code Long	Snapshot Date	Institution Code
168518013	1506576	CHARLES	MCGEEHAN	History 10 – 12	8845	8122	F	M	5	MEDIA PA	19063	8/1/2009	2		A	1	1379	10/22/2012	1051
168518013	1682797	AIESHA	SMITH	Special Ed Resource K – 12	9225	8122	F	F	3	PHILADELP PA	19141	2/28/2011	1		A	1	1379	10/22/2012	1051
168518013	1701609	ROSE	SKOLNICK	Deputy CEO / Special Ed Resourc	9225	8122	F	F	5	GLEN MILL PA	19342	4/9/2012	40		A	3	1379	10/22/2012	1051
168518013	1718127	DAVID	FISCHER	Math 10 – 12	6800	8122	F	M	5	PHILADELP PA	19107	9/1/2011	6		A	1	1379	10/22/2012	1051
168518013	1742495	FRANCA	MULLER	Spanish 7 – 12	4490	8122	F	F	5	PHILADELP PA	19147	8/30/2011	3		A	2	1379	10/22/2012	1051
168518013	2317257	VERNON	DAVIS	Soc Studies 10 – 12	8875	8122	F	M	3	DREXEL HIL PA	19026	7/1/2011	10		A	2	1379	10/22/2012	1051
168518013	2695091	TAMIKA	ELLIS	Special Ed Resource K – 12	9225	8122	F	F	3	PHILA PA	19150	2/7/2011	15		A	3	1379	10/22/2012	1054
168518013	3073917	LAUREN	COHAN	English 10 – 12	3200	8122	F	F	5	PHILADELP PA	19130	10/6/2011	2		A	2	1379	10/22/2012	1051
168518013	3404306	GABRIEL	KURILOFF	CEO	3200	8122	F	M	5	PHILADELP PA	19147	5/18/2011	9		A	2	1379	10/22/2012	1054
168518013	4712053	JODY	EHRlich	Secondary School Counselor	1837	8122	F	M	5	PHILADELP PA	19147	7/1/2011	10		A	2	1379	10/22/2012	1051
168518013	4981727	KRYSTYN	BELC	Supervisor / Spec Ed	9215	8122	P	F	5	PHILADELP PA	19104	8/22/2012	4		A	1	1379	10/22/2012	1051
168518013	5080405	MAGGIE	STEPHAN	Art 7 – 12	1402	8122	F	F	5	PHILADELP PA	19148	8/25/2010	2		A	1	1379	10/22/2012	1051
168518013	6460496	KAREN	AYERS	Health & Phys Ed 7 – 12	4802	8122	F	F	5	PHILADELP PA	19111	9/1/2012	20		A	2	1379	10/22/2012	1051
168518013	7329241	REGIENA	MCNEIL	Chemistry	8420	8122	F	F	3	PHILADELP PA	19150	8/22/2012	12		A	2	1379	10/22/2012	1054
168518013	8464368	JILL	BOOTH	Special Ed Resource K – 12	9225	8122	F	F	5	PHILADELP PA	19146	8/10/2010	3		A	2	1379	10/22/2012	1051
168518013	8603198	JENNY	ROCA	Literacy Staff Coach	7620	8122	F	F	5	PHILADELP PA	19147	8/22/2012	8		A	2	1379	10/22/2012	1054

YPTC Process Flow Recommendations 2.28.13

Deposits

1x per week

Tokens

Needs report submitted 1x per month.

Tokens are held by Paula in Business Office and signed out on a weekly basis.

Token requests are made with adequate advanced notice.

Petty cash

Log kept and reconciled monthly.

Cash added to petty cash on a monthly basis.

Cash needs are handled through the purchase order process with petty cash as an emergency alternative.

Board Check Signing

Create rotating schedule of Board members on call to sign checks

Create regular check signing day

Check receipts

Change website from directly payments to Principal

Payments received by the Principal are given to the Business Office on a daily basis.

All mail goes the same location

Reimbursement Policy

Educational purchases are made by the business office and not by teachers.

Teachers cannot expect reimbursement for purchases made without an approved purchase order prior to purchase.

Student Fundraising

Remove old teacher from student activities account

Purchase Order Payment Processing

Week 1

Monday	Purchase orders due to the Business Office
Tuesday	Principal reviews and approves purchase orders
Wednesday	YPTC enters purchase orders in QuickBooks
Thursday	YPTC meets with Gabe to determine what vendors to pay

Week 2

Wednesday	YPTC cuts checks
Thursday	Board member signs checks

Vendor Set-Up and Review

1 – An Arise employee or the Business Office identifies the need for a good or service.

2 – The Arise employee or Business Office prices the expense with vendors on the Arise preferred vendor list.

Arise maintains a preferred vendor list which is approved annually by the Board.

3 – The Business Office Assistant I requests a W9 from all vendors who conduct business with the organization. Once vendor files are established, the Business Office Assistant I requests a W9 from all vendors new to the organization.

Your Part-Time Controller reviews QuickBooks for existing vendors. Your Part-Time Controller compiles a list of vendors missing W9 documentation on a quarterly basis.

The Business Office Assistant I then verifies that the vendor has provided the organization with a W9.

4 – The Business Office Assistant I collects a W9 from all vendors. Payment is withheld until a vendor provides a W9.

5 – The Business Office Assistant I compile the W9 information in the vendor binder.

6 – Your Part-Time Controller updates the existing vendor or creates a new vendor in QuickBooks. The vendor information in QuickBooks includes the Address Information, the Additional Information (including the EIN number and a tick mark in the 1099 box), and if applicable, the Account Prefill tab.

Your Part-Time Controller also updates the general ledger 1099 tagging in QuickBooks to capture the accounts with 1099 vendor activity.

7 – On an annual basis, Your Part-Time Controller and the Business Office Assistant I review the vendors in QuickBooks. Old and duplicate vendors are marked as inactive in QuickBooks.

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2013

Name of School _____

Address of School _____

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	3.08
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	743,440.75
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	1,781,214.14
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	18,714.19
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	29,979.24
	7330	Health Services (Medical, Dental, Nurse, Act 25)	2,720.80
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	222,879.98
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	80,921.41
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	
	8520		Vocational Education	132,164.28
	8530		Child Nutrition Program	
	8540		Nutrition Education and Training	
	8560		Federal Block Grants	
	8570		Unassigned	
	8580		Child Care and Development Block Grants	
	8590		Unassigned	
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610		Homeless Assistance Act	
	8620		Adult Basic Education	
	8640		Headstart	
	8650		Unassigned	
	8660		Workforce Investment Act (WIA)	
	8670		Unassigned	
	8680		Unassigned	
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	
9000			OTHER FINANCING SOURCES	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			3,012,037.87

Arise Academy Charter High School

Process Flow Presentation to Staff 3.20.13

Cash In:

All deposits are to be directed to the Business Department. If you do receive a deposit please bring it immediately to the Business Office for processing.

Cash Out:

Approval for all purchases is required before actual purchase via a purchase order. Blank purchase orders are available in the Business Office. Arise staff should not expect reimbursement for purchases made outside of the purchase order process.

All purchase orders must be filled-out on the front and back and support for the requested expense must be attached to the form. Support can be notes of a phone conversation with a quote from a vendor or the online snapshot of a shopping cart (without the actual check-out).

Purchase orders are due to the Business Office by 4PM every Monday. The Principal will review all purchase orders on Tuesdays and return the approved forms to the Business Office for ordering. The ordering of supplies and classroom resources is done centrally by the Business Office. Arise staff members should not be entering into sales/contracts or receiving vendor invoices without direct involvement by the Business Office. If the actual price of the items is \$15 more than the approved purchase order amount, then the request will require a second review and approval from the Principal.

All goods are received by the Business Office. The packing slip is matched to the purchase order before the goods are released to the Arise staff. Please allow 1-2 weeks for the order and shipping of goods.

See the Purchase Order Form.

Petty Cash:

Petty cash will be maintained by the Business Office. Petty cash is for emergencies and specific instances when cash is required. Petty cash will not be distributed in instances that the purchase order system can be used. Arise staff must fill out a purchase order for all petty cash requests. The staff member will sign out petty cash and is required to return with all receipts and any change from the purchase. Failure to return receipts and change will result in Arise staff repayment to the School for the unaccounted cash.

There is a separate petty cash fund for student emergencies set-up by an Arise donor. Request for this cash is to be made by the counseling department.

Tokens and Other Monthly Cash Needs:

A rough count of tokens and petty cash needs of specific programs is due to the Business Office by the 5th of every month via a purchase order. Arise management will purchase the needed tokens or withdrawal the needed cash and store these in the Business Office. On a weekly basis, the Arise staff will sign out the necessary number of tokens or the previously approved cash amount.

Student Fundraising:

Arise staff can present fundraising projects to the Principal for approval. Fundraising projects are defined as all projects in which cash is collected on behalf of the School by teachers or students. The Principal will assign the Arise staff member who is fiscally responsible for the project and determine the amount of seed money Arise will provide for the project. All projects are expected to eventually generate some cash to cover the operating expenses.

The students will turn-in the cash to the assigned Arise staff member. All cash collected by the staff member will be turned-in to the Business Office on a daily basis. A receipt will be issued by the Business Office to document the cash chain of custody. The cash will be deposited into the Arise student activities bank account. The fiscally responsible teacher will use a purchase order to request supplies or any other use of the project funds.

See student fundraising request form.

Payroll

- 1 – The Business Office Assistant I collects employee time for the pay run.
 - a. The Business Office reviews the sign in sheets for all Arise employees. The hourly employees are noted by week.
 - b. The Business Office keeps an exception timesheet and records sick and vacation time taken.
 - c. Arise employees billable to the IDEA grant keep an additional timesheet to remain in compliance with the grant.

- 2 – The Principal reviews and approves the daily sign in logs.

- 3 – The Business Office compiles a summary excel document of the sign in sheets. The summary sheet is reviewed and approved by the Principal, then given to Your Part-Time Controller.

- 4 – Your Part-Time Controller logs into the PayUSA website and enters the payroll.

- 5 – PayUSA emails the payroll register upon processing on the same day. Your Part-Time Controller reviews the payroll register and identifies the cash need. Your Part-Time Controller emails the Principal the cash need and requests authorization to transfer the funds.

- 6 – Your Part-Time Controller enters the payroll in QuickBooks.

sell products and turn in the cash to the Arise staff member. When the cash is turned-in a receipt is completed in which the amount and goods are clearly stated, and the student and Business Office both initial the cash amount.

4 – The cash and receipts are turned into the Business Office on a daily basis. The Business Office Assistant I counts the cash and totals the receipts in the presence of the Arise staff member.

5 - The Arise staff member then initials the bottom of the receipt to show the amounts agree. If the amounts do not agree, the difference is investigated by the Business Office and the Arise staff member is prohibited from handling cash.

6 – The Business Office fills out s deposit form and locks the cash in the safe.

7 – The cash is deposited into the student activities bank account a minimum of once per week.

8 – The deposit slip is given to Your Part-Time Controller for entry in QuickBooks.

Payment Requests

1 – The Business Office Assistant I receives the mail for the building. She opens all mail and sorts by:

- A – Bills and invoices
- B – Purchase order requests
- C – Checks and payments

4 – The Business Office Assistant II fills-out purchase orders for the operations and recurring bills received by the Business Office.

3 – Arise employees make cash disbursement requests via a Purchase Order. **Purchase Orders are to be approved prior to the actual purchase.**

Support for the requested expense is attached to the request form. Support can be notes of a phone conversation with a quote from a vendor or the online snapshot of a shopping cart (without the actual check-out).

Purchase order requests are submitted to the Business Office.

4 – The Principal reviews and approves the request form with a signature. **Approval is only made to fully filled-out Purchase Orders.**

5 - The form is then given to the Business Office for ordering.

6 – The Business Office Assistant I makes the purchase and collects a receipt of the purchase.

- a. If the purchase is within \$15 of the approved request form, then payment is processed by the Business Office.
- b. If the purchase will exceed the approved request form by greater than \$15, then the employee must update the Purchase Order form and initial the changes and resubmit the purchase order for approval from the Principal prior to purchase.

7 – The Business Office Assistant II receives the good or service and opens all packages. She checks the product for defects and variances from what was ordered. The Business Office Assistant II initials and dates the bill of lading to show review of the goods.

8 – The Business Office Assistant II matches the purchase order, receipt, and the bill of lading.

9 – The Purchase Order and documentation is given to Your Part-Time Controller for entry to QuickBooks.

10 – Your Part-Time Controller meets with the Principal to determine what vendors to pay.

11 - Your Part-Time Controller then cuts a check to the vendor. The check stock is kept in the locked accounting filing cabinet. The support is attached to the check for review by the check signers.

12 – The Business Office Assistant I collects the signatures on the checks. The Principal reviews and signs all checks. A second signature by a Board member is required for all checks.

13 – The Business Office Assistant I stuffs the envelopes and mails the checks to the vendors and Business Office Assistant II files the purchase request form, invoice/bill, bill of lading, and QuickBooks check support.

Cash Receipts

1 – The Business Office Assistant I receives the mail for the building. She opens all mail and sorts by:

- A – Bills and invoices
- B – Purchase order requests
- C – Checks and payments

2 – The Business Office Assistant II logs the checks received in a spreadsheet and makes photocopies. The checks are stamped “for deposit only” and the award letters are stamped with the date received. Checks and cash are stored in the safe until the deposit is made.

3 – The Business Office Assistant I prepared the deposit slip. Business Office Assistant II notes the deposit batches on the payment log.

4 – The checks are presented to the Principal. The Principal initials the batches on the payment log for approval to deposit.

5 – The Business Office Assistant I makes the deposit. Deposits are made at a minimum on once per week and more frequently if a large payment (over \$5,000) is received.

4 – The deposit slip is attached to the document support and placed in the folder for Your-Part Time Controller review. Your Part-Time Controller reviews the deposit slip and support, enters the deposit in QuickBooks, and files the support.

Cash Receipts

1 – The Business Office Assistant I receives the mail for the building. She opens all mail and sorts by:

- A – Bills and invoices
- B – Purchase order requests
- C – Checks and payments

2 – The Business Office Assistant II logs the checks received in a spreadsheet and makes photocopies. The checks are stamped “for deposit only” and the award letters are stamped with the date received. Checks and cash are stored in the safe until the deposit is made.

3 – The Business Office Assistant I prepared the deposit slip. Business Office Assistant II notes the deposit batches on the payment log.

4 – The checks are presented to the Principal. The Principal initials the batches on the payment log for approval to deposit.

5 – The Business Office Assistant I makes the deposit. Deposits are made at a minimum on once per week and more frequently if a large payment (over \$5,000) is received.

4 – The deposit slip is attached to the document support and placed in the folder for Your-Part Time Controller review. Your Part-Time Controller reviews the deposit slip and support, enters the deposit in QuickBooks, and files the support.

Wire Transfer

1 – Wire transfers are done online between Beneficial Bank accounts. The only recurring wire transfer is from the general account to the payroll account on a biweekly.

Cash needs are identified by Your Part-Time Controller and communicated to the Principal.

2 – Your Part-Time Controller identifies the payroll cash need from the payroll report and emails the Principal with the exact amount needed. All cash transfer requests are communicated and approved via email.

3 – The Principal authorizes the cash transfer via email. Upon approval, Your Part-Time Controller makes the cash transfer.

Payment Requests

1 – The Business Office Assistant I receives the mail for the building. She opens all mail and sorts by:

- A – Bills and invoices
- B – Purchase order requests
- C – Checks and payments

4 – The Business Office Assistant II fills-out purchase orders for the operations and recurring bills received by the Business Office.

3 – Arise employees make cash disbursement requests via a Purchase Order. **Purchase Orders are to be approved prior to the actual purchase.**

Support for the requested expense is attached to the request form. Support can be notes of a phone conversation with a quote from a vendor or the online snapshot of a shopping cart (without the actual check-out).

Purchase order requests are submitted to the Business Office.

4 – The Principal reviews and approves the request form with a signature. **Approval is only made to fully filled-out Purchase Orders.**

5 - The form is then given to the Business Office for ordering.

6 – The Business Office Assistant I makes the purchase and collects a receipt of the purchase.

- a. If the purchase is within \$15 of the approved request form, then payment is processed by the Business Office.
- b. If the purchase will exceed the approved request form by greater than \$15, then the employee must update the Purchase Order form and initial the changes and resubmit the purchase order for approval from the Principal prior to purchase.

7 – The Business Office Assistant II receives the good or service and opens all packages. She checks the product for defects and variances from what was ordered. The Business Office Assistant II initials and dates the bill of lading to show review of the goods.

8 – The Business Office Assistant II matches the purchase order, receipt, and the bill of lading.

9 – The Purchase Order and documentation is given to Your Part-Time Controller for entry to QuickBooks.

10 – Your Part-Time Controller meets with the Principal to determine what vendors to pay.

11 - Your Part-Time Controller then cuts a check to the vendor. The check stock is kept in the locked accounting filing cabinet. The support is attached to the check for review by the check signers.

12 – The Business Office Assistant I collects the signatures on the checks. The Principal reviews and signs all checks. A second signature by a Board member is required for all checks.

13 – The Business Office Assistant I stuffs the envelopes and mails the checks to the vendors and Business Office Assistant II files the purchase request form, invoice/bill, bill of lading, and QuickBooks check support.

Vendor Set-Up and Review

1 – An Arise employee or the Business Office identifies the need for a good or service.

2 – The Arise employee or Business Office prices the expense with vendors on the Arise preferred vendor list.

Arise maintains a preferred vendor list which is approved annually by the Board.

3 – The Business Office Assistant I requests a W9 from all vendors who conduct business with the organization. Once vendor files are established, the Business Office Assistant I requests a W9 from all vendors new to the organization.

Your Part-Time Controller reviews QuickBooks for existing vendors. Your Part-Time Controller compiles a list of vendors missing W9 documentation on a quarterly basis.

The Business Office Assistant I then verifies that the vendor has provided the organization with a W9.

4 – The Business Office Assistant I collects a W9 from all vendors. Payment is withheld until a vendor provides a W9.

5 – The Business Office Assistant I compile the W9 information in the vendor binder.

6 – Your Part-Time Controller updates the existing vendor or creates a new vendor in QuickBooks. The vendor information in QuickBooks includes the Address Information, the Additional Information (including the EIN number and a tick mark in the 1099 box), and if applicable, the Account Prefill tab.

Your Part-Time Controller also updates the general ledger 1099 tagging in QuickBooks to capture the accounts with 1099 vendor activity.

7 – On an annual basis, Your Part-Time Controller and the Business Office Assistant I review the vendors in QuickBooks. Old and duplicate vendors are marked as inactive in QuickBooks.

Payroll

- 1 – The Business Office Assistant I collects employee time for the pay run.
 - a. The Business Office reviews the sign in sheets for all Arise employees. The hourly employees are noted by week.
 - b. The Business Office keeps an exception timesheet and records sick and vacation time taken.
 - c. Arise employees billable to the IDEA grant keep an additional timesheet to remain in compliance with the grant.

- 2 – The Principal reviews and approves the daily sign in logs.

- 3 – The Business Office compiles a summary excel document of the sign in sheets. The summary sheet is reviewed and approved by the Principal, then given to Your Part-Time Controller.

- 4 – Your Part-Time Controller logs into the PayUSA website and enters the payroll.

- 5 – PayUSA emails the payroll register upon processing on the same day. Your Part-Time Controller reviews the payroll register and identifies the cash need. Your Part-Time Controller emails the Principal the cash need and requests authorization to transfer the funds.

- 6 – Your Part-Time Controller enters the payroll in QuickBooks.

Bank Reconciliations

- 1 – The Business Office sorts the mail and gives the bank statements to the Principal.
- 2 – The Principal scans the bank statement activity and initials and dates the document. The Principal then gives the bank statement to Your Part-Time Controller.
- 3 – Your Part-Time Controller books the investment activity in QuickBooks then performs the bank reconciliations for all account in QuickBooks. Your Part-Time Controller prints the bank reconciliations, initials and dates the document, and files with the bank statement.
- 4 – The Board Treasurer reviews the bank reconciliations on a monthly basis and approves with initials and the date.

Conflict of Interest

1 - All employees and Board members self-disclose any conflicts of interest on an annual basis.

Management reviews existing and new contracts with employees and an annual basis. Employees then self-disclose any conflicts of interest to the Principal. The Principal discloses any conflicts to the Board.

Management presents existing and new contracts to the Board on an annual basis. Board members then self-disclose any conflicts of interest to the Executive Director.

2 – Disclosures are reviewed by the Executive Director and YPTC. The self-disclosures are filed by the Business Manager.

Student Fundraising

1 – Student fundraising ideas are submitted as on the Student Fundraising Request Form to the Principal. The Principal approves the proposal prior to commencement of the fundraiser.

2 – Principal assigns an Arise staff member to manage the fundraising effort.

3 – Arise staff member submits supplies request according to the payment request policy

3 – The students sell products and turn in the cash to the Arise staff member. When the cash is turned-in a receipt is completed in which the amount and goods are clearly stated, and the student and Arise staff member Business Office both initial the cash amount.

4 – The cash and receipts are turned into the Business Office on a daily basis. The Business Office Assistant I counts the cash and totals the receipts in the presence of the Arise staff member.

5 - The Arise staff member then initials the bottom of the receipt to show the amounts agree. If the amounts do not agree, the difference is investigated by the Business Office and the Arise staff member is prohibited from handling cash.

6 – The Business Office fills out the deposit form and locks the cash in the safe.

7 – The cash is deposited into the student activities bank account a minimum of once per week.

8 – The deposit slip is given to Your Part-Time Controller for entry in QuickBooks.

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: ARISE Academy CHS

Chief Executive Officer: Mr. Al Bichner

Special Education Director/Coordinator: Rose Skolnick

BSE Special Education Adviser: Walter Howard

Date of Report: February 09, 2012

Date Final Report Sent to LEA: February 14, 2011

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: March 08, 2011

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
	N					1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP	The LEA will develop a written policy and procedure which meets the requirements of 34 CFR 300.5, 300.6, 300.105, and 300.24. The LEA will submit a copy of the same to the PDE adviser as verification of corrective action.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
	N					1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly	The LEA will develop a written policy and procedure which meets the requirements of 34 CFR 300.113 The LEA will submit a copy of the same to the PDE adviser as verification of corrective action.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.	The LEA will develop a comprehensive written policy (which meets the requirements of 34 CFR 300.111) on how it will locate, identify and evaluate children suspected of having disabilities. This policy will include screening activities and a checklist or other evaluation tool to be used by teachers for pre-screening. The PDE advisor will provide the LEA with a sample policy to use as a guide in developing the LEA's local policy. Teachers will be trained on the policy. A copy of the final policy will be submitted to PDE advisor as verification of corrective action.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The LEA will develop a comprehensive written policy on how it will ensure confidentiality of student records in accordance with IDEA and FERPA, and it conforms with the requirements of 34 CFR 300.610. PDE advisor or PaTTAN may provide an example for the LEA to use as a guide in developing its own policy. Staff will be trained on the policy. A copy of the final policy along with documentation of staff training will be submitted to PDE advisor as verification of corrective action.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
	N					15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	The LEA in conjunction with its consulting group and/or PaTTAN will develop and deliver a series of parent trainings to address Special Education as required by 34 CFR 300.34. The trainings will address a variety of special education topics (see topic areas as outlined in the FSA under LEA Procedure, and ER's IEP's , Goals and progress reporting, etc.). Intense emphasis will be placed on information related to transition activities and LRE. The LEA will maintain an agendas and sign in sheets as verification of trainings offered. The PDE adviser will review the same as verification.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
						INTERVIEW RESULTS (Parent)			
					2 0 0 0 2 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 0 0 1 2 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.	The LEA will obtain a copy of the written procedure (IU 26 procedure) on the recruitment, selection and training of Surrogate Parents. The LEA will revise this procedure as necessary to meet the needs of the students served by the LEA. The LEA will appoint a coordinator for students in need of Surrogate Patents, (when the need arises) The LEA will provide the PDE adviser with a copy of the procedure as verification of this corrective action.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
	N					19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.	The LEA in conjunction with its consulting group and/or PaTTAN will develop and deliver a series of personnel trainings to address Special Education as required by 34 CFR 300.34. The trainings will address a variety of special education topics (see topic areas as outlined in the FSA under LEA Procedure, and ER's IEP's, Goals and progress reporting, RTII, 20 Performance Indicators etc..). Strong emphasis will be placed on information related to transition activities and LRE. The LEA will maintain an agendas and sign in sheets as verification of trainings offered. The PDE Adviser will review the same as verification.	02/14/2012 LEA PATTAN Phila IU	01/18/2012
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
1	0	9				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	9	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
	N					20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.	The LEA will contact the PaTTAN-KOP Interagency Coordinator and develop written procedure/resources for Intensive Interagency for students in need of services. The LEA will maintain a current policy/package/database/matrix of how services will be accessed when students are in need and will identify the LEA contact person responsible for interagency coordination. Policy will be submitted to PDE adviser as verification of the same.	02/14/2012 LEA PATTAN - Interagency Coordinator Phila IU	01/18/2012
	N					21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation	LEA will develop a written policy and procedure which addresses all the requirements of 34 CFR 300.305(e)(3). A copy of the policy/procedure will be provided to the PDE adviser as verification of this corrective action.	02/14/2012 LEA	01/18/2012
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	03/16/2011 LEA	03/14/2011
						CLASSROOM OBSERVATIONS			
3	0	2		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
5	0	0		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	6		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
6	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
6	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
2	0	4		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
6	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					2 1 0 1 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 1 0 0 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	1				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
5	0	5				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
8	2	0				GE 80. Is the student making progress within the general education curriculum?			
9	1	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Stimulated to do good work. Enjoys oral presentation. Socially Self-esteem, better behavior. Socially Confidence building. Stays in regular class. But student would benefit more if participating in a resource room. Social skills. Doesn't want to be labeled. Confidence level up.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class? Child needs to be in class. Very poor attendance. Need more short term goal & progress monitoring.			
8	2	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	2	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	8				GE 85b. If no, what training or support would assist you? More clarification in monitoring IEP goals. Individual progress monitoring. Need training to work with these students.			
9	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
9	0	1				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
0	8	2				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	10				SE 95c. If yes, what reasons were discussed for recommending removal?			
0	0	10				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	1				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
0	9	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The Charter School will submit an improvement plan to improve graduation rates. A copy of the improvement plan will be submitted to the PDE adviser by June 30, 2011 as verification of the same.	02/14/2012 LEA	06/30/2011
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The Charter School will submit an improvement plan to improve dropout rates. A copy of the improvement plan will be submitted to the PDE adviser by June 30, 2011 as verification of the same.	02/14/2012 LEA	06/30/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	1	9			100%	FR 153. PTE-Consent Form is present in the student file	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
9	0	1				FR 194. PTRE-Consent Form is present in the student file			
9	0	1				FR 195. Demographic data			
9	0	1				FR 196. Reason for reevaluation			
9	0	1				FR 197. Types of assessment tools, tests and procedures to be used			
9	0	1				FR 198. Contact person's name and contact information			
6	2	2			25%	FR 199. Parent has selected a consent option	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reeevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
7	2	1			22%	FR 207. RR is present in the student file	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
7	0	3				FR 208. Reevaluation was completed within timelines			
3	4	3			57%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
7	0	3				FR 210. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
4	0	6				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
5	2	3			29%	FR 215. Current classroom based assessments and local and/or state assessments	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
5	0	5				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
5	1	4			17%	FR 217. Teacher recommendations	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
4	0	6				FR 218. Lack of appropriate instruction in reading			
4	0	6				FR 219. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 220. Limited English proficiency			
6	0	4				FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			
6	0	4				FR 223. Determination whether the child has a disability and requires special education			
6	0	4				FR 224. Disability category(ies)			
6	0	4				FR 225. Summary of findings includes student's educational strengths and needs			
6	0	4				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	0	4				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228. Interpretation of additional data			
5	0	5				FR 229. Documentation that the student does not achieve adequately for age, etc.			
5	0	5				FR 230. Indication of process(es) used to determine eligibility			
4	1	5			20%	FR 231. Instructional strategies used and student-centered data collected	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	2	5			40%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
5	0	5				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
5	0	5				FR 238. Statement for all 6 items			
6	1	3			14%	FR 239. Documentation of Evaluation Team Participants	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	4			17%	FR 240. Documentation that team members Agree/Disagree	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	1	1	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
2	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
1	0	2	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	4	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	1	2	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	3	1			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	3	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
2	3	5				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 241. Invitation is present in the student file	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
3	6	1			67%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	3	7			100%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
4	6	0			60%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 257. IEP is present in the student file	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
6	2	2			25%	FR 258. IEP was completed within timelines	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 259. Demographic data			
9	0	1				FR 260. IEP implementation date			
9	0	1				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 263. Parents	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
5	4	1			44%	FR 264. Student	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
6	2	2			25%	FR 265. General Education Teacher	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 266. Special Education Teacher	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
8	1	1			11%	FR 267. Local Education Agency Representative	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
1	0	9				FR 269. CTE Representative was in attendance if student was attending CTE			
1	0	9				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
4	0	6				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
9	0	1				FR 281. Student's present levels of academic achievement			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 282. Student's present levels of functional performance	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
5	3	2			38%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
2	1	7			33%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
5	4	1			44%	FR 286. Strengths	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
6	3	1			33%	FR 287. Academic, developmental, and functional needs related to student's disability	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
4	6	0			60%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
6	4	0			40%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
6	4	0			40%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	7	1			78%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
6	4	0			40%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
4	6	0			60%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	6	0			60%	FR 292c. Annual goals are related to the student's transition services	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
6	1	3			14%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinato	01/18/2012
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinato	01/18/2012
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
5	1	4			17%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinato	01/18/2012
0	0	10				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 302. Measurable Annual Goals	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinato	01/18/2012
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
9	0	1				FR 304. Description of when periodic reports on progress will be provided to parents			
9	0	1				FR 305. Documentation of progress reporting on Annual Goals			
3	1	6			25%	FR 306. Short Term Objectives	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinato	01/18/2012
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 307. Program Modifications and Specially-Designed Instruction	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
4	0	6				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
6	0	4				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
0	0	10				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
7	0	3				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
8	0	2				FR 316. A conclusion regarding student eligibility for ESY			
0	8	2			100%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
0	0	10				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
0	0	10				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
5	2	3			29%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	4			33%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
9	0	1				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
7	2	1			22%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
8	1	1			11%	FR 327. Completed Section A or Section B	The LEA will review the PATTAN annotated formats and seek consultation (PATTAN, Phila IU, Consultant, Spec Ed Coordinator, etc) and training/assistance in the proper completion of this section related to form and substance. The LEA will submit 3 copies of newly identified students or recently reevaluated students: PTE, Evals. Invite Letters, IEP's and NOREP's to PATTAN for Consultation/feedback. At a later date, the BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
1	2	1	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
1	1	2	0			P 29. Did you participate in developing the current IEP for your child?			
1	0	2	1			P 30. Was the meeting held at a time and location that was convenient for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
1	1	2	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
1	2	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	2	0			P 32b. If no, what training or support would assist you? No training provided. I don't know.			
2	0	2	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
2	0	1	1			P 35. Was the current IEP developed at the IEP meeting?			
1	0	1	2			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
1	0	1	2			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	2	2			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	2	2			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		1	0		1 2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? a. transportation issues g. other Wasn't invited. No IEP meeting scheduled.			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	4	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	8				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
9	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
1	0	1	2			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
0	0	2	2			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
8	1	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	0	1				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
9	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	1				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
4	0	6				SE 104. If appropriate, are the student's annual goals based on functional performance?			
3	0	7				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
5	5	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Influence of positive role models. Interaction with other pupils. Exposure to positive role models. Not labeled as special ed. Interact with other pupils. Social interaction. Social interactions. Social interaction. Stays with peers. Exposure to positive role models. Not labeled special ed. Interactions with other pupils. Role models. Role models. Role models.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	1	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
3	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					2 0 0 1 0 1	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 1 0 0 0 1	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
2	0	1	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
6	1	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
0	0	10				GE 79a. In the most recent IEP meeting for this student, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
0	0	10				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	10				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	10				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	1	4				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	1				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
9	0	1				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
9	0	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	1				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	0	1	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	1	1			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
0	2	2	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
1	0	2	1			P 45. Did you agree with the IEP team’s conclusion about your child’s eligibility for ESY services?			
0	0	3	1			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
0	0	3	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
3	0	7				SE 121. Was the consideration of ESY eligibility discussed during this student’s current IEP meeting?			
0	0	10				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if child is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if child is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with their same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	1	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
0	2	1	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
1	1	1	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	3	0			P 50c. If yes, what reasons were discussed for recommending removal? Better for student.			
0	0	3	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Agreement of everyone.			
2	0	1	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	2	0	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways? Social growth.			
0	0	2	0			P 50h. If no, what does your child need that he/she is not receiving in the class? I don't know. One on one reading & writing.			
					2 0 0 0 1 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	1				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
9	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
9	0	1				FR 328. NOREP/PWN is present in the student file			
9	0	1				FR 329. Demographic data			
9	0	1				FR 330. Type of action taken			
9	0	1				FR 331. A description of the action proposed or refused by the LEA			
8	1	1			11%	FR 332. An explanation of why the LEA proposed or refused to take the action	The LEA will revise the NOREP's to reflect the current program, placement, and services provided to the student. The LEA will (within 10 days of admission) review and update the NOREP's for students transferring to the LEA when such services materially differ from what the student previously received. The BSE Advisor will select a random sample of student records (NOREP's of new, revised and transfer students) to verify corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will revise the NOREP's to reflect the current program, placement, and services provided to the student. The LEA will (within 10 days of admission) review and update the NOREP's for students transferring to the LEA when such services materially differ from what the student previously received. The BSE Advisor will select a random sample of student records (NOREP's of new, revised and transfer students) to verify corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
5	1	4			17%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will revise the NOREP's to reflect the current program, placement, and services provided to the student. The LEA will (within 10 days of admission) review and update the NOREP's for students transferring to the LEA when such services materially differ from what the student previously received. The BSE Advisor will select a random sample of student records (NOREP's of new, revised and transfer students) to verify corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 336. Educational placement recommended (including amount and type)			
6	3	1			33%	FR 337. Signature of school district superintendent or charter school CEO or designee	The LEA will revise the NOREP's to reflect the current program, placement, and services provided to the student. The LEA will (within 10 days of admission) review and update the NOREP's for students transferring to the LEA when such services materially differ from what the student previously received. The BSE Advisor will select a random sample of student records (NOREP's of new, revised and transfer students) to verify corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will revise the NOREP's to reflect the current program, placement, and services provided to the student. The LEA will (within 10 days of admission) review and update the NOREP's for students transferring to the LEA when such services materially differ from what the student previously received. The BSE Advisor will select a random sample of student records (NOREP's of new, revised and transfer students) to verify corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
5	4	1			44%	FR 339. Parent has selected a consent option	The LEA will revise the NOREP's to reflect the current program, placement, and services provided to the student. The LEA will (within 10 days of admission) review and update the NOREP's for students transferring to the LEA when such services materially differ from what the student previously received. The BSE Advisor will select a random sample of student records (NOREP's of new, revised and transfer students) to verify corrective action.	02/14/2012 LEA PATTAN for Consultation Phila IU Consultant Special Ed Coordinator	01/18/2012
9	0	1				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
INTERVIEW RESULTS (Parent)									
0	0	4	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					3 0 0 0 0 1	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
Topical Area 7: Additional Interview Responses									
INTERVIEW RESULTS (Parent & Special Education Teacher)									
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 0 0 1 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	1		1 1 1 2	P 66. Tell me anything you really like about your child's special education program. d. staff's knowledge, training i. support services k. staff's understanding and attitude n. other Communication with parents. Help student gets.			
		0	0		1 4	P 67. Tell me anything you would like to change about the program. l. more inclusion n. other Do not label pupils as special ed. Nothing Nothing More support services.			
		1	0		1 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Good school.Increases self-esteem & morale. Increases independence.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0		8	S 126. What kind of support are you currently receiving? a. Learning Support			
8	0	0	0			S 127. Is this support enough to help you be successful in your school program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
					1 3 1 0 3	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
					0 8 0 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
4	4	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
3	0		4			S 138. Were you invited to participate in the last IEP meeting? Other Not scheduled yet.			
2	1		4			S 139. Did you participate in the last IEP meeting? Other Not scheduled yet.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0		0			S 140. Do you have a post secondary transition program? Other			
7	0		1			S 141. Do you have an employment transition program? Other			
7	0		1			S 142. Do you have a community living transition program? Other			
5	1		2			S 143. Did you assist in the development of the transition program? Other			
5	0		3			S 144. Is that transition plan being followed? Other			
7	1		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		2 3 3	S 146. Which of the following agencies participate in your IEP development? c. Office of Children & Youth Agency e. None f. Other Agencies DIFS Community Council Valley Youth House.			
0	0		5			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
3	5	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 15A Parent Survey Results	The LEA must design, develop and document parent training opportunities. LEAs must maintain a copy of agendas and sign in sheets. The Adviser will review the same as verification of corrective action.	02/14/2012 LEA	01/18/2012
						FSA 19A Teacher Survey Results	LEA must provide personnel training opportunities on the key areas related to special education (Evals, IEPs, Progress Reports, Transition etc.). LEA must maintain agendas and sign in sheets. The Adviser will review the same as verification of corrective action.	02/14/2012 LEA	01/18/2012
						FSA-6 Graduation Rates and FSA-7 Drop Out Rates	The LEA Developed a plan to address reducing student dropout rates. The Plan of actions include: (1) Peer Mentoring/Tutoring,(2)Establishing stronger relationships and communication with the Court and Children and Youth Services Department (3)Profession Development specifically in the area of improving Dropout prevention and graduation rates in the area (4) Increasing knowledge and usage of the Surrogate Parent system and services (5)Adding at least a .5 or 1.0 FTE to the current special education complement. The PDE adviser will review the graduation and dropout data and compare it to the state averages as verification of this corrective action.	09/30/2012 LEA Consultant PATTAN-KOP Inter Agencies (courts. children and youth, etc)	
						Student File Review Items - Continuous Improvement	The LEA will continue to demonstrate continuous improvement for following Student File Review Items: 199,200,209,245,246,247,250,257,258,263,264,265,266,267,273,283,284,285,286,287,289,290,291,292,292a,292b,292c,302,306,307,317,320,321,332,333,335,337,338,339. As verification of this corrective action, the PDE Adviser will select a random sample of (10) student records in order to verify continuous improvement for the above items.	12/31/2013 LEA PATTAN-KOP LEA Consultants Phila SD - CS Office	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						The LEA will Revise it's current policies related to special education programs and services.	The LEA will update it's existing policies and procedures to reflect the recent changes/additions to its special education program. The Policies to be updated are: 1,1a, 3,4,18,20, and 21. The LEA will submit to the PDE Adviser a copy of the updated polices as verification of this corrective action.	12/31/2013 LEA LEA Consultants	
						LEA will Continue to provide Personnel and Parent Training opportunities.	LEA must continue to provide personnel and parent (or agency representatives on behalf of student) training opportunities on the key areas related to special education (Evals, IEPs, Progress Reports, Transition etc.). LEA must maintain agendas and sign in sheets. The Adviser will review the same as verification of corrective action.	12/31/2013 LEA LEA Consultant PATTAN-KOP Phila SD CS office	

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333**

**Division of Federal Program
Consolidated Program Review**

2010-2011 School Year

ARISE Academy CHS

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Al Bichner CEO	215-563-1656	<input checked="" type="checkbox"/>
Business Manager:	Steve Gilmartin	856-962-0766	<input type="checkbox"/>
Title I Coordinator:	Julie Stapleton Carroll	856.533.1600	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	_____	_____	<input type="checkbox"/>
Title III Coordinator:	_____	_____	<input type="checkbox"/>
Fiscal Requirements Coordinator:	Laura DiLella	856-962-0766	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	_____	_____	<input type="checkbox"/>
Title VI-B REAP Coordinator:	_____	_____	<input type="checkbox"/>

Program(s) Reviewed:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I | <input checked="" type="checkbox"/> Fiscal Requirements | <input type="checkbox"/> Title VI-B REAP |
| <input checked="" type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review | |
| <input type="checkbox"/> Title III | | |

Program Reviewer/s: Tom Winters

Visit Date: 4/12/2011

Title I Program Review

- I. Highly Qualified
- II. Parent Involvement
- III. LEA Improvement
- IV. School Improvement
- V. School Choice
- VI. Supplemental Educational Services (SES)
- VII. Schoolwide Programs
- VIII. Targeted Assistance
- IX. Nonpublic Schools
- X. Comparability

I. Highly Qualified

Component I: Highly Qualified

The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.

Sec. 1111 (h)(6)(A)

Sec. 1119 (a)(1-2) (c)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1a. All core content area teachers employed by the LEA are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input checked="" type="checkbox"/> Number of teachers working toward becoming highly qualified		We have worked diligently to ensure the acquisition of highly qualified teachers. this includes the recruitment of 4 Teach for America instructors.	
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input type="checkbox"/> LEA Plan			
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications. <input checked="" type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input checked="" type="checkbox"/> AA Degree and/or local assessment		Ms. Gloria Jordan will work towards the acquisition of an associate's degree	

3. Parents are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of parent/guardian notification		All students are under the care of DHS.	
4. Parents are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		All students are under the care of DHS.	

II. Parent Involvement

Component II: Parent Involvement							
The LEA and schools meet parental involvement requirements.							
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input type="checkbox"/> Website posting.		Parent involvement is challenging at Arise as all students are under the care of DHS.	
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Arise is a single LEA	
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		*See 6 Parent Involvement Plan requirements below	Arise students are under the care of DHS.	
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		Arise students are under the care of DHS.	

b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.		Arise students are under the care of DHS.	
c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		Arise students are under the care of DHS.	
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		Arise students are under the care of DHS.	
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		Arise students are under the care of DHS. There are also no students currently enrolled that classify as LEP, disabled or migrant.	
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		Arise students are under the care of DHS. There are also no students currently enrolled that classify as LEP, disabled or migrant.	

4. School parent involvement policies have been distributed to parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input type="checkbox"/> documentation shared or distributed	A Back-to-School Night and Report card conferences have been held for caregivers.
5. LEA has required schools to develop a written school-parent compact.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> school-home compact <input type="checkbox"/> Staff/Parent meeting agenda, memoranda.	Arise students are under the care of DHS.
6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input type="checkbox"/> Agendas & attendance sheets of parent training.	Arise students are under the care of DHS. However, at the back to school night, title 1 programs were discussed with the caregivers present.
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.	The school has reviewed caregiver participation numbers that are disappointing. That being said, telephone calls and individual student teamings have been conducted to assist students and caregivers. Access to SDP survey.
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.	Ms. Gloria Jordan maintains office hours to confer There is no resource center.

III. LEA Improvement

Component III: LEA Improvement							
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.							
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)							
<input checked="" type="checkbox"/> If the LEA is not identified for LEA Improvement, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).		
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)			

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. 	<p>If the LEA also has schools in improvement or corrective action, it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>		
--	--------------------------	--------------------------	--------------------------	---	--	--	--

IV. School Improvement

Component IV: School Improvement

Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Sec. 1116(b)(1)(B)

Sec. 1116(b)(3)

Sec. 1116(b)(4)-(6)

Sec. 1116(b)(7)(C)(ii)

Sec. 1116(b)(14)(B)

If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). If applicable, the notification must be provided in different languages. 		

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:</p> <p>a. Number of students eligible and transferred due to Choice.</p> <p>b. Number of students who were eligible and participated in SES.</p> <p>c. List of available schools for transfer.</p> <p>d. List of available SES providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.</p>			
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Copy of school improvement plan</p> <p><input type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures.</p> <p><input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)</p>			
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p> <p><input type="checkbox"/> Sign-in sheets for professional development activities.</p> <p><input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies.</p> <p><input type="checkbox"/> Title I Budget</p>			
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Meeting agendas</p> <p><input type="checkbox"/> Parent notifications</p> <p><input type="checkbox"/> Meeting minutes</p>			

V. School Choice

Component V: School Choice							
The LEA ensures that requirements for public school choice are met.							
Sec. 1116(b)(1)(D) and (E)							
Sec. 1112(g)(4)							
<input checked="" type="checkbox"/> If the LEA has no buildings in School Improvement I or choice can't be offered because there are no schools available for choice, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). This notice may be a part of the general school improvement notification or it may be a separate notice. If applicable, the notification must be provided in different languages. 		
2. The LEA posted on their website prior to the beginning of the school year: a. Number of students eligible for transfer. b. Number of students who transferred. c. List of available schools for Choice transfers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.			

3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.	Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.		
4. The LEA set aside, at a minimum, an amount equal to 5% of its Title I allocation to pay for costs associated with school choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.	<ul style="list-style-type: none"> • LEAs must set aside a minimum of 5%, but do not have to exceed 20%. 		
5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.		
6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants			

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.

Sec. 1116(e)

If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA at the beginning of the school year notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider. <input type="checkbox"/> Verification of date of notification.	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). This notice may be a part of the general school improvement notification or it may be a separate notice. If applicable, the notification must be provided in different languages. SES may not replace other school programs (Supplement vs. Supplant) 		

<p>2. The LEA posted on their website: a. Number of students eligible for SES. b. Number of students participating in SES c. List of available SES providers</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Website <input type="checkbox"/> List of SES Providers including distance providers <input type="checkbox"/> Selection of Schools Low Income data	See List of providers on PDE/SES webpage.		
<p>3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input type="checkbox"/> Criteria for priority of services.			
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.			
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows.		
<p>6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input type="checkbox"/> SES Provider agreements			
<p>8. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating. <input type="checkbox"/> SES data entered in eGrants.			

<p>7. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notification <input type="checkbox"/> LEA Website <input type="checkbox"/> FBO/CBO correspondence, phone logs or posters <input type="checkbox"/> DFP notification and Assurances for Rollover Form	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p>		
--	--------------------------	--------------------------	--------------------------	--	---	--	--

VII. Schoolwide Programs

Component VII: Schoolwide Programs

The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans			

2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schoolwide agenda/minutes. <input type="checkbox"/> School wide plan that includes goals. <input type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.			
2a. Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2b. Schoolwide reform strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2c. Instruction by highly qualified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2d. High quality and ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2f. Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2h. Teacher input in assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2j. Coordinated budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports. <input type="checkbox"/> SWP			
--	--------------------------	--------------------------	--------------------------	---	--	--	--

VIII. Targeted Assistance

Component VIII: Targeted Assistance

The LEA targeted assistance programs meet all requirements.

Sec. 1115

If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identification of scientifically-researched based instructional models. <input type="checkbox"/> School improvement plans. <input checked="" type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input checked="" type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input checked="" type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction. 		<p>All students at Arise are served by our title 1 monies. We are moving to apply for schoolwide status.</p>	

2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input checked="" type="checkbox"/> Documentation of scheduled team meetings.		Our curriculum committee meets bi-weekly and is led by our instructional advisor. The full faculty meets bi-weekly as well for professional development.	
3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff schedules <input checked="" type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc.			
4. Selection for eligible students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria process/multiple selection criteria. <input type="checkbox"/> Student roster. <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student		All students at Arise are served under this program.	

IX. Nonpublic Schools

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sec. 1120

Sec. 9503

34 CFR Part 200

§200.62 - 200.67, 200.77

§200.77(f)

§200.78(a)

If the LEA has no participating Nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application			
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures			
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed			

4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities			
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data			
6. Nonpublic school children, families and teachers are receiving equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hired teachers to work with participating Title I students <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities			
7. The LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Quarterly Reports/Final Expenditure Reports			
8. The LEA has third party contract(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Name of Third Party Contractor <input type="checkbox"/> Payroll sheets <input type="checkbox"/> Written contract. <input type="checkbox"/> Consolidated application			
9. The LEA has complaint procedures for private school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedures			

X. Comparability

Component X: Comparability

The LEA complies with the comparability provisions of Title I.

Sec. 1120A(c)

**If the LEA is exempt from Comparability requirements, this section can be skipped.
For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input type="checkbox"/> Documentation maintained supports the report submitted by November 15th of each year <input type="checkbox"/> HR action documentation for any corrective actions taken <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during school year to meet the November 15th deadline.			

%>

Comments

This visit was ARISE Academy's first Federal Programs monitoring visit. It is a recent chartered school with a unique mission of serving hard to serve students appointed by the Department of Human Services. Many of the students were previously chronic truants. They are constantly on the move from foster home to foster home to homelessness to group home. The closest thing to a parent for the student is the assigned worker for the Department of Social Services. They marked many items in parental involvement as NA because there are no parents or parent addresses. I advised them to title the required documents and distributions under Parent Involvement to care giver to meet the federal requirement and to attempt some contact with a parent/guardian/caregiver for the student.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified		We have worked diligently to ensure the acquisition of highly qualified teachers. this includes the recruitment of 4 Teach for America instructors.	
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		Arise is in its second year of operation.	
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented (this could vary from LEA to LEA)		This does not apply to Arise as it has only one year of operation completed.	

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings		A professional development plan and calendar is in place and being implemented.	
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting Notices		Caregivers were asked to complete surveys assessing school and its needs. Survey results inform professional development planning.	
6. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.		The professional development plan is created understanding students' academic and behavioral health needs of this unique population.	
7. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input type="checkbox"/> List of In-Service activities <input type="checkbox"/> Attendance rosters		The professional development plan is created understanding students' academic and behavioral health needs of this unique population.	
8. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input type="checkbox"/> ACT 48 PD plan		The professional development plan is created understanding students' academic and behavioral health needs of this unique population.	

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		As a charter this LEA has only one school.	
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE		We have worked diligently to ensure the acquisition of highly qualified teachers. this includes the recruitment of 4 Teach for America instructors.	
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		Arise Academy is a charter school. None of Arise Academy students attend a private school.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
<p>12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 		<p>All students at Arise are considered students in poverty.</p>	

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p>OMB Circular A-87</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required. 	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	<p>Second year of operation. No audits available to monitor.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
B. Carryover The LEA complies with the carryover provisions of Title I, Sec. 1127	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title I Budget section on eGrants.		School did not carry over any funds.
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		School did not carry over any funds.
C. Rank Order	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		All students at Arise are within the care of DHS or recently released. All students are considered low income.
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		All students are served.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		Single school CS
	4. The allocation to each eligible school and the per pupil allocation match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Per pupil expenditures at building level matches consolidated application		Only one school
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		No Pre K
D. Supplement / Supplant							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocation & Expenditures</p>	<p>Pertains to:</p> <ul style="list-style-type: none"> ■ Title IA & D ■ Title II A ■ Title III ■ Reading First <p>*Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	<p>No budget/statement of allocations and expenditures were presented for review. An email submission made after the visit was incompleted and it was determinbed that documentation could not be completed by email attachment. Obligation date of 12/01/2010 could present a problem with salaries paid the previous year. - trw</p>
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocation & Expenditures.</p> <p><input type="checkbox"/> Expenditures match SWP activities</p> <p><input type="checkbox"/> State/local fund expenditures have not decreased</p>		<p>Targeted School</p>
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental</p>		<p>Could not be determined, no financial records or documentation was submitted for review. - trw</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	did not use Federall money for purchases
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	did not use Federall money for purchases
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds.Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	a reserve was not indicated

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		school is not in school improvement

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	did not receive more than 500,000

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		not in improvement

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Rider or Grant Approval Letter <input type="checkbox"/> Expenditure records begin on or after approval date	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	No expenditure records were presented to monitor this requirement. - trw
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	there arent any Non Public schools

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	employees are identified in the payroll system. No certifications were presented at monitoring. - trw
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	All Federal Funded staff are full time funded. - trw
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	all records are backed up and stored

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
K. America Reinvestment & Recovery Act of 2009	1. Title I, Supplemental (ARRA) funds & expenditures are tracked separately from Title I, A Basic funds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Invoices <input type="checkbox"/> Purchase orders <input type="checkbox"/> Equipment tracking logs	Information on the approved consolidated application should match actual expenditures	did not carry over ARRA funds in 2010 -11
	2. Data Collection/Submission - LEAs have source data to reflect reported information on Title I, Supplemental (ARRA) funds to PDE.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> ARRA 1512 survey <input type="checkbox"/> Payroll <input type="checkbox"/> Invoices <input type="checkbox"/> SWP <input type="checkbox"/> Purchase orders	Information submitted on the ARRA 1512 Survey should be verified on site by reviewing information in "suggested evidence."	did not carry over ARRA funds in 2010 -11
	3. LEA has submitted its School Level Expenditure Data 2008-2009 from state & local funds in eGrants	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrant report	You will find this report on the main menu screen in eGrants. Its the 2nd link in middle of page reads: School Level Expenditure Data 2008-2009. (Top of the screen should say Program Year is currently 2010 - 2011). *Deadline for this report is February 26, 2010.	School did not exist in 2008-09

%>

Comments

At the time of the monitoring visit there were no fiscal records presented for review and there was no on-line access to enable a review of electronic record keeping. The fiscal person present at monitoring sent an email with one attachment that was incomplete and I determined it would be very difficult to resolve a review by an interchange of emails and attempts to get access to the necessary records.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
ARISE Academy Charter High School	4/12/2011	Joshus Jordon	Student
ARISE Academy Charter High School	4/12/2011	Steven Silvasy	Title I Student Support Assistant