

Antonia Pantoja Community Charter School

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

4101 North American Street
Philadelphia, PA 19140
(215)455-1300

Phase:

Phase 1

CEO Name:

Alfredo Calderon

CEO E-mail address:

lparamo@aspirapa.org

Governance and Staff

Leadership Changes

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

The Board of Trustees has remained stable for the 2013-2014 school year. However, a new Parent Representative to the Board of Trustees was added after the parents voted for the new Parent/Teacher Association (PTA). The school is managed by a Chief Academic Officer (CAO), a Principal, and an Assistant Principal. Changes in the school's administration was made in August 2013: a new Assistant Principal was hired.

Board of Trustees Meeting Schedule

Location	Date and Time
ASPIRA Main Campus, 6350 N 2nd Street, Philadelphia, Pa 19120	10/10/2013 6:00 PM
ASPIRA Main Campus	11/19/2013 6:00 PM
ASPIRA Main Campus	2/4/2014 6:00 PM
ASPIRA Inc of Pennsylvania, 4322 N 5th Street, Philadelphia, Pa 19140	4/8/2014 6:00 PM
ASPIRA Inc of Pennsylvania	5/28/2014 6:00 PM
ASPIRA Inc of Pennsylvania	6/21/2014 12:00 PM
Aspira Inc of Pennsylvania	7/17/2014 12:00 PM

Professional Staff Member Roster

Erika Medina	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	Kindergarten
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Literacy, Science, Social Studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Cristina Reyes	
PA Certified	Yes
Areas of Certification	Elem Ed
Grades Teaching or Serving	Kindergarten
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Science, social studies, literacy
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Yanet Hernandez	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	Kindergarten
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Science, Social Studies, and Literacy
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jacqueline Cruz	
PA Certified	No
Areas of Certification	Emergency Cert
Grades Teaching or Serving	1st grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, math, social studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Valerie Wade	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	K, 2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	ELA, Math
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stacy Berk	
PA Certified	Yes
Areas of Certification	Elem ed
Grades Teaching or Serving	1st grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	all subjects
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jesenia Zayas	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, Math, Science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Legnaly Moret	
PA Certified	Yes
Areas of Certification	Elem Ed
Grades Teaching or Serving	1st
All Areas of Assignment, Subject Areas Teaching, or Services Provided	all subjects
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Cristina Raphael	
PA Certified	Yes
Areas of Certification	Elem ed
Grades Teaching or Serving	3rd grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	literacy, math, social studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dennise Lopez-Colon	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy and Social Studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sandra Gonzalez	
PA Certified	Yes
Areas of Certification	Principal k-12, elem ed- cert inactive
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Catia Quinones	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy and Social Studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Luis Garcia	
PA Certified	Yes
Areas of Certification	Special ed, Principal k-12, Elem ed, special ed supervisor
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	assistant principal
Number of Hours Annually Worked in Assignment	1440

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

Joy Arleth	
PA Certified	Yes
Areas of Certification	Early Childhood (N-3)
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, Math, and Science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Richard Buono	
PA Certified	Yes
Areas of Certification	Elem ed
Grades Teaching or Serving	3rd grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	math, science, literacy
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Eliezer Gottlieb	
PA Certified	Yes
Areas of Certification	elem ed and special ed
Grades Teaching or Serving	3rd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	math, literacy, social studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Noemi Rodriguez	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, Math, and Science

Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Bisceglie	
PA Certified	Yes
Areas of Certification	Elem ed
Grades Teaching or Serving	3rd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	math, literacy, science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Edna Merced	
PA Certified	Yes
Areas of Certification	Elementary Education, Secondary Social Studies
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy and Social Studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marisol Ibarrodo	
PA Certified	Yes
Areas of Certification	elem ed
Grades Teaching or Serving	5th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	literacy
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Zamary Rodriguez	
PA Certified	Yes
Areas of Certification	elem ed
Grades Teaching or Serving	5th grade

All Areas of Assignment, Subject Areas Teaching, or Services Provided	literacy, social studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Miriam Ortiz	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, Math, and Science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Janet Pagan	
PA Certified	No
Areas of Certification	none
Grades Teaching or Serving	5th grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	literacy, social studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Iliana Acevedo	
PA Certified	Yes
Areas of Certification	Elementary Education, Spanish Secondary
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, Math, and Science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Judith Acevedo	
PA Certified	Yes

Areas of Certification	elem ed
Grades Teaching or Serving	5th grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	math
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Natacha Reyes	
PA Certified	No
Areas of Certification	None
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy and Social Studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Rosanne Rivas	
PA Certified	Yes
Areas of Certification	Elem ed
Grades Teaching or Serving	5th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ernie Rivas	
PA Certified	Yes
Areas of Certification	elem ed
Grades Teaching or Serving	5th grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	literacy, social studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sean London	
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PA Certified	Yes
Areas of Certification	Elementary Education and Special Education
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy, Math, and Science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Allison Kelly	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	7th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	english
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Gladys Carrion	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jaime Kastner	
PA Certified	Yes
Areas of Certification	Elementary Education and Secondary Math
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jordan Teuber	
PA Certified	Yes
Areas of Certification	elem ed, middle level math
Grades Teaching or Serving	7th grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	mathematics
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Julie Rothbard	
PA Certified	Yes
Areas of Certification	Secondary Math
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Janel Moore-Almond	
PA Certified	Yes
Areas of Certification	Secondary Social Studies
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Diane Greening	
PA Certified	Yes
Areas of Certification	special education k-12
Grades Teaching or Serving	k-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special education coordinator
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kaitlin McCool	
PA Certified	Yes
Areas of Certification	Elementary Education and Secondary English
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dawn Adamoli	
PA Certified	Yes
Areas of Certification	Program Specialist ESL
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	ESL
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Latanya Phillips	
PA Certified	Yes
Areas of Certification	Special education k-12
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	4-5th grades
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Patrick Kelly	
PA Certified	Yes
Areas of Certification	Special ed k-12
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special ed
Number of Hours Annually Worked in Assignment	1440

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

Sarah Spencer	
PA Certified	Yes
Areas of Certification	Program Specialist ESL
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	ESL
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shantel Small	
PA Certified	Yes
Areas of Certification	Specia ed k-12, elem ed
Grades Teaching or Serving	4th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special ed
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ana Scornaienchi	
PA Certified	Yes
Areas of Certification	Program Specialist ESL
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	ESL
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Carrie Assman	
PA Certified	Yes
Areas of Certification	Special ed k-12
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special ed

Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kenny Frieson	
PA Certified	No
Areas of Certification	None
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Dara Smith	
PA Certified	Yes
Areas of Certification	Elem ed, special ed k-12
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special ed
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Armando Espinosa	
PA Certified	Yes
Areas of Certification	Spanish Secondary
Grades Teaching or Serving	Computer Technology
All Areas of Assignment, Subject Areas Teaching, or Services Provided	K-8
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Amarilis Acevedo	
PA Certified	No
Areas of Certification	emergency cert- special education
Grades Teaching or Serving	special education
All Areas of Assignment, Subject Areas Teaching, or	special education

Services Provided	
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Mirka Ibarondo-Perez	
PA Certified	Yes
Areas of Certification	Dance
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Dance
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Josean Rivera	
PA Certified	Yes
Areas of Certification	Art K-12
Grades Teaching or Serving	K-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Katie Cunningham	
PA Certified	Yes
Areas of Certification	special education
Grades Teaching or Serving	special education
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special education
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michael Cooper	
PA Certified	No
Areas of Certification	None
Grades Teaching or Serving	K-8

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Physical Education
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Andrea Roby	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Teacher Coach
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Maria Andujar	
PA Certified	Yes
Areas of Certification	Elementary Education
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Teacher Coach
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stephanie Martins	
PA Certified	Yes
Areas of Certification	special education
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special ed
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Elizabeth Tarde	
PA Certified	Yes
Areas of Certification	Elementary Education and

	Librarian
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Library
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Julia McClain	
PA Certified	Yes
Areas of Certification	School Counselor
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Holly Gustafson	
PA Certified	Yes
Areas of Certification	Special education
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	special ed
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jenny Leal	
PA Certified	No
Areas of Certification	None
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Gina Cancelliere	
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PA Certified	Yes
Areas of Certification	School Psychologist
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Psychologist
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Julia McClain	
PA Certified	Yes
Areas of Certification	Counseling
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	counseling
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ariel Lajara	
PA Certified	Yes
Areas of Certification	Elem ed and special ed
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	dean of students
Number of Hours Annually Worked in Assignment	700
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Evette Valentin	
PA Certified	Yes
Areas of Certification	School Nurse
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Nurse
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Gina Cancelliere	
PA Certified	Yes
Areas of Certification	School Psychologist
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	psychologist
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jenny Leal	
PA Certified	No
Areas of Certification	0
Grades Teaching or Serving	k-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	bilingual counselor assistant
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

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

No file has been 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	0.00	0.00	0.00	0.00	1.00
Principal	1.00	0.00	0.00	0.00	1.00	0.00
Assistant Principal	1.00	1.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	38.00	35.00	2.00	0.00	3.00	34.00
Specialty Teacher (including Master Teachers)	6.00	3.00	0.00	0.00	2.00	4.00
Special Education Teacher (including Master Teachers)	9.00	8.00	0.00	0.00	1.00	8.00

Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	1.00	1.00	0.00	0.00	0.00	1.00
Psychologist	1.00	1.00	0.00	0.00	0.00	1.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
ELL Coordinator	1	1	0	0	0	1
Ell teachers	2	2	0	0	0	2
Dean of Students	1	1	0	0	0	1
Counselor Assistant	1	0	0	0	0	1
Totals	65.00	55.00	2.00	0.00	7.00	57.00

Further explanation:

The individuals that are not certified are being supported in the following ways to ensure they become certified: reimbursement of graduate courses, tutoring, counseling, given to June to hold the appropriate certification.

Fiscal Matters

Major Fundraising Activities

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

Pantoja Charter School has a variety of fundraising activities that usually focus on a specific program throughout the school year. They include but are not limited to: Book fairs, picture days, cheesecake sales, pretzel sales, dances and bake sales. Additionally, parents, students and staff fundraise for the 8th grade annual graduation trip.

Fiscal Solvency Policies

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

ASPIRA Inc of Pennsylvania manages the fiscal operations of the school. Financial statements are prepared for periodic board meetings from which the board can monitor fiscal solvency. Expenditures are controlled by the annual budget, which is approved by the board of trustees annually, and amended generally after six months of the fiscal year. Extraordinary expenditures not budgeted are approved by the board prior to their expenditures.

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)

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

ASPIRA Inc of Pennsylvania uses quick books. The books are kept according to the Pennsylvania Department of Education chart of accounts.

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: Withum Smith and brown,CPA's:Eric Strauss, CPA partner
 Date of Last Audit: 01/20/2014
 Fiscal Year Last Audited: 2013

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:

This year's report will be made available once its available to us.

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
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 04/30/2013
 School Year Reviewed: 12-13

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
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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
Bilingual Speech and Language Pathologist	Pantoja CS	0.5
Certified School Counselor	Pantoja CS	1
Certified School Nurse	Pantoja CS	1
Certified School Psychologist	Pantoja	1
Counseling Assistant	Pantoja CS	1
Special education teachers	Pantoja CS	9
Support Services Coordinator	Antonia Pantoja Charter School	1

Special Education Contracted Services

Title	Amt. of Time per	Operator	Number of
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	Week		Students
Certified Occupational therapist	14 Hours	Outside Contractor	20
Certified Speech and Language Pathologist	30 Hours	Outside Contractor	66

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

07/31/2011

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:

During the 2013-2014 school year the charter school acquired a few things:

- classroom furnishings
- computer equipment-laptops
- custodial equipment
- office copiers

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

\$61,282.00

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:

We have finished the phase I construction project at Pantoja CS and will be looking to start the Phase II portion which includes a gymnasium, lockers, showers, auditorium, and an expressive arts center (rooms/studios for art class, dance, music, etc). The addition will allow our arts program to grow and we will be able to have Parent meetings and showcases in a suitable space. Our students will also be bale to use the facility to participate in various athletic competitions.

We are also working on expanding and paving the staff parking lot.

Memorandums of Understanding

Organization	Purpose
ASPIRA Inc of Pennsylvania	ASPIRA manages and provides the following services: -Human Resources -Transportation - Security -Maintenance - Food Services - Technology Support - Custodial
Cairn University	I. Purpose Cairn University's School of Education offers pre-student teaching and student teaching experiences for its future teachers. Cairn's students have the opportunity of fulfilling student teaching

	requirements at Pantoja.
District Attorney's Office, Juvenile Division, Truancy Prevention Unit	They served as a support and met with families who's child/ren are truant.
Holy Family University	-student teachers have the opportunity to fulfill student teaching, practicums and/or observations at Pantoja -the Principal at Pantoja works collaboratively to train other principals and teachers on the co-teaching model
Spark	<p>Both parties entered into the Memorandum of Understanding to mutually provide apprenticeship and leadership opportunities for 7th grade youth at Pantoja.</p> <p>A. Goal: To offer high-impact apprenticeship experiences and Leadership Curriculum for 7th students that result in increased motivation and engagement with their education.</p> <p>B. Outcomes: Spark's model of hands-on apprenticeship learning and leadership curriculum was prominently influenced by the Partnership for 21st Century Skills (www.p21.org). Spark has also identified six key areas of impact on students initially, intermediately and long-term:</p> <ol style="list-style-type: none"> i. Improved grades and attendance in middle school ii. Increased student engagement in middle school iii. Development of personal resources (self-confidence, "grit") iv. Students graduate from high school on time v. Increased social capital for students and families vi. Students and families develop a positive vision of their future <p>C. Target Population: Spark partners with schools and programs that serve students in 7th grade. In particular, Spark serves students who would not otherwise have access to apprenticeship and leadership opportunities. To ensure Spark reaches a high-need population, Spark enrolls students who qualify for free or reduced price lunch and who exhibit a lack of motivation in school and/or failure to connect school with future success. Students should demonstrate a need for additional supports or intervention in at least one of the following categories:</p> <ul style="list-style-type: none"> • School Engagement: as measured by low grades (2.0 or below GPA) or attendance, or teacher observations of student's engagement in learning • Social Capital: students with few positive relationships in their lives or who lack the skills/confidence to talk to peers and adults • Responsibility: students who frequently come to class unprepared, struggle to stay on task or complete assignments • Personal Development: students who struggle with self-confidence, who fail to follow through on commitments to peers or teachers, who have a difficult time dealing with failure (cannot

	<p>learn and move forward), or who do not connect effort with future success</p> <p>D. Funding: Spark covers most financial costs of the program model. We provide training, support, and coaching on implementing the Leadership Curriculum and apprenticeship portion of our program. We select, screen and train all volunteers and match them with students. Once the apprenticeship is confirmed, Spark staff members ensure the ongoing support of the match.</p> <p>Pantoja and Aspira are responsible for any potential staffing costs to devote time to a successful Spark partnership. In addition, the partner covers any costs that relate to hosting five events each year: Student/Family Orientation, Match Day (fall and spring) and Discovery Night (fall and spring).</p>
St Joseph's University	To provide field placement for St Joseph University seniors who have to comply with practicum or student teaching requirements.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by Fred Ramirez on 7/28/2014

President, Board of Trustees

Affirmed by Lucila Paramo on 7/28/2014

Chief Executive Officer

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Fred Ramirez on 7/28/2014

President, Board of Trustees

Affirmed by Lucila Paramo on 7/28/2014

Chief Executive Officer

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Fred Ramirez on 7/28/2014

President, Board of Trustees

Affirmed by Lucila Paramo on 7/28/2014

Chief Executive Officer

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2014

Name of School _____ Antonia Pantoja Bilingual Charter School _____

Address of School _____ 4101 N American St, Philadelphia PA 19140 _____

CEO Signature _____

Note-Expenditures may be submitted EITHER as accrual or cash basis

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	4,639,404.41
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	1,321,686.53
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	444.38
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	116,998.36
	2130 Attendance Services	-
	2140 Psychological Services	95,149.81
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	99,006.47
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	171,791.20
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	2,558.82
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	-
	2350	Legal Services	13,810.00
	2360	Office of the Superintendent (Executive Director) Services	(3,384.15)
	2370	Community Relations Services	
	2380	Office of the Principal Services	1,119,436.88
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	111,261.76
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	95,327.06
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	274,563.71
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	118,570.27
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	6,256.70
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	34,908.49
	2840	Data Processing Services	141,595.38
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	523,436.54
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	255,623.67
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	72,299.41
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		9,210,745.70

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2014**

823,069.52
1,267,521.38

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2014

Name of School _____ Antonia Pantoja Bilingual Charter School _____

Address of School _____ 4101 N American St, Philadelphia PA 19140 _____

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	
	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	99,559.85
	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	
	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	4,659,863.28
	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	35,359.75
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
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	3,536,219.39
	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	92,765.40
	7330		Health Services (Medical, Dental, Nurse, Act 25)	12,791.89
	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	
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	20,917.10
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	486,475.61
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)	672,071.98
	8520	Vocational Education	
	8530	Child Nutrition Program	382,391.13
	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	35,399.84
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			10,033,815.22



WithumSmith+Brown
A Professional Corporation
Certified Public Accountants and Consultants

ANTONIA PANTOJA COMMUNITY CHARTER SCHOOL

**Financial Statements and
Supplementary Information**

June 30, 2013

**(With Summarized Comparative Financial Information
For the Year ended June 30, 2012)**

Antonia Pantoja Community Charter School
Table of Contents
June 30, 2013
(With Summarized Comparative Financial Information for the Year June 30, 2012)

Independent Auditors' Report 1-2

Management's Discussion and Analysis..... 3-5

Financial Statements

Statements of Net Assets..... 6

Statement of Activities (With Comparative Totals at June 30, 2012)..... 7

Balance Sheet – Governmental Funds (With Comparative Totals at June 30, 2012)..... 8

Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets 9

Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds
(With Comparative Totals at June 30, 2012) 10

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of
Governmental Funds to the Statement of Activities..... 11

Notes to Financial Statements 12-18

Supplementary Information

Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget and Actual -
Governmental Funds..... 19

Schedule of Expenditures of Federal Awards..... 20

Notes to Schedule of Expenditures of Federal Awards 21

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..... 22-23

Report on Compliance for Each Major Federal Program; Report on Internal Control Over
Compliance Required by OMB Circular A-133 24-25

Schedule of Findings and Questioned Costs..... 26



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Florida, and Colorado

Independent Auditors' Report

To the Board of Trustees,
Antonia Pantoja Community Charter School:

We have audited the accompanying financial statements of the governmental activities and each major fund of Antonia Pantoja Community Charter School (the "School") as of June 30, 2013, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these 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 financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Antonia Pantoja Community Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Antonia Pantoja Community Charter School's June 30, 2012 financial statements and we have expressed an unmodified audit opinion on these financial statements in our audit report dated April 18, 2013. In our opinion, the summarized comparative information presented hereon as of and for the year ended June 30, 2012 is consistent in all material respects, with the audited financial statements from which it is has been derived.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the financial statements. In addition, the schedule of revenues, expenditures and changes in fund balance - budget and actual – governmental funds, as listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records use to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditure of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

In addition, the management's discussion and analysis is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted by the United States of America. We have applied certain limited procedures, which consisted primarily of inquiries of management regarding the measurement and presentation of the required supplementary information. However, we did not audit the information and do not express an opinion on it.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated January 20, 2014 on our consideration of the Antonia Pantoja Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Antonia Pantoja Community Charter School's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "William Smith + Brown, PC".

January 20, 2014

**Antonia Pantoja Community Charter School
Management's Discussion and Analysis
June 30, 2013
(With Summarized Comparative Financial Information for the Year June 30, 2012)**

The Board of Trustees of the Antonia Pantoja Community Charter 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, 2013. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased \$159,409 to \$9,548,021 primarily due to an increase in state funding the School received at June 30, 2013.
- At the close of the current fiscal year, the School reports ending net assets of \$715,536. This net assets balance represents a decrease in net assets of \$98,730 for the year ended June 30, 2013. The decrease in net assets is a result of decreases in revenue from both Federal and Local sources.
- The School's cash balance at June 30, 2013 was \$549,249, representing an increase of \$360,686 from June 30, 2012. The increase in cash is directly related to receiving less cash advances from government funding sources and the payment of cash advances received from related affiliates.

Overview of the Financial Statements

The 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 four components: management's discussion and analysis (this section), the basic financial statements, budgetary comparison and reports required under *Government Auditing Standards* and OMB Circular A-133.

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.

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.

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 three governmental funds - general, food services and student activities.

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.

**Antonia Pantoja Community Charter School
Management's Discussion and Analysis
June 30, 2013
(With Summarized Comparative Financial Information for the Year June 30, 2012)**

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$715,537 as of June 30, 2013.

	2013	2012
Total assets	\$ 2,974,074	\$ 2,638,404
Total liabilities	<u>2,258,537</u>	<u>1,824,137</u>
Total net assets	<u><u>\$ 715,537</u></u>	<u><u>\$ 814,267</u></u>

The School's revenues are predominantly from the School District of Philadelphia, based on student enrollment.

	2013	2012
Revenues		
Local education agencies	\$ 7,326,631	\$ 7,440,246
Other local sources	524,104	185,952
State sources	669,103	541,477
Federal sources	<u>1,028,183</u>	<u>1,220,937</u>
	9,548,021	9,388,612
Expenditures		
Instruction	5,505,284	5,827,109
Student support services	502,262	201,367
Administration support	2,435,098	2,362,787
Pupil health	207,404	207,768
Business services	224,286	210,583
Food services	254,664	280,699
Student activities	210,765	207,733
Depreciation	<u>306,988</u>	<u>325,980</u>
	<u>9,646,751</u>	<u>9,624,026</u>
Change in net assets	(98,730)	(235,414)
Net assets, beginning	<u>814,267</u>	<u>1,049,681</u>
Net assets, ending	<u><u>\$ 715,537</u></u>	<u><u>\$ 814,267</u></u>

Governmental Funds

The focus of the School's *governmental funds* 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 funds, (the General, Food Services and Student Activities Funds), reported an ending fund balance of \$409,052. For the year ended June 30, 2013, the School's revenues (\$9,548,021) were less than its expenditures (\$9,577,500) by \$29,479. For the year ended June 30, 2012, the School's revenues (\$9,388,612) were less than its expenditures (\$9,475,830) by \$87,218.

**Antonia Pantoja Community Charter School
Management's Discussion and Analysis
June 30, 2013
(With Summarized Comparative Financial Information for the Year June 30, 2012)**

Governmental Fund Budgetary Highlights

Some categories of revenues and expenditures varied significantly from those budgeted. Expenses allocated from Aspira for maintenance, security, IT support and other administrative expenses were not included in the budget due to the deadline of the filing of the budget and the fact that the expenses could not be reasonably estimated. There were additional grants received during the year that the School was not aware of at the time of the budget submission.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2013, the School's investment in capital assets for its governmental activities totals \$344,723. This investment in capital assets includes classroom and office furniture and equipment.

Major capital asset purchases during the year included the following:

- Computer equipment amounting to \$48,283
- Leasehold Improvements amounting to \$55,473

Additional information on the School's capital assets can be found in Note 4 of this report. There were capital lease obligations related to the investment in capital assets amounting to \$38,239 at June 30, 2013.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the School District of Philadelphia, will increase by approximately \$673,300 for fiscal year 2013-2014, due to a increased subsidy per student of \$501 for regular education and an increased subsidy per student of \$2,582 for special education.

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 the Chief Academic Officer, Antonia Pantoja Charter School, 4101 N. American Street, Philadelphia, PA 19140.

Antonia Pantoja Community Charter School**Statements of Net Assets****June 30, 2013****(With Summarized Comparative Financial Information for the Year June 30, 2012)**

	Governmental Activities	
	2013	2012
Assets		
Current assets		
Cash and cash equivalents	\$ 549,249	\$ 188,563
State subsidies receivable	200,471	169,474
Federal subsidies receivable	490,764	639,511
Other receivables	334,019	41,833
Due from related parties	1,013,915	1,030,171
Prepays	20,036	--
Other assets	20,897	20,897
Total current assets	<u>2,629,351</u>	<u>2,090,449</u>
Capital assets - net of depreciation		
Furniture and equipment	67,038	332,171
Leasehold improvements	<u>277,685</u>	<u>215,784</u>
Total capital assets - net of depreciation	<u>344,723</u>	<u>547,955</u>
	<u>\$ 2,974,074</u>	<u>\$ 2,638,404</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable	\$ 523,282	\$ 176,405
Accrued payroll and payroll taxes	784,511	798,007
Due to related parties	912,505	677,505
Current portion of obligations under capital lease	<u>30,111</u>	<u>134,515</u>
Total current liabilities	<u>2,250,409</u>	<u>1,786,432</u>
Long-term liabilities		
Obligations under capital lease	<u>8,128</u>	<u>37,705</u>
Total liabilities	<u>2,258,537</u>	<u>1,824,137</u>
Net assets		
Invested in capital assets, net of related debt	306,484	375,735
Unrestricted	<u>409,053</u>	<u>438,532</u>
Total net assets	<u>715,537</u>	<u>814,267</u>
	<u>\$ 2,974,074</u>	<u>\$ 2,638,404</u>

The Notes to Financial Statements are an integral part of these statements.

Antonia Pantoja Community Charter School
Statement of Activities
Year Ended June 30, 2013
(With Summarized Comparative Financial Information for the Year June 30, 2012)

Functions	Expenses	Program Revenues		2013	2012
		Charges for Service	Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets	Net (Expense) Revenue and Changes in Net Assets
				Total Governmental Activities	Total Governmental Activities
Governmental activities					
Instruction	\$ 5,505,284	\$ --	\$ 617,503	\$ (4,887,781)	\$ (5,007,359)
Student support services	502,262	--	--	(502,262)	(201,367)
Administrative support	2,435,098	--	--	(2,435,098)	(2,362,787)
Pupil health	207,404	--	--	(207,404)	(207,768)
Business services	224,286	--	--	(224,286)	(210,583)
Food services	254,664	--	410,680	156,016	147,075
Student activities	210,765	199,104	--	(11,661)	(21,781)
Depreciation	306,988	--	--	(306,988)	(325,980)
	<u>\$ 9,646,751</u>	<u>\$ 199,104</u>	<u>\$ 1,028,183</u>	<u>(8,419,464)</u>	<u>(8,190,550)</u>
General Revenues					
				669,103	514,890
				7,326,631	7,440,246
				325,000	--
				<u>8,320,734</u>	<u>7,955,136</u>
				(98,730)	(235,414)
				814,267	1,049,681
				<u>\$ 715,537</u>	<u>\$ 814,267</u>

The Notes to Financial Statements are an integral part of this statement.

Antonia Pantoja Community Charter School**Balance Sheet – Governmental Funds**

June 30, 2013

(With Summarized Comparative Financial Information for the Year June 30, 2012)

Functions	General Fund	Food Services Fund	Student Activities Fund	2013 Total Governmental Activities	2012 Total Governmental Activities
Assets					
Cash and cash equivalents	\$ 534,074	\$ --	\$ 15,175	\$ 549,249	\$ 188,563
State subsidies receivable	200,471	--	--	200,471	169,474
Federal subsidies receivable	490,764	--	--	490,764	639,511
Other receivables	334,019	--	--	334,019	41,833
Due from related parties	1,013,915	--	--	1,013,915	1,030,171
Prepays	20,036	--	--	20,036	--
Other assets	20,897	--	--	20,897	20,897
	<u>\$ 2,614,176</u>	<u>\$ --</u>	<u>\$ 15,175</u>	<u>\$ 2,629,351</u>	<u>\$ 2,090,449</u>
Liabilities					
Accounts payable	\$ 523,282	\$ --	\$ --	\$ 523,282	\$ 176,405
Salaries and contracts payable	784,511	--	--	784,511	798,007
Due to related parties	912,505	--	--	912,505	677,505
Total liabilities	<u>2,220,298</u>	<u>--</u>	<u>--</u>	<u>2,220,298</u>	<u>1,651,917</u>
Fund Balances					
Unrestricted fund balances	<u>393,878</u>	<u>--</u>	<u>15,175</u>	<u>409,053</u>	<u>438,532</u>
	<u>\$ 2,614,176</u>	<u>\$ --</u>	<u>\$ 15,175</u>	<u>\$ 2,629,351</u>	<u>\$ 2,090,449</u>

The Notes to Financial Statements are an integral part of this statement.

Antonia Pantoja Community Charter School
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets
June 30, 2013

Total Fund Balances for Governmental Funds \$ 409,053

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:

Furniture and equipment	\$ 1,481,093	
Leasehold improvements	310,682	
Accumulated depreciation	(1,447,052)	
Obligations under capital leases	<u>(38,239)</u>	
		<u>306,484</u>

Total net assets of governmental activities \$ 715,537

The Notes to Financial Statements are an integral part of this statement.

Antonia Pantoja Community Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds
Year Ended June 30, 2013
(With Summarized Comparative Financial Information for the Year June 30, 2012)

<u>Functions</u>	<u>General Fund</u>	<u>Food Services Fund</u>	<u>Student Activities Fund</u>	<u>2013 Total Governmental Activities</u>	<u>2012 Total Governmental Activities</u>
Revenues					
Local educational agency assistance	\$ 7,326,631	\$ --	\$ --	\$ 7,326,631	\$ 7,440,246
Other local sources	325,000	--	199,104	524,104	185,952
State sources	647,935	21,168	--	669,103	541,477
Federal sources	638,671	389,512	--	1,028,183	1,220,937
	<u>8,938,237</u>	<u>410,680</u>	<u>199,104</u>	<u>9,548,021</u>	<u>9,388,612</u>
Expenditures					
Instruction	5,743,021	--	--	5,743,021	6,030,345
Support services	502,262	--	--	502,262	201,367
Administrative support	2,435,098	--	--	2,435,098	2,337,335
Pupil Health	207,404	--	--	207,404	207,768
Business services	224,286	--	--	224,286	210,583
Food services	--	254,664	--	254,664	280,699
Student activities	--	--	210,765	210,765	207,733
	<u>9,112,071</u>	<u>254,664</u>	<u>210,765</u>	<u>9,577,500</u>	<u>9,475,830</u>
Excess (deficiency) of revenues over expenditures	(173,834)	156,016	(11,661)	(29,479)	(87,218)
Other financing sources (uses)					
Transfer in	134,352	--	21,664	156,016	147,075
Transfer out	--	(156,016)	--	(156,016)	(147,075)
	<u>134,352</u>	<u>(156,016)</u>	<u>21,664</u>	<u>--</u>	<u>--</u>
Net change in fund balances	(39,482)	--	10,003	(29,479)	(87,218)
Fund balances - beginning of year	<u>433,360</u>	<u>--</u>	<u>5,172</u>	<u>438,532</u>	<u>525,750</u>
Fund balances - end of year	<u>\$ 393,878</u>	<u>\$ --</u>	<u>\$ 15,175</u>	<u>\$ 409,053</u>	<u>\$ 438,532</u>

The Notes to Financial Statements are an integral part of this statement.

**Antonia Pantoja Community Charter School
 Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund
 Balances of Governmental Funds to the Statement of Activities
 June 30, 2013**

Net Change in Fund Balances - Total Governmental Funds \$ (29,479)

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. This is the amount by which capital outlays exceeded depreciation in the current period.

Capital outlays	103,756
Obligations under capital leases	133,981
Depreciation expense	<u>(306,988)</u>

Change in Net Assets of Governmental Activities \$ (98,730)

The Notes to Financial Statements are an integral part of this statement.

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

1. Organization and Purpose of Corporation

Antonia Pantoja Community Charter School (the "School") was incorporated in 2007 under the non-profit law of the Commonwealth of Pennsylvania. The School serves grades kindergarten through eight and it is located in Philadelphia, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter school contract ending on June 30, 2018. The net assets of the School would remain with the School if its charter were not renewed. Antonia Pantoja is a charter school which 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. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB") pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

2. Summary of Significant Accounting Policies

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 Governmental Accounting Standards Board is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as U.S. generally accepted accounting principles for state and local governments that have implemented the accounting pronouncement on financial reporting for state and local governments, "Basic Financial Statements and Management's Discussion and Analysis - for State and Local Governments".

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 funds balance sheet and statement of governmental funds revenues, expenditures and changes in fund balances) report on the School's general, food services, and student activities funds.

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 providers have been met.

Fund Financial Statements-Governmental funds 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 funds:

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

- General Fund - The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding food services and student activities.
- Food Services Special Revenue Fund - The Food Services Fund is used to account for food service revenues and expenditures.
- Student Activities Special Revenue Fund - The Student Activities Special Revenue Fund is used to account for student activity revenues and expenditures.

Method of Accounting

The School has adopted the provision of the accounting pronouncement on financial reporting for state and local governments. The accounting pronouncement on financial reporting for state and local governments established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets (deficit), and a statement of activities and changes in net assets (deficit). It requires the classification of net assets (deficit) 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 debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are 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 assets component as the unspent proceeds. The School presently has not incurred any related debt.
- Restricted - This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no restricted net assets.
- 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.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with generally accepted accounting principles. An annual budget is adopted for the governmental funds.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a governmental funds budget. The original and final budgets are required supplementary information.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure 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.

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. At various times, funds held at this financial institution may exceed the FDIC insurance limit. As of June 30, 2013 and 2012, sixty-four percent and seventy five percent, respectively of grant receivables were due from the School District of Philadelphia and the Pennsylvania Department of Education. For the years ended June 30, 2013 and 2012, the School received seventy-five percent and seventy three percent of their total revenue, respectively, from one source.

Capital Assets

Capital assets, which include 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 does not possess any infrastructure as they lease the building from a related party (see Notes 8 and 11). 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 not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the life of the lease.

Income Tax Status

The School is exempt from Federal income taxes under Section 501(c) (3) of the Internal Revenue Code. Accordingly, no provision or liability for income taxes has been recorded in the financial statements.

The School adopted the accounting pronouncement dealing with uncertain tax positions as of July 1, 2010. Upon adoption of this pronouncement, the School had no unrecognized tax benefits. Furthermore, the School had no unrecognized tax benefits at June 30, 2013 and 2012. There were no open tax years prior to 2010. In addition, the School has no income tax related penalties or interest for the periods reported in these financial statements.

3. Cash and Cash Equivalents

The School considers all highly liquid debt instruments purchased with a maturity of three months or less at the time of acquisition to be cash equivalents.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does not have a policy for custodial credit risk. As of June 30, 2013 and 2012, \$371,093 and \$58,769, respectively, of the School's bank balance was exposed to custodial credit risk as follows:

	2013	2012
Uninsured and uncollateralized	\$ 371,093	\$ 58,769
Plus: Insured amount	250,000	250,000
Less: Outstanding checks	(71,844)	(120,206)
Plus: Deposits in transit	--	--
Carrying amount - bank balances	<u>549,249</u>	<u>188,563</u>
Plus: Petty cash	--	--
Total cash per financial statements	<u><u>\$ 549,249</u></u>	<u><u>\$ 188,563</u></u>

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

4. Capital Assets

Capital asset activity for the year ended June 30, 2013 was as follows:

	<u>July 1, 2012</u>	<u>Deletions</u>	<u>Additions</u>	<u>June 30, 2013</u>
Furniture and equipment	\$ 1,432,810	\$ --	\$ 48,283	\$ 1,481,093
Leasehold improvements	255,209	--	55,473	310,682
	<u>1,688,019</u>	<u>--</u>	<u>103,756</u>	<u>1,791,775</u>
Less: Accumulated depreciation	1,140,064	--	306,988	1,447,052
	<u>547,955</u>	<u>--</u>	<u>(203,232)</u>	<u>344,723</u>
Capital assets, net	<u>\$ 547,955</u>	<u>\$ --</u>	<u>\$ (203,232)</u>	<u>\$ 344,723</u>

Depreciation expense for the years ended June 30, 2013 and 2012 was \$306,988 and \$325,980, respectively.

5. Capital Leases

The School leases furniture and equipment, under capital leases, with a total original cost of \$1,168,175 for each of the years ending June 30, 2013 and 2012. The leases will expire and be paid off at various times during the years from 2012 to 2015, with monthly principal and interest payments of \$13,430. The interest rate on these capital leases varies from 7.35 percent to 12.93 percent and are based on the lessor's implicit rate of return. Furniture is included in property and equipment in the statements of net assets at June 30, as follows:

	2013	2012
Furniture and equipment	\$ 1,168,175	\$ 1,168,175
Less: Accumulated depreciation	<u>(1,077,141)</u>	<u>(843,506)</u>
	<u>\$ 91,034</u>	<u>\$ 324,669</u>

The future minimum lease payments under capital lease and the net present value of the future minimum lease payments are as follows:

Year Ending June 30	Amount
2014	\$ 31,821
2015	<u>8,786</u>
	40,607
Less: Amounts representing interest	<u>2,368</u>
Net minimum lease payment	38,239
Less: Current portion	<u>30,111</u>
Long-term obligations under capital leases	<u>\$ 8,128</u>

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

6. Local Educational Agency Revenue

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the years ended June 30, 2013 and 2012, the rate for the School District of Philadelphia was \$8,773 and \$8,608, respectively, per year for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$7,326,631 and \$7,440,246 for the fiscal years ended June 30, 2013 and 2012, respectively.

7. Government Grants and Reimbursement Programs

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for retirement (pension) expense, facility lease costs and health services are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2013 and 2012 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

8. Leasing Arrangements

The School leases the building located at 4101 North American Street in Philadelphia, Pennsylvania under an operating lease expiring August 2017 from Aspira Community Enterprises, Inc. ("ACE") (a related party, see Note 11). The School pays monthly rent of \$80,000. Rent expense was \$960,000 for each of the years ended June 30, 2013 and 2012.

Minimum annual rentals for each year subsequent to June 30, 2013 are as follows:

Year Ending June 30	Amount
2014	\$ 960,000
2015	960,000
2016	960,000
2017	960,000
2018	160,000
	<u>\$ 4,000,000</u>

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

9. Retirement Plan

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing multiple-employer defined benefit pension plan. The plan provides retirement and disability benefits, legislatively mandated *ad hoc* cost-of-living adjustments, and healthcare 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 to Diane J. Wert, Office of Financial Management, Public School Employees' Retirement System, 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.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.5 percent (automatic 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.

Employer contributions are based upon an actuarial valuation. For each of the fiscal years ended June 30, 2013 and 2012, the rate of employer's contribution was 12.36 percent and 8.65 percent, respectively.

Payroll expense for employees covered by the System for the years ended June 30, 2013 and 2012 was approximately \$4.7 million and \$4.4 million, respectively.

In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities' contributions. The School's contributions due to the Plan for the years ending June 30, 2013 and 2012 totaled \$575,601 and \$382,351, respectively.

10. Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage from the previous year in any of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past three years.

11. Related Party

The School is associated with Aspira, Inc. of Pennsylvania ("Aspira") through board control. The School is associated with Aspira Community Enterprise, Inc. ("ACE"), Antonia Pantoja Community Charter School ("Hostos"), Aspira Bilingual Cyber Charter School ("Cyber"), John B. Stetson Charter School ("Stetson"), Olney High School ("Olney) and ACE/Dougherty, Inc. through common board membership and management.

Antonia Pantoja Community Charter School
Notes to Financial Statements
June 30, 2013 and 2012

The School's bylaws stipulate that the incorporator will appoint the members of the School's Board of Trustees prior to the first annual meeting and Aspira's Board of Directors will appoint 55 percent of the members thereafter.

The School made payments to Aspira for reimbursement of maintenance, security, IT support and other administrative expenses paid by Aspira in the amount of \$549,993 and \$1,063,037 for the years ended June 30, 2013 and 2012, respectively.

As described in Note 9, the School leases the building located at 4101 North American Street Philadelphia, Pennsylvania from ACE. In connection with the operation of its Charter School, the School made lease payments to ACE in the amount of \$960,000 for each of the years ended June 30, 2013 and 2012.

All receivables and payables with related parties are unsecured, non-interest bearing and have no repayment terms.

	2013		2012	
	<u>Receivable</u>	<u>Payable</u>	<u>Receivable</u>	<u>Payable</u>
ASPIRA, Inc. of Pennsylvania	\$ 616,055	\$ --	\$ 623,396	\$ --
ASPIRA Community Enterprise, Inc.	--	912,505	--	677,505
ACE/Dougherty, LLC	--	--	1,750	--
Eugenio Maria de Hostos Charter School	58,919	--	57,437	--
John B. Stetson Charter School	320,037	--	316,053	--
Aspira Bilingual Cyber Charter School	1,044	--	1,066	--
Olney Charter High School	16,110	--	30,469	--
	<u>\$ 1,013,915</u>	<u>\$ 912,505</u>	<u>\$ 1,030,171</u>	<u>\$ 677,505</u>

12. Commitments and Contingencies

The School is a guarantor of a \$5,400,000 mortgage loan issued to Aspira Community Enterprises, Inc. for the acquisition and construction loan associated with the building of the School. The mortgage loan was to mature July 2033, but was subsequently refinanced with a new maturity date of October 1, 2016. The debt is collateralized by property known as 4101 North American Street, Philadelphia, Pennsylvania, owned by Aspira, Community Enterprise, Inc., including all fixtures and leases associated with the properties. The balance of the loan at June 30, 2013 and 2012 was \$4,771,380 and \$4,912,070, respectively.

The School is involved in legal proceedings arising in the ordinary course of business. In the opinion of management, the outcome of any proceedings cannot be predicted. Ultimate liability of the School in connection with its legal proceedings will not have a material adverse effect on the financial position or activities of the School.

13. Subsequent Events

The School has evaluated subsequent events occurring after the statement of net assets date through the date of January 20, 2014 which is the date the financial statements were available to be issued. Based on this evaluation, the School has determined that no subsequent events have occurred which require disclosure in or adjustment to the financial statements.

SUPPLEMENTARY INFORMATION

Antonia Pantoja Community Charter School
Schedule of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual - Governmental Funds
Year Ended June 30, 2013

	<u>Budget</u>		<u>Actual Amounts</u>	<u>Over (Under) Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local educational agency assistance	\$ 4,695,500	\$ 4,562,482	\$ 7,326,631	\$ (2,764,149)
Other local sources	864,600	180,000	524,104	(344,104)
State sources	2,847,000	3,303,945	669,103	2,634,842
Federal sources	1,186,900	1,360,999	1,028,183	332,816
	<u>9,594,000</u>	<u>9,407,426</u>	<u>9,548,021</u>	<u>(140,595)</u>
Expenditures				
Instruction	5,751,943	5,904,685	5,743,021	161,664
Support services	1,455,721	711,106	502,262	208,844
Administrative support	1,812,625	2,110,908	2,435,098	(324,190)
Pupil health	111,225	113,215	207,404	(94,189)
Business services	110,521	44,000	224,286	(180,286)
Food services	572,365	551,214	254,664	296,550
Student activities	180,000	180,000	210,765	(30,765)
	<u>9,994,400</u>	<u>9,615,128</u>	<u>9,577,500</u>	<u>37,628</u>
Net change in fund balances	(400,400)	(207,702)	(29,479)	(178,223)
Fund balances - beginning of year	<u>874,153</u>	<u>438,532</u>	<u>438,532</u>	<u>--</u>
Fund balances - end of year	<u>\$ 473,753</u>	<u>\$ 230,830</u>	<u>\$ 409,053</u>	<u>\$ (178,223)</u>

See Independent Auditors' Report.

**Antonia Pantoja Community Charter School
Schedule of Expenditures of Federal Awards
June 30, 2013**

Federal Grantor/ Pass-Through Grantor Program Title	Source Code	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period Beginning/ Ending Date	Program or Award	Total Received for the Year	Accrued or (Deferred) Revenue at 7/1/12	Revenue Recognized	Federal Expenditures	Accrued or (Deferred) at 6/30/13
U.S. Department of Education										
Pass-Through Pennsylvania										
Department of Education										
Title I - Improving Basic Programs	I	84.010	013-131073	10/01/12 - 09/30/13	\$ 532,498	\$ 447,880	\$ --	\$ 521,335	\$ 521,335	\$ 73,455
Title I - Improving Basic Programs	I	84.010	013-121073	10/01/11 - 09/30/12	539,095	74,810	74,810	--	--	--
Title II - Improving Teacher Quality	I	84.367	020-131037	07/01/12 - 09/30/13	53,417	24,736	--	53,417	53,417	28,681
Title II - Improving Teacher Quality	I	84.367	020-121037	07/01/11 - 09/30/12	53,566		(398)	--	--	(398)
Title III - Language Inst LEP/ Immigrant Students	I	84.365	010-131073	10/01/12 - 09/30/13	57,277	50,786	--	50,786	50,786	--
Title III - Language Inst LEP/ Immigrant Students	I	84.365	010-121073	10/1/11-09/30/12	57,277	12,657	12,657	--	--	--
Pass-Through School District of Philadelphia										
IDEA	I	84.027	N/A	07/01/12 - 06/30/13	185,049	--	--	185,049	185,049	185,049
IDEA	I	84.027	N/A	07/01/10 - 06/30/11	<u>170,756</u>	<u>170,756</u>	<u>170,756</u>	<u>--</u>	<u>--</u>	<u>--</u>
Total U.S. Department of Education					1,648,935	781,625	257,825	810,587	810,587	286,787
U.S. Department of Agriculture										
Pass-Through Pennsylvania										
Department of Education										
National School Lunch Program	I	10.555	362	07/01/12 - 06/30/13	276,673	227,286	--	276,673	276,673	49,387
National School Lunch Program	I	10.555	362	07/01/11 - 06/30/12	292,586	72,686	72,686	--	--	--
School Breakfast Program	I	10.553	367	07/01/12 - 06/30/13	112,829	93,362	--	112,829	112,829	19,467
School Breakfast Program	I	10.553	367	07/01/11 - 06/30/12	<u>108,601</u>	<u>28,119</u>	<u>28,119</u>	<u>--</u>	<u>--</u>	<u>--</u>
Total U.S. Department of Agriculture						<u>421,453</u>	<u>100,805</u>	<u>389,502</u>	<u>389,502</u>	<u>68,854</u>
Total Federal awards						<u>\$ 1,203,078</u>	<u>\$ 358,630</u>	<u>\$ 1,200,089</u>	<u>\$ 1,200,089</u>	<u>\$ 355,641</u>

D - Direct Funding

I - Indirect Funding

See Independent Auditors' Report.
See accompanying Notes to Schedule of Expenditures of Federal Awards.

Antonia Pantoja Community Charter School
Notes to Schedule of Expenditures of Federal Awards
June 30, 2013

1. General Information

The accompanying schedule of expenditures of federal awards presents the activities in all of the federal financial assistance programs of Antonia Pantoja Community Charter School. Financial awards received directly from federal agencies, as well as financial assistance passed through other governmental agencies or non-profit organizations, are included in the schedule.

2. Basis of Accounting

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

3. Relationship to Basic Financial Statements

The schedule of expenditures of federal awards presents only a selected portion of the activities of the School. It is not intended to and does not present either the balance sheet, revenue, expenditures, or changes in fund balances of governmental funds. The financial activity for the aforementioned awards is reported in the School's statement of revenues, expenditures, and changes in fund balances of governmental funds.



WithSmith+Brown, PC
Certified Public Accountants and Consultants

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Florida, and Colorado

**Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on Audit of Financial
Statements Performed in Accordance with Government Auditing
Standards**

Independent Auditors' Report

To the Board of Trustees,
Antonia Pantoja Community Charter School:

We have audited, 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, the financial statements of the governmental activities and each major fund of Antonia Pantoja Community Charter School (the "School") and the related notes to the financial statements, as of and for the year ended June 30, 2013, which collectively comprises the School's basic financial statements and have issued our report thereon dated January 20, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Antonia Pantoja Community Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Antonia Pantoja Community Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Antonia Pantoja Community Charter School's internal control.

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 material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given those limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether Antonia Pantoja Community Charter 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 no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC".

January 20, 2014



WithSmith+Brown, PC
Certified Public Accountants and Consultants

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Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance Required by OMB Circular A-133

Independent Auditor's Report

The Board of Trustees,
Antonia Pantoja Community Charter School:

Report on Compliance for Each Major Federal Program

We have audited Antonia Pantoja Community Charter School's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Antonia Pantoja Community Charter School's major Federal programs for the year ended June 30, 2013. Antonia Pantoja Community Charter School's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its Federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Antonia Pantoja Community Charter School's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standard applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about Antonia Pantoja Community Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on Antonia Pantoja Community Charter School's compliance with those requirements.



Opinion on Each Major Federal Program

In our opinion, Antonia Pantoja Community Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of Antonia Pantoja Community Charter School's responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Antonia Pantoja Community Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Antonia Pantoja Community Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance 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 compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC". The signature is written in a cursive, flowing style.

January 20, 2014

**Antonia Pantoja Community Charter School
 Schedule of Findings and Questioned Costs
 Year Ended June 30, 2013**

Section 1 – Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: Unqualified

Internal control over financial reporting:

Material weaknesses identified? No

Control deficiencies identified that are not considered to be material weaknesses? None reported

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

Material weaknesses identified? No

Control deficiencies identified that are not considered to be material weaknesses? None reported

Type of auditors' report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? No

The following Federal program was designated as a major program:

CFDA Number	Name of Federal Program or Cluster
84.010	Title I - Improving Basic Programs
10.553	School Breakfast Program
10.555	National School Lunch Program

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee? No

Section 2 – Financial Statement Findings

None reported.

Section 3 – Federal Award Findings and Questioned Costs

None reported.

Section 4 – Follow Up Prior Year Audit Findings

There were no prior year audit findings.

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

**Division of Federal Program
Consolidated Program Review**

2012-2013 School Year

**Antonia Pantoja Community CS
4101 American Street
Phialdelphia PA 19140**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Dr. Lucilla Paramo	215-455-1300	<input checked="" type="checkbox"/>
Business Manager:	Murray Rosenman	215-455-1300	<input checked="" type="checkbox"/>
Title I Coordinator:	Lisette Lagosto-Cintron	215-455-1300	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Lisette Lagosto-Cintron	215-455 1300	<input checked="" type="checkbox"/>
Title III Coordinator:	Santiago Paul	215-455-1300	<input checked="" type="checkbox"/>
Fiscal Requirements Coordinator:	Lisette Lagosta-Cintron	215-455-1300	<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 checked="" type="checkbox"/> Title III | | |

Program Reviewer/s: JMSheffer

Visit Date: 5/30/2013

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		
1a. Utilizing the most recent PIMS data, all core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input type="checkbox"/>	<input checked="" 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		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 1/31/2013 11:56:47 AM Principal Sandra Gonzalez Presently, all teachers under Title 1 are certified and completed a program in the area they are teaching, therefore, they are highly qualified. There are core content area teachers who are not Highly Qualified. </td> </tr> </tbody> </table>	District Comments	1/31/2013 11:56:47 AM Principal Sandra Gonzalez Presently, all teachers under Title 1 are certified and completed a program in the area they are teaching, therefore, they are highly qualified. There are core content area teachers who are not Highly Qualified.
District Comments								
1/31/2013 11:56:47 AM Principal Sandra Gonzalez Presently, all teachers under Title 1 are certified and completed a program in the area they are teaching, therefore, they are highly qualified. There are core content area teachers who are not Highly Qualified.								
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 checked="" type="checkbox"/> Highly Qualified Staff section of Consolidated LEA Plan				

<p>2. All instructional paraprofessionals supported by Title I are highly qualified.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"> 1/31/2013 12:06:16 PM Principal Sandra Gonzalez Presently, PAntoja does not have any paraprofessionals under Title 1. </td> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">Monitor Comments</th> </tr> <tr> <td style="padding: 2px;"> 6/1/2013 2:20:12 PM monitor James Sheffer ASPIRA has initiated a HQ Process for all schools. </td> </tr> </tbody> </table>	District Comments	1/31/2013 12:06:16 PM Principal Sandra Gonzalez Presently, PAntoja does not have any paraprofessionals under Title 1.	Monitor Comments	6/1/2013 2:20:12 PM monitor James Sheffer ASPIRA has initiated a HQ Process for all schools.
District Comments										
1/31/2013 12:06:16 PM Principal Sandra Gonzalez Presently, PAntoja does not have any paraprofessionals under Title 1.										
Monitor Comments										
6/1/2013 2:20:12 PM monitor James Sheffer ASPIRA has initiated a HQ Process for all schools.										
<p>3. Parents (in Title I schools ONLY) 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification						
<p>4. Parents (in Title I schools ONLY) 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of dated letter of notification to parent/guardian						

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		
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input type="checkbox"/> Website posting.				
2. Schools receiving Title I funds have a written Parent Involvement (PI) Policy/Plan aligned with the District policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Submit PI Policy/Plans for all Title I schools and <input type="checkbox"/> Submit District PI Policy/Plan		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:25:52 PM monitor James Sheffer Charter School - The district and the school are the same entity</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:25:52 PM monitor James Sheffer Charter School - The district and the school are the same entity
Monitor Comments								
6/1/2013 2:25:52 PM monitor James Sheffer Charter School - The district and the school are the same entity								
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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 checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.				
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.				

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 checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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).		
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 checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		
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 checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Parent meeting agendas <input type="checkbox"/> documentation shared or distributed		
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> school-home compact <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda.		
6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		

7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" 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.				
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		<table border="1"> <tr> <th data-bbox="1631 326 1986 375">Monitor Comments</th> </tr> <tr> <td data-bbox="1631 375 1986 586"> 6/1/2013 2:22:13 PM monitor James Sheffer ASPIRA schools have a Parent Coordinator at each school </td> </tr> </table>	Monitor Comments	6/1/2013 2:22:13 PM monitor James Sheffer ASPIRA schools have a Parent Coordinator at each school
Monitor Comments								
6/1/2013 2:22:13 PM monitor James Sheffer ASPIRA schools have a Parent Coordinator at each school								

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)

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
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.). <input type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input type="checkbox"/> Website <input type="checkbox"/> Other	
2. The LEA has developed a district improvement plan using the core elements outlined in the state's Comprehensive Plan.	<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 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>	
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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
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. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> 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 School has developed a 2-year school improvement plan using the School level Comprehensive Plan.</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. ONLY School Improvement. not required for Corrective Action.</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)

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
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><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.</p> <p><input type="checkbox"/> Verification of date of parent notification.</p>	<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. <p><input type="checkbox"/> Newsletter</p> <p><input type="checkbox"/> Mail</p> <p><input type="checkbox"/> Website</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> As Part of a General Notification</p> <p><input type="checkbox"/> In Different Languages</p>	

<p>2. The LEA posted on their website prior to the beginning of the school year:</p> <p>a. Number of students eligible for transfer.</p> <p>b. Number of students who transferred.</p> <p>c. List of available schools for Choice transfers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> LEA Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.</p>		
<p>3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.</p>	<p>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.</p>	
<p>4. The LEA set aside, at a minimum, an amount equal to 20% of its Title I allocation to pay for costs associated with school choice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.</p>		
<p>5. If the LEA requested rollover of unused funds set aside for Choice (into the general Title I funds) the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>	
<p>5b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>	

5c. Parent notification mailed out at least 14 days prior to the start of the school year.	<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.	
5d. 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
<p>1. The School 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <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. 	<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) <ul style="list-style-type: none"> <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> Part of General Notification <input type="checkbox"/> In Different Languages 	

<p>2. The LEA posted on their website:</p> <p>a. Number of students eligible for SES.</p> <p>b. Number of students participating in SES</p> <p>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	<p>See List of providers on PDE/SES webpage.</p>	
<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	<p>Reviewers should ask parents of eligible students if they are aware of the two SES windows.</p> <input type="checkbox"/> Parents Asked	
<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>7. If the LEA requested rollover of unused funds set aside for SES 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> <input type="checkbox"/> Parents Asked	

8. The LEA maintains records regarding the numbers of students participating in SES.	<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.		
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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						
<input type="checkbox"/> 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
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 checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input checked="" type="checkbox"/> Initial Planning meeting agenda/list of participants. <input checked="" type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input checked="" type="checkbox"/> Plan approval. <input checked="" type="checkbox"/> Budget Reports. Copy of schoolwide plans		District Comments 4/24/2013 2:35:40 PM Principal Sandra Gonzalez The leadership team plans throughout the year after analyzing data.
2. All Schoolwide (SW) schools have an updated SW Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Completed and approved School Level Plan and Addendum or <input checked="" type="checkbox"/> Completed and approved Division of Federal Programs Schoolwide Template		District Comments 4/24/2013 2:36:25 PM Principal Sandra Gonzalez Pantoja Charter School is a new School Wide school.
Each SW Plan Contains:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2e. High-quality teachers to "high-need" schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2g. Transitioning preschool children	<input checked="" type="checkbox"/>	<input type="checkbox"/>				District Comments 4/24/2013 2:37:14 PM Principal Sandra Gonzalez We hold orientations for parents in MAy to prepare parents and provide a summer packet for enrichment.
2h. Teacher input in assessment decisions	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>				
2j. Coordinated budget	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input checked="" type="checkbox"/> SWP		District Comments 4/24/2013 2:39:52 PM Principal Sandra Gonzalez Administration along with the finance department allocates and budgets for monies to be used accordingly.

VIII. Targeted Assistance

Component VIII: Targeted Assistance							
The LEA targeted assistance programs meet all requirements.							
Sec. 1115							
<input checked="" type="checkbox"/> 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	
<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of scientifically-researched based instructional models. <input type="checkbox"/> School improvement plans. <input type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction. 			
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input type="checkbox"/> Documentation of scheduled team meetings. 			
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Schedules <input type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc. 			

4. Selection for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria process/multiple selection criteria. <input type="checkbox"/> Student roster with test scores <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student <input type="checkbox"/> List of eligible students that are not serviced due to parents declining service		
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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
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)							
<input checked="" type="checkbox"/> 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	
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.			

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Comments

General Comments for all schools was provided to DFP.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 checked="" type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (<i>PDE Form 425</i>) <input checked="" type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified				
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (<i>PDE Form 425</i>). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Individual professional development plan for each nonHQ teacher <input checked="" type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers				
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 (<i>this could vary from LEA to LEA</i>)		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:35:20 PM monitor James Sheffer This section is not applicable to Charter Schools</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:35:20 PM monitor James Sheffer This section is not applicable to Charter Schools
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6/1/2013 2:35:20 PM monitor James Sheffer This section is not applicable to Charter Schools								

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>4. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input checked="" type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input checked="" type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 		

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. 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				
6. 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 checked="" type="checkbox"/> Meeting Notices, Agenda, Sign-in sheets				
7. 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 type="checkbox"/> List of professional development activities aligned to district plan.		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:37:06 PM monitor James Sheffer The Charter School has a plan which is also the LEA.</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:37:06 PM monitor James Sheffer The Charter School has a plan which is also the LEA.
Monitor Comments								
6/1/2013 2:37:06 PM monitor James Sheffer The Charter School has a plan which is also the LEA.								
8. 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 checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters				
9. 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 type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan				
10. The LEA provides professional development expenditures for educational services to eligible nonpublic school staff equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share				

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		<p style="text-align: center;">District Comments</p> 2/13/2013 5:01:07 PM Principal Sandra Gonzalez Our average class size is 21 students to 1 teacher.
12. 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		<p style="text-align: center;">District Comments</p> 2/13/2013 5:02:20 PM Principal Sandra Gonzalez We no longer hire teachers who are not highly qualified. The teachers we presently have that are NHQ receive continuous support.

Title III Program Review

This LEA participates in a Title III Consortium and Title III data will be supplied by the IU or the LEA has declined to accept Title III funds.

- I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners
- II. Assessment
- III. Accountability
- IV. Evaluation
- V. Required Subgrantee Activities for LEP
- VI. Authorized Subgrantee Activities for LEP
- VII. Authorized Subgrantee Activities for Immigrant Children and Youth
- VIII. Parental Notification
- IX. Implementation of the Title III Application - Local Plans
- X. Post Exit Student Monitoring
- XI. Comments

I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners

Section 3113(b)(2) and Section 1111(b)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA curriculum in Reading/Language Arts, Science, Math, and Social Studies includes the PA ELPS and is aligned to state academic content standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Content curriculum alignment <input checked="" type="checkbox"/> Lesson plans		
2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Professional development proof	Agendas, sign-in sheets, training schedule, Act 48 credit hour <input checked="" type="checkbox"/> Agendas <input checked="" type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Training Schedule <input type="checkbox"/> Act 48 Credit Hour	

II. Assessment

Section 3113(b)(3)(C)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All LEP students have been annually assessed for English language proficiency (ELP) using the required state annual ELP assessment (ACCESS for ELLs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Completion of on-line ELP assessment ordering system via MetriTech (required), UPS receipt verifying return of state annual ELP assessment, LEA performance score reports, and inclusion of performance results in students permanent record folder	<input checked="" type="checkbox"/> LEA database records of LEP students and assessment scores <input checked="" type="checkbox"/> eMetric system reports	
2. The LEA uses the state screening and placement tool (WAPT) for entry into an ESL program and for the determination of the assessment tier for the state annual ELP assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> WAPT screening and placement assessment results are included in the student's permanent record folder		
3. The LEA assesses students within 30 days of the beginning of the school year or within 14 days of initial school entry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT).	<input checked="" type="checkbox"/> LEA database records	
4. The LEA has in place a procedure to ensure that all teachers who administer the ACCESS for ELLs have taken and passed the online WIDA ACCESS test administrator training course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator	<input checked="" type="checkbox"/> Proof of completion of on-line teacher training for test administration with proof of 80% or better teacher score	
5. LEP students are assessed using the PSSA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PSSA results for the LEP subgroup (grades 3-8 and 11)	<input checked="" type="checkbox"/> LEA database records <input checked="" type="checkbox"/> eMetric system reports	

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of AMAO Status Report and letter received from the SEA				
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years. <i>(This has not yet been implemented by PDE.)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:39:08 PM monitor James Sheffer The Charter School is also the LEA.</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:39:08 PM monitor James Sheffer The Charter School is also the LEA.
Monitor Comments								
6/1/2013 2:39:08 PM monitor James Sheffer The Charter School is also the LEA.								
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification and AMAO Improvement Planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.				

IV. Evaluation

Section 3121

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA completes the LEP SYSTEM on or before the State provided due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the Accuracy Certification Statement (ACS) for the LEP SYSTEM	Refer to the PDE website for State due dates	
2. The LEA completes the PIMS on or before the State provided due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the ACS for PIMS	Refer to the PDE website for State due dates	
3. The LEA performs regular Program evaluations based on multiple criteria that measure student progress in attaining English proficiency and attainment of academic and achievement standards. LEA implements improvements based on this evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of LEP System Report <input type="checkbox"/> Written program evaluation		

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs.</p> <p>The LEA/Consortia bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Student records and grades <input checked="" type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input checked="" type="checkbox"/> ACCESS for ELLs Score Report data <input checked="" type="checkbox"/> PSSA Score Report data <input checked="" type="checkbox"/> District AMAO Status Reports		
<p>2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELLs b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies. c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input type="checkbox"/> Completion of eGrant System subgrantee professional development activities	<input checked="" type="checkbox"/> Agenda <input type="checkbox"/> Training schedule <input checked="" type="checkbox"/> Teacher Act 48 lists	

VI. Authorized Subgrantee Activities for LEP

Section 3115(d)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Authorized Activities:</p> <p>a. Upgrading program objectives and effective instruction strategies. Improving the instruction materials, education software, and assessment procedures</p> <p>b. Providing tutorials and academic or vocational education for ELLs; and intensified instruction</p> <p>c. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services. Improving the ELP and academic achievement of ELLs</p> <p>d. Providing community participation programs, family literacy services, and parent outreach and training activities to ELLs and their families.</p> <p>e. Improving the instruction of ELLs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication; and incorporation of the resources</p> <p>f. Other activities</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title III application <input checked="" type="checkbox"/> A record of students being served <input checked="" type="checkbox"/> The type of programs being implemented		

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. Authorized Activities:</p> <p>"(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;</p> <p>"(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;</p> <p>"(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p> <p>"(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;</p> <p>"(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;</p> <p>"(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and</p> <p>"(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title III application <input type="checkbox"/> A record of students being served <input type="checkbox"/> The type of programs being implemented		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:42:01 PM monitor James Sheffer The Charter School has immigrant funds.</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:42:01 PM monitor James Sheffer The Charter School has immigrant funds.
Monitor Comments								
6/1/2013 2:42:01 PM monitor James Sheffer The Charter School has immigrant funds.								

VIII. Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA/Consortia provides notifications to parents in an understandable uniform format, and, to the extent practical, in a language that the parent can understand. Notification includes basis for placement, level of proficiency, method of instruction, how the program will meet the student's needs, and exit criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent letters for placement in Title III programs	<input type="checkbox"/> Use of Transact for translations			
2. The LEA/Consortia has parent notification provisions for identification and placement for Title III supplemental programs within 30 days of the beginning of school or 2 weeks after school begins.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent letters for placement in Title III programs				
3. The LEA/Consortia sends parent notification for failure to meet AMAOs, of such failure not later than 30 days after such failure occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Parent letter for AMAO status	<input type="checkbox"/> Use of Transact for translations	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:43:02 PM monitor James Sheffer The Charter School is also the LEA.</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:43:02 PM monitor James Sheffer The Charter School is also the LEA.
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4. Parental participation and outreach provisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent participation policies are distributed to parents on a regular basis <input checked="" type="checkbox"/> Evidence of outreach with parents of ELL students about how they can be involved in their child's education	<input type="checkbox"/> Written in the application			

IX. Implementation of the Title III Application - Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Submission of annual Title III application, implementation of application, and evaluation of success of Title III Implementation Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of signed rider and application		
<p>2. The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III.</p> <p>The LEA/Consortia provides:</p> <p>a. Policies and procedures for provision of services to eligible children attending private schools</p> <p>b. Third party contract(s)</p> <p>c. Copies of local application and budgets that document appropriate set asides (LEA)</p> <p>d. Evidence that consultation occurred between LEA and private school officials</p> <p>e. Evidence that private school children and teachers are receiving equitable services</p> <p>f. Evidence that the LEA is evaluating the Title III program serving private school students</p> <p>g. Evidence the LEA regularly supervises the provision of Title III services to private school children</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written policies and procedures, letters, emails or meeting agendas of LEA consultation with non-publics schools. Written agreement of equitable services to be provided. Evaluation plan for private school, program success, Supervisory consultation.		
3. The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Teacher fluency assessment results		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
4. LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.						
5. The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Verification of difference between core program budget and expenditures, and Title III budget and expenditures	Evidence of budget/expenditures for ESL in state and local funds Time & effort logs	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1606 451 2003 500" style="background-color: #d3d3d3;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1606 500 2003 781"> 5/13/2013 1:51:48 PM Principal Sandra Gonzalez The finance dept will be able to show verification of difference between core program budget and expenditures... </td> </tr> <tr> <th data-bbox="1606 781 2003 829" style="background-color: #d3d3d3;">Monitor Comments</th> </tr> <tr> <td data-bbox="1606 829 2003 1006"> 6/1/2013 2:44:55 PM monitor James Sheffer The Charter School is also the LEA. </td> </tr> </tbody> </table>	District Comments	5/13/2013 1:51:48 PM Principal Sandra Gonzalez The finance dept will be able to show verification of difference between core program budget and expenditures...	Monitor Comments	6/1/2013 2:44:55 PM monitor James Sheffer The Charter School is also the LEA.
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Monitor Comments										
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X. Post Exit Student Monitoring

Section 3121 (a)(4)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEAs have evidence of monitoring former ELLs exited from an ESL language instruction educational program for the 1st and 2nd years after exit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Student Progress Reports <input checked="" type="checkbox"/> Teacher Reports <input checked="" type="checkbox"/> PDE Sample post-monitoring tool (available spring 2009)		

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>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA response to findings. <input checked="" type="checkbox"/> PDE follow-up reviews of findings. <input checked="" type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).			
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I. Sec. 1127</p>	1. LEAs with Title I 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Carryover section of Title I project on eGrants		<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>6/1/2013 2:47:27 PM monitor James Sheffer The Charter School is also the LEA and has not carry over funds in excess of 15%</td> </tr> </table>	Monitor Comments	6/1/2013 2:47:27 PM monitor James Sheffer The Charter School is also the LEA and has not carry over funds in excess of 15%
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6/1/2013 2:47:27 PM monitor James Sheffer The Charter School is also the LEA and has not carry over funds in excess of 15%									
2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request and "Carryover Waiver Approval Letter" from DFP on file at LEA/District.					
C. Rank Order									

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>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>6/1/2013 2:49:22 PM monitor James Sheffer The Charter School is also the LEA and is a single attendance area</td> </tr> </table>	Monitor Comments	6/1/2013 2:49:22 PM monitor James Sheffer The Charter School is also the LEA and is a single attendance area
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	2. The ranking procedures are applied without regard to grade spans or schools when poverty rate of school is 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.				
	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"/> Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)				
4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches per pupil amounts in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)					
5. Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	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.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>D. Supplement / Supplant</p> <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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures. <input checked="" type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental		

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 	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:50:32 PM monitor James Sheffer The Charter School has not purchased any equipment.</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:50:32 PM monitor James Sheffer The Charter School has not purchased any equipment.
	Monitor Comments								
6/1/2013 2:50:32 PM monitor James Sheffer The Charter School has not purchased any equipment.									
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 	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/1/2013 2:50:59 PM monitor James Sheffer The Charter School has not purchased any equipment</td> </tr> <tr> <td>6/1/2013 2:51:36 PM monitor James Sheffer The Charter School has not purchased any equipment.</td> </tr> </tbody> </table>	Monitor Comments	6/1/2013 2:50:59 PM monitor James Sheffer The Charter School has not purchased any equipment	6/1/2013 2:51:36 PM monitor James Sheffer The Charter School has not purchased any equipment.
Monitor Comments									
6/1/2013 2:50:59 PM monitor James Sheffer The Charter School has not purchased any equipment									
6/1/2013 2:51:36 PM monitor James Sheffer The Charter School has not purchased any equipment.									
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, Neglected or Delinquent children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Amounts on Reservation of Funds section of Title I project match corresponding line items on 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 			

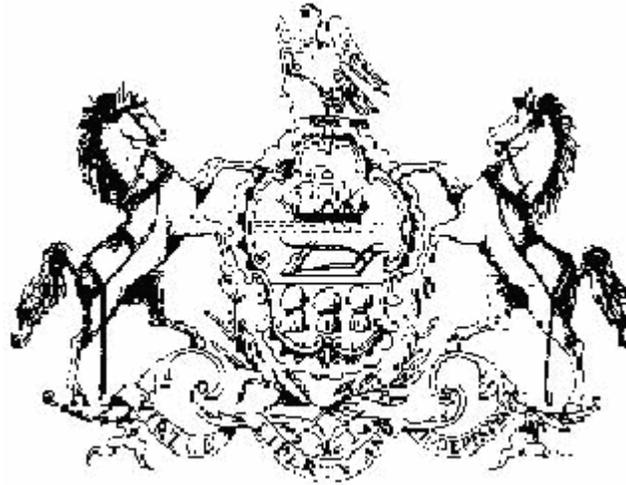
Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, 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).		
	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> At least 1% of Title I allocation is reflected in line item "3300-Community Services" within Title I budget. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input checked="" type="checkbox"/> Expenditures/invoices supporting Parent Involvement Set Aside amount.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	4. LEAs with Title I 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 sheets, contracted technical assistance, etc. <input checked="" type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>6/1/2013 2:53:37 PM monitor James Sheffer It is not applicable because the Charter is not identified for SI.</td> </tr> </table>	Monitor Comments	6/1/2013 2:53:37 PM monitor James Sheffer It is not applicable because the Charter is not identified for SI.
Monitor Comments									
6/1/2013 2:53:37 PM monitor James Sheffer It is not applicable because the Charter is not identified for SI.									
G. Obligating Funds	1. The LEA began obligating funds on or after the programs' approved date; (Program start date is found on first page of approved Consolidated Application).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on program expenditure records/invoices, begin on or after approved start date on Consolidated Application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 			
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"/> Nonpublic Per Pupil Amounts are correctly distributed. <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application. <input type="checkbox"/> Budget reflects Nonpublic total.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>6/1/2013 2:54:28 PM monitor James Sheffer It is a Charter School and this section is NA.</td> </tr> </table>	Monitor Comments	6/1/2013 2:54:28 PM monitor James Sheffer It is a Charter School and this section is NA.
Monitor Comments									
6/1/2013 2:54:28 PM monitor James Sheffer It is a Charter School and this section is NA.									

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	
	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Logs <input checked="" 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 	
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 	

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			



Antonia Pantoja Community CS CHARTER SCHOOL
FACILITATED SELF ASSESSMENT (FSA)
2010-11 Compliance Monitoring for Continuous Improvement (CMCI)
 Pennsylvania Department of Education
 Bureau of Special Education

Date(s) of Onsite Review	03/07/2011
LEA Contact Person's Name	Evelyn Nunez
Job Title	CAO
Address	4101 North American Street Philadelphia, Pa 19140
Telephone	(215) 329-2733
FAX	
Email Address	ilee@pantoja.aspirapa.org
BSE Chairperson	Moore
Job Title	Special Education Adviser
Address	PA Dept of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333
Telephone	
FAX	
Email Address	_____ @ state.pa.us

Directions for the Facilitated Self Assessment (FSA)

2010-11 Compliance Monitoring for Continuous Improvement (CMCI)

Pennsylvania Department of Education

Bureau of Special Education (BSE)

The Facilitated Self Assessment (FSA) procedure, presented in the text for each topical area, shows what the Local Education Agencies (LEA) needs to do to complete the FSA. Information that the state is responsible for providing to help the LEA complete the FSA is prepopulated. In addition, the FSA details the procedures that will be followed by the BSE in completing the FSA review.

The FSA must be completed no later than 30 days prior to the onsite visit. **NOTE: Some items require the LEA to provide student files. Files are to be available onsite at the LEA. DO NOT FORWARD ANY CONFIDENTIAL STUDENT EDUCATIONAL FILES.**

FSA Procedure for LEA:

Each LEA will establish a team to review and complete the required FSA.

Procedure for completion of the FSA:

1. Review the required standard and regulatory basis for each topic.
2. Follow the procedure titled LEA Procedure for each topic, gathering the required data.
3. Conduct the team discussion review using the LEA Team Discussion Points provided.
4. Complete the written Data Collection Summary in the format provided.
5. Where specified in the FSA, please forward policies, procedures, and reports to Jill Deitrich at the BSE address or have them available onsite for verification, as directed by the Chairperson.

Chairperson will review the FSA in preparation for the onsite review. Should there be any questions or concerns regarding the completion of the FSA, please direct them to the Chairperson.

Index of FSA Topics		
Page	Topic #	Topic
4	1	Assistive Technology and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices
8	2	Positive Behavior Support Policy
13	3	Child Find (Annual Public Notice and General Dissemination Materials)
17	4	Confidentiality
21	5	Dispute Resolution
24	6-7	Graduation and Dropout Rates
28	8	Exclusions: Suspensions and Expulsions
33	10	Independent Educational Evaluation
36	11	Least Restrictive Environment (LRE)
52	12	Provision of Extended School Year Services
55	13	Provision of Related Service Including Psychological Counseling
58	15	Parent Training
62	16	Participation in PSSA and PASA (PA System of School Assessment and PA Alternate System of Assessment) and Charter School-Wide Assessment
66	17	Public School Enrollment
72	18	Surrogate Parents (Students Requiring)
76	19	Personnel Training
81	20	Intensive Interagency Approach
84	21	Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation
86	22	Disproportionate Representation that is the Result of Inappropriate Identification
89	23	Educational Benefit Review

1. ASSISTIVE TECHNOLOGY DEVICES AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

STANDARD - ASSISTIVE TECHNOLOGY

The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.

REGULATORY BASE:

Assistive technology - 34 CFR 300.5 and 300.6, 300.105, and 300.324

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5 and 300.6, respectively are made available to a student with a disability if required as a part of the student's--
(1) Special education (2) Related services or (3) Supplementary aids and services.

STANDARD - HEARING AIDS

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.

REGULATORY BASE:

Hearing Aids - 34 CFR 300.113

Proper functioning of hearing aids. Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

External components of surgically implanted medical devices- 34 CFR 300.113

Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

1.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE LEA will select and review at minimum 10% of files for students for whom Assistive Technology (AT) is a required component of their IEP.</p> <p>LEA will discuss the LEA Team Discussion Points and complete Data Collection Summary.</p> <p>LEA will provide student files as needed by the Chairperson during the onsite review.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review 10%, or not less than 3 files, of students for whom AT is a required component of their IEP. Chairperson selection of files will include both files reviewed by LEA and files not reviewed by the LEA if sufficient number is available.</p> <p>Chairperson will answer the following questions:</p> <p>a. If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. Is the provision of AT reflected in the students' IEPs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. Is the recommendation for AT services and devices promptly followed by an IEP that incorporates the recommendation(s)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on next page</p>	

ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>d. Are AT services or devices identified with specificity in IEPs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>e. Are AT services or devices reviewed annually, or as requested by the IEP team and/or parent? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>f. Are AT devices promptly repaired and is an interim device or backup plan in place while the device is being repaired/maintained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	
<p>1A.</p>	<p>LEA PROCEDURE LEA will provide a brief written summary of how hearing aids and external components of surgically implanted medical devices for students with disabilities are properly maintained.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will interview the LEA representative then answer the following questions:</p> <p>a. If there are no students currently identified as receiving this service, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. Does the LEA maintain proper functioning of hearing aids and external components of surgically implanted medical devices for students with disabilities? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	

ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ AT services or devices required on students' IEPs were provided in a timely manner? 	<p>Currently, three students at Antonia Pantoja Community Charter School are using assistive technology devices who require AT devices and where it is written in their IEPs. In addition, these students received their AT devices immediately since we had ordered an inventory in the summer. The first student uses a T-stool in therapy for a sensory integration dysfunction. The second student uses a feedback cushion for a sensory integration dysfunction. The third student uses a sensory jiggler for the mouth in addition to sensory diet strategies. All assistive technology devices implemented in Antonia Pantoja Community School are to be provided in a timely manner, within 30 days of the IEP meeting and to date this standard has been met. Implementation of assistive technology devices is documented in the IEPs. AT services and supports are discussed at each IEP meeting to determine in order to access the general education curriculum effectively.</p>

<p>➤ the LEA has a process/procedure to address the need for AT?</p> <p>➤ the LEA provides effective maintenance of all AT devices?</p> <p>➤ the LEA selects age/developmentally appropriate AT?</p>	<p>Yes. Antonia Pantoja Community Charter School's Special Education Policies states, "IDEA requires that all IEP teams consider assistive technology devices or services for every student with an IEP. However, not all students with IEPs will need assistive technology. In determining the need for assistive technology IEP teams should consider the following questions: Does the student need assistive technology to meaningfully participate in the general curriculum? Does the student need assistive technology to participate in academic or functional activities? Does the student need assistive technology to access print materials? Does the student need assistive technology to access auditory information? Does the student need assistive technology to access written communication and/or computer access? Does the student need augmentative/alternative communication? Does the student need assistive technology to participate in state and local assessments? A multidisciplinary team should observe how the student participates in a variety of activities during the school day. The team will identify the student's current abilities, and assess what is impeding the student from full participation in any specific activity. The IEP should identify the student's needs and explain how the selected assistive technology device will benefit the student in meeting those needs."</p> <p>According to Antonia Pantoja Community Charter School's Special Education Policies , "Should an assistive technology device be damaged or malfunction, it should be promptly repaired and an interim device or backup plan should be developed during the reparation process." The Special Education Coordinator has the responsibility to ensure that all repairs are expedited and that there is always a back up plan.</p> <p>Yes. The LEA selects age/developmentally appropriate assistive technology following the recommendations of qualified personnel. We work closely with our related service providers and get assistance from PaTTAN when determining the selection and appropriateness of AT. The age/developmentally appropriate assistive technology devices are documented in each student's IEP. Assistive technology must be age/developmentally appropriate for each student. In addition, Antonia Pantoja Community Charter School's Special Education Policies states, "Antonia Pantoja Community Charter School's assistive technology device list shall be reviewed annually to ensure use of the most current technology available." In addition to ensure that we are aware of the most current technology available, each year we will send special education and technology school personnel to attend the Assistance Technology Expo and other conferences as well as viewing PaTTAN's website.</p>
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	<ul style="list-style-type: none"> ➤ the AT used is based on recommendations from qualified personnel, e.g. speech language pathologists? ➤ personnel are aware of available AT resources? ➤ hearing aids and external components of surgically implemented medical devices are being properly maintained by the LEA? 	<p>Yes. Assistive technology at Antonia Pantoja Community Charter School is based on the recommendation of qualified personnel such as an occupational therapist or a speech language pathologist. Currently, there are three students who require assistive technology. The need for assistive technology is documented in the occupational therapist’s evaluations as well as in each student’s IEP. The LEA is assisted with locating, acquiring and incorporating appropriate materials into the students’ IEPs by the necessary related service providers and PaTTAN. In addition, during the following school year we will send our IT department leader to attend the Assistive Technology Expo sponsored by PaTTAN to build our school based capacity regarding AT.</p> <p>Yes. The Antonia Pantoja Community Charter School’s Special Education Policy and Procedures states, “Antonia Pantoja Community Charter School maintains a list of available assistive technology devices that are available to IEP teams considering assistive technology devices. Antonia Pantoja Community Charter School’s assistive technology device list shall be reviewed annually to ensure use of the most current technology available. School personnel or parents may review the inventory or list at any time at their request.” In addition, the school will be sending a team to PaTTAN’s annual assistive technology seminar to remain well-informed of the most current assistive technology available. In addition, we will provide our general education teachers a professional development regarding AT. Our Teacher Survey revealed that this area was one while our special education teachers had knowledge of AT devices our general education teachers did not have as much knowledge. It is important to note that those related service providers we are involved with have extensive knowledge of appropriate assistive technology devices and are at the IEP meetings to ensure all personnel involved with a student needing AT is aware of the resources that particular child may need.</p> <p>To date, there are no students who require hearing aids or external components of surgically implemented medical devices. According to Antonia Pantoja Community Charter School’s Special Education Policies, “Should a student have a hearing aid or a surgically implanted medical device with an external component, Antonia Pantoja Community Charter School will retain a hearing aid maintenance kit in the nurse’s office. The contents will include, but are not limited to, a battery tester, hearing aid stethoscope, pipe cleaner, and extra batteries. The student with the device, teachers and other professionals in contact with the student will be educated in hearing aid maintenance and troubleshooting.”</p>
1.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance	

1 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance ___ No, Not in Compliance	
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2. POSITIVE BEHAVIOR SUPPORT POLICY

STANDARD - POSITIVE BEHAVIOR SUPPORT

LEA complies with the positive behavior support policy requirements.

REGULATORY BASE:

Positive Behavior Support - 22 Pa. Code 711.46

(f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

POSITIVE BEHAVIOR SUPPORT POLICY	
2.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the RISC system report of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of:</p> <ul style="list-style-type: none"> • students who have been restrained • students who have restraints included in their IEPs <p>Chairperson answers the following questions:</p> <p>a. Does the LEA have a current PBS Policy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. Are personnel authorized and trained in the use of restraints? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>e. Are prone restraints prohibited and never used? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on next page</p>

POSITIVE BEHAVIOR SUPPORT POLICY

	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>f. If a student was restrained, was the parent notified and a meeting convened within 10 school days (or a written waiver provided by the parents)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>g. Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Chairperson will review the LEA's PBS Policy and indicate whether the following required components are included:</p> <p>h. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.</p> <p>i. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p> <p>j. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.</p> <p>k. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.</p> <p>l. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning.</p> <p>continued on next page</p>	

POSITIVE BEHAVIOR SUPPORT POLICY	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
	<p>m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ul style="list-style-type: none"> • Corporal punishment • Punishment for a manifestation of a student’s disability • Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit • Noxious substances • Deprivation of basic human rights, such as withholding meals, water, or fresh air • Suspension constituting a pattern • Treatment of a demeaning nature • Electric shock <p>n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student’s IEP as reflected in 22 Pa. Code Chapter 14.133(c).</p>

POSITIVE BEHAVIOR SUPPORT POLICY

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>The LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA's implementation of PBS below.</p> <p>What evidence exists that</p>	

➤ the LEA's PBS Policy includes all the required regulatory components?

Antonia Pantoja Community Charter School has policies and procedures for Positive Behavioral Support that includes all of the required regulatory components: Positive Behavior Support Policy and Procedures. Pursuant to 22 Pa. Code 711.46, Antonia Pantoja Community Charter School has adopted the following Positive Behavior Support (PBS) policy and procedures. When students require specific intervention to address behavior that interferes with learning, Antonia Pantoja Community Charter School shall include positive behavior support plans as part of their Individual Education Plans. Positive behavior Support is the primary method of addressing problem behaviors. Positive techniques for the development, change and maintenance of behaviors shall be the least intrusive necessary. -Use of restraints: When an IEP Team determines that it is necessary to include the use of restrictive or intrusive procedures or restraints for controlling a student's behavior in that student's IEP, Antonia Pantoja Community Charter School must first obtain parental consent prior to the use of those restrictive or intrusive procedures or restraints. In addition, the Team shall explain in the IEP-(1) how the restrictive or intrusive procedures or restraints will be used only with specific components elements of the Positive Behavior Support, in conjunction with (2) the teaching of alternative, socially acceptable behavioral skills (replacement behaviors), as well as include (3) a plan for eliminating the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination as agreed upon by the student's parents. Mechanical restraints shall [prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning. Limitations of the use of restraints: Restraints to control acute or episodic aggressive or self-injurious behavior shall be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. IMPORTANT: Restraints may be used only as a last resort. The use of restraints may never be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Prohibited restraint techniques ; In no event may the following aversive, inappropriate restraint techniques of handling behavior be used at Antonia Pantoja Community Charter School: *corporal punishment, *punishment for a manifestation of a student's disability, * prone restraints, * locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit, * noxious substances, * deprivation of basic human rights, such as withholding meals, water or fresh air, *suspension constituting a pattern, *treatment of a demeaning nature, *electric shock. When a student has been physically restrained, the parent shall be notified and an IEP Team Meeting shall be convened within 10 days, unless the parents provide a written waiver of this requirement.

<p>➤ the LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are used only as a last resort?</p> <p>➤ the LEA's PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses?</p>	<p>IEP Team Review: The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. Referral of student with a disability to law enforcement: Subsequent to a referral to law enforcement of a student with a disability who has a positive behavior support plan for alleged criminal activity, the student's IEP Team shall be convened to-</p> <ol style="list-style-type: none"> (1) review the current IEP for appropriateness and effectiveness, (2) update or develop if necessary the Functional Behavioral Assessment (FBA) and (3) revise t and or develop a POBS. <p>Only APCCS personnel who are so authorized by the School Principal may employ restraints to control a student's behavior. All authorized personnel shall be trained in the use of PBS, de-escalation techniques and emergency responses, and crisis restraint procedures. To date, no students have required restraints in their IEPs. APCCS shall maintain data on restraints as required by the Secretary of Education. APCCS shall access professional development opportunities and technical assistance provided by the PDE's Bureau of Special Education and PaTTAN and our other partners OCOM and North Western Human Services.</p> <p>There has been no use of restraints at Antonia Pantoja Community Charter School during the 2008-2009, 2009-2010 school years as well as to date this current school year. This information has been reported to the state department for the previous school year. Antonia Pantoja Community Charter School will only use restraints as a last resort as stated in policy. The limitations of the use of restraints include: Restraints to control acute or episodic aggressive or self-injurious behavior shall be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. Very Important; Restraints may be used only as a last resort</p> <p>Antonia Pantoja Community Charter School includes a description of training for personnel on the use of Positive Behavior Supports, techniques and emergency responses in its Special Education Policies. Upon specific training, the Principal is the only person to authorize any employee to utilize restraints to control a student's behavior. All authorized personnel shall be trained in the use of PBS, de-escalation techniques and emergency responses, and crisis intervention and crisis restraint procedures. Currently our Safety Team along with our School Psychologist and Special Education Coordinator has received extensive training in these areas. To date we have not had to use restraints to control student behavior.</p>
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<ul style="list-style-type: none"> ➤ the LEA employs PBS as the primary method of addressing problem behaviors? ➤ the LEA maintains and reports data on restraints as required by the Secretary? ➤ parents are given notice when a restraint is used and, unless waived in writing, a meeting takes place within 10 school days? 	<p>Antonia Pantoja Community Charter School implements Positive Behavior Support as the primary method for addressing problem behaviors. In addition, our school wide positive behavior supports assist in preventing problem behaviors from arising and our Comprehensive Student Support Program also assists in eliminating problem behaviors from escalating as well as providing interventions. We begin with a School Wide Multi-Tiered Positive Behavior Initiative. This includes a lanyard system with demerits and merits for students in our middle school and a green/yellow/red traffic light color coding system for the elementary school students with clear expectations on appropriate behaviors, a consistently implemented Code of Conduct for all students, plenty of positive reinforcement and rigorous and effective instruction. Students who require additional supports are referred to our Comprehensive Student Support Program. Students may be referred by any adult including parent, teacher or school counselors. CSAP Coordinators hold team meetings, including the parent to develop interventions and individual PBS based on data derived from multiple observations of the student and Functional Behavioral Assessments. This is a multi-tiered delivery system that supports students both academically and behaviorally by monitoring student needs, collecting relevant data and solving problems within the model with individualized interventions for students. Often times in these team meetings referrals are made for supports for the entire family as issues are uncovered.</p> <p>Yes, Antonia Pantoja Community Charter School reports data on restraints as required by the Secretary. To date, we have had no incidences of the use of restraints therefore our reporting number was "0". In addition, there have been no student enrolled at Antonia Pantoja Community Charter School where the use of restraints has been necessary to be included in their IEP. We will continue to report the necessary data as is stated in our Special Education Policies.</p> <p>Antonia Pantoja Community Charter School's Restraint Policy provides: "When a student has been physically restrained, the parent shall be notified and an IEP Team Meeting shall be convened within 10 school days, unless the parents provide a written waiver of this requirement." To date, there has been no occurrences of the necessary use of restraints for any student therefore we have not had to notify a parent of or scheduled a meeting regarding restraints.</p>
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<ul style="list-style-type: none"> ➤ students who require specific intervention to address behavior that interferes with learning have behavior support plans as part of their IEPs? ➤ students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills? ➤ personnel are authorized and trained in PBS and crisis restraint procedures? 	<p>Yes, Antonia Pantoja Community Charter School mandates in its Special Education Policies that when a student requires specific interventions to address any behavior that interferes with learning we shall include Behavior Support Plans as part of their Individual Education Plan. "Positive Behavior Support is the primary method of addressing problem behaviors. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary." We currently have many of our students in Kindergarten through 8th grade who have Positive Behavior Support Plans included in their IEPs. Often times we reconvene the team to revisit many of these plans until we reach the most effective interventions for an individual student. Since the opening of our school we have seen an improvement in the content of our behavior support plans and this correlates with the increased amount of training. Of course conducting a Functional Behavior Assessment is critical in the development of a Positive Behavior Support plan that will produce the most desirable outcomes.</p> <p>Currently Antonia Pantoja Community Charter School has no students who require restraints and who have that include the use of restraints. That being said our Special Education Policy indicates: "Use of restraints. When an IEP Team determines that it is necessary to include the use of restrictive or intrusive procedures or restraints for controlling a student's behavior in that student's IEP, Antonia Pantoja Community Charter School shall obtain parental consent prior to the use of those restrictive or intrusive procedures or restraints. In addition, the IEP Team shall explain in the IEP, (1) how the restrictive or intrusive procedures or restraints will be used only component elements of the Positive Behavior Supports, in conjunction with (2) the teaching of alternative, socially- acceptable behavioral skills, as well as include (3) a plan for eliminating the use of restraints."</p> <p>Antonia Pantoja Community Charter School includes training in Positive Behavior Support, the use of de-escalation techniques and crisis restraints procedures as part of our School Professional Development Plan. Training was provided by our IU-26 for the Special Education Team and that team provided training to our staff. Our Safety Team has received outside training through the Temple University School Police Institute. Our School Safety Team proudly displays their certifications and speaks about being sworn in by a judge. Our School Psychologist has been trained through our partner PCOM and she oversees this process. Our School Counselors were trained in Functional Behavioral Assessment through North Western Human Services and they too received certificates. Finally all of our teachers were trained in FBA and PBS in small grade groups settings. Currently there have been no incidents at which time restraints have had to be implemented.</p>
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	<ul style="list-style-type: none"> ➤ there is a plan for eliminating the use of restraints through the application of PBS? ➤ prone restraints are prohibited and never used? ➤ when a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team? ➤ the LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g. School-wide Behavior Support Programs)? 	<p>Currently, there have been no students who have IEPs that include the use of restraints. In the case where restraints are deemed necessary by the IEP team Antonia Pantoja Community Charter School will develop a plan for eliminating the use of restraints through the implementation of PBS. In addition Antonia Pantoja Community Charter School Team acts as it's own "wrap around" team approaching student supports in a proactive manner by working with the whole child and family unit in providing all necessary supports prior to crisis incidents.</p> <p>Antonia Pantoja Community Charter School PROHIBITS the use of prone restraints in its Special Education Policies. To date, there have been no incidents of the use of prone restraints and/or any other restraint techniques.</p> <p>Antonia Pantoja Community Charter School has not been had an incidence to refer any student with an IEP to law enforcement. If this situation is necessary our Special Education Policy states; Referral of a student to law enforcement. Subsequent to a referral to law enforcement of a student with a disability who has a positive behavior support plan for alleged criminal activity, the student's IEP Team shall be convened to -(1) review the current IEP for appropriateness and effectiveness, (2) update and/or develop the functional Behavioral Assessment (FBA), and (3) revise the Positive Behavior Support Plan.</p> <p>Yes, Antonia Pantoja Community Charter School accesses professional development opportunities and technical assistance that is provided by PaTTAN. The Special Education Coordinator has been previously trained in creating a School-wide Behavior Support Program as well as other specific trainings including Functional Behavior ASsessments, Restorative Practices and Community Circles. Our school counselors were recently trained through our partner North Western Human Services in the development of Functional Behavior Assessments and Behavior Support Plans. Our Administrators, Special Education Teachers and Master Teachers, as well as General Education Teachers and Parents have attended many trainings through PaTTAN on a variety of topics. Research based materials brought back are shared with the staff. In addition, we have participated in multiple webinar trainings provided through PaTTAN.</p>
2.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	

3. CHILD FIND

STANDARD – CHILD FIND

LEA demonstrates compliance with annual public notice requirements.

REGULATORY BASE:

Child find - 34 CFR 300.111(a)(1)(i)(ii)(c)(1)(2)

(a) General. (1) The State must have in effect policies and procedures to ensure that -- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (c) Other children in child find. Child find also must include -- (1) Children who are suspected of being a child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and (2) Highly mobile children, including migrant children, wards of the state and parentally placed private students as appropriate.

Child Find - 22 Pa. Code 711.21(a)

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

CHILD FIND

**3. STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

LEA PROCEDURE

LEA will review its child find and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its written policy to BSE or make it available onsite for verification as directed by the Chairperson. LEA will compile and have available for review documentation of its dissemination materials.

SPECIAL CONSIDERATIONS

BSE PROCEDURE

Chairperson will answer the following questions:

- a. Does the LEA have a current written policy for child find?
 Yes
 No
- b. Has the LEA adopted, and does it use, a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction?
 Yes
 No
 NA
- c. Does the LEA's public outreach awareness system include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children?
 Yes
 No
- d. Does the LEA conduct child find activities to inform the public of its special education services and programs and the manner in which to request them?
 Yes
 No
- e. Is written information published in the charter school or cyber charter school handbook and website?
 Yes
 No
- f. Does the LEA's child find effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities?
 Yes
 No
 NA

continued on next page

CHILD FIND	
STANDARDS TO BE MET PROCEDURES TO FOLLOW	
<p>g. Does the LEA provide child find information to parents throughout the LEA of child identification activities?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>h. Is the child find information published or announced in newspapers, electronic media, and other media with circulation adequate to notify parents throughout the LEA?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>i. Does the child find activity inform parents of child identification activities and procedures followed to ensure confidentiality of information pertaining to students with disabilities?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>j. Does the written policy include child find activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>k. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>l. Does the written policy include systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

CHILD FIND		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p>	

➤ the LEA's written policy includes all the required components?

Yes, Antonia Pantoja Community Charter School's Child Find policy is included in our Special Education Policies. Antonia Pantoja Community Charter School publishes the following Child Find Annual Notice in our school's Parent/Student Handbook, on the ASPPIRA/Antonia Pantoja School website (Our website is being redesigned at this time as we brought in a new company to create the new website. We will, however continue to have it in the new formatted website.) and has it posted in the school building on the parent communication board located near the main office and the nurse's office. This policy provides that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEAIA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents to inform parents of children applying to or already enrolled in Antonia Pantoja Community Charter School of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Antonia Pantoja Community Charter School. The purpose of this Annual Notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. Qualifying for Special Education Education and Related Services Under the Federal IDEAIA 2004, there are two prongs. The first is a finding that the student has one or more of the following disabilities that interfere with his/her educational performance; (1) autism or pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) mental retardation, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech and language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness. IDEAIA 2004 provides legal definitions of the above listed disabilities, which may differ from those terms used in medical or clinical practice or daily language. The second prong is determining eligibility for special education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of these disabilities is in need of specially designed instruction. What Parents Can Do If They Think Their Child May Qualify for Special Education: Parents who think their child may be eligible for special education may request, at any time, that the school conduct a multi disciplinary evaluation. Some potential signs of a student having a disability include experiencing years of difficulties in reading, writing and solving math problems, difficulties focusing and concentrating on school work, difficulty sitting still in the classroom and difficulty in controlling emotions (such as anxiety and depression) and/or behaviors. Requests for a multi disciplinary evaluation must be made in writing to the schools

Special Education Coordinator and/Principal. If a parent makes an oral request for a multi disciplinary evaluation, the school shall provide the parent with the appropriate document for that purpose. If the school denies the parent's request for evaluation, the parents have the right to challenge the denial through an impartial hearing or voluntary alternative dispute resolution such as mediation. Antonia Pantoja Community Charter School's systemic screening and referral process: Through our systemic screening and referral process, APCCS identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include initial benchmark assessments, classroom performance, standardized reading and math assessments, vision and hearing screening, speech and language screening in Kindergarten and First grade, and the Comprehensive Student Assistant Program. The school regularly assesses the current achievement and performance of the child, designs school based interventions, and assesses the effectiveness of the interventions. Parents have the right to request a multi disciplinary evaluation at any time in this process regardless of this screening process. If the parents need additional information regarding the purpose, time, and location of screening activities they should call or write the schools Special Education Coordinator. Evaluation: Whenever a student is referred for a multi disciplinary evaluation, APCCS must obtain written consent from a parent before the evaluation can be conducted. Parental consent shall not be construed as consent for their child to receive special education and/or related services. In certain circumstances a surrogate parent may be appointed. (see Surrogate Parent Policies). Under IDEIA 2004, an evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional developmental, and academic information about the child about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability as assist in determining the content of the child's IEP. This process is conducted by a multi disciplinary Team (MDT) which include a teacher, other qualified professionals that work with the child, the parents and other members as required by law. The MDT process must be conducted in accordance with specific time lines and must include protection -in- evaluation procedures. APCCS does not use any single measure or assessment as sole criteria in determining if the child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contributive of cognitive and behavioral factors in addition to physical and developmental factors. The results of this MDT report is written in an Evaluation Report. This report makes recommendations about a students eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the MDT determines that the student is eligible for special education and related services then a detailed plan for supporting the student in his/her areas of need over the year is written. This plan is called an Individual Education Program (IEP) and is

	<p>➤ the LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction?</p>	<p>written so the child can be successful in school and then later in life. An IEP Team consists of educators, parents, an LEA and other persons with expertise and familiarity with the child. The participants in the IEP Team are dictated by the IDEIA 2004. The parents of the child have the right to be notified of and be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEIA 2004, there may be situations in which the school may hold an IEP Team meeting if the parents refuse or fail to attend the IEP meeting. IEPs generally contain: (1)a statement of present levels of academic achievement and functional performance; (2)a statement of measurable annual goals established for the child; (3) a statement of how the child's progress towards meeting the annual goals will be measured and when periodic reports will be provided; (4)a statement of the related services and supplementary aids and services as well as program modifications and any necessary supports for school personnel; (5)an explanation of the extent, if any, to which the child will not participate with non disabled children in the general education class and activities; (6)a statement of any individual appropriate accommodations if necessary to measure the academic achievement and functional performance of the child on state and school assessments; (7)and the projected date of the beginning of the services and modifications and the anticipated frequency location and duration of those services and modifications. Special education services are provided according to the educational needs of the child, not the category of disability. Every effort is made through out the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the student's privacy rights. (see Confidentiality Policies)</p> <p>Yes, Antonia Pantoja Community Charter School uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction as demonstrated in the following ways: The Aspira/Antonia Pantoja Community Charter School Website:www.aspirapa.org; during a formal presentation at our enrollment and orientation parent meetings by our Special Education Coordinator accompanied by printed material; during our back to school night in September 2008, 2009, and 2010 at an informational booth set up for parents; published in our Parent/Student Handbook and posted near the main office on a parent bulletin board.</p>
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	<ul style="list-style-type: none"> ➤ the LEA uses a variety of methods (radio, TV, printed publications) and locations to provide the public notice? ➤ the distribution of notification to parents occurs routinely? 	<p>Yes Antonia Pantoja Community Charter School uses a variety of methods and locations to provide public notice; Aspira/Antonia Pantoja Community Charter School website; written publication in the Parent/Student Handbook; Antonia Pantoja Community Charter School publications distributed during formal enrollment and orientation meetings and broadcasted on our in school television screen located in the main lobby. Yes. The distribution of notification to parents routinely using the following: annually in the Parent/Student Handbook, the school's website:www.aspirapa.org; our Back to School Night (usually in September) through presentations to all parents in attendance; and posted in places in our building where parents have easy access. Notification is provided annually.</p>
<p>3.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance</p>	

4. CONFIDENTIALITY

STANDARD - CONFIDENTIALITY

The LEA is in compliance with confidentiality requirements.

REGULATORY BASE:

Confidentiality – 34 CFR 300.610

The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with §§ 300.611 through 300.627

Referral to and action by law enforcement and judicial authorities - 34 CFR 300.535(b)(1)(2)

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Education Records - 22 Pa. Code 711.8(a)(b)

(a) When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school or cyber charter school.

(b) When the educational record for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school or cyber charter school, the charter school or cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

CONFIDENTIALITY	
4.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>
	<p>LEA PROCEDURE LEA will review its Confidentiality Policy for compliance with regulations.</p> <p>LEA will identify any students with disabilities for whom it reported a crime, and determine if the records were forwarded to the appropriate authorities. LEA will make these records available onsite for the Chairperson’s review.</p> <p>LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its Confidentiality Policy to BSE or make it available onsite.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson.</p> <p>Chairperson will answer the following questions: a. Does the LEA have a current LEA Confidentiality Policy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Chairperson will review the LEA’s Confidentiality Policy and answer the following questions: Does the policy include: b. a description of the personally identifiable information maintained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA c. the uses to be made of the information? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on the next page</p>

CONFIDENTIALITY

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>d. a summary of the policies and procedures regarding (1) storage of information; (2) disclosure to third parties; (3) retention and destruction of personally identifiable information and information regarding record of access? ____ Yes ____ No ____ NA</p> <p>e. a description of the rights of parents to access this information? ____ Yes ____ No ____ NA</p> <p>f. information regarding charging a fee for copies, if applicable? ____ Yes ____ No ____ NA</p> <p>g. information regarding parents' hearing rights and hearing procedures? ____ Yes ____ No ____ NA</p> <p>h. identification of the agency official who has responsibility for ensuring confidentiality? ____ Yes ____ No ____ NA</p> <p>i. if the agency reported a crime committed by a student with a disability, did the agency ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)? (34 CFR Part 99) ____ Yes ____ No ____ NA</p> <p>j. Has the LEA provided evidence that all persons collecting or using personally identifiable information receive training or instruction regarding confidentiality procedures? ____ Yes ____ No ____ NA</p>	

CONFIDENTIALITY	
DATA COLLECTION WORKSHEET	
LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <p>What evidence exists that:</p>	

➤ the LEA's Confidentiality Policy includes all required components?

Antonia Pantoja Community Charter School's Confidentiality Policy provides: Students' Privacy Rights to Student Information and Education Records; Antonia Pantoja Community Charter School is required to obtain a parent's permission or consent before it may release any information from the student's education record. (Under Federal law, a student receives this right when the student reaches the age of 18.) This includes access to a student's records by others. Information from a student's education may be released, without consent, to the following parties under the following conditions - school officials, including teachers, who have a legitimate educational interest in reviewing the record; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; appropriate officials in case of health and safety emergencies; state and local authorities within a juvenile justice system, pursuant to Pennsylvania law; If Antonia Pantoja Community Charter School has reported a crime committed by a student with a disability, the school ensures both that the juvenile-justice authorities are advised that the student is a student with a disability and that copies of the special education and disciplinary records of the student are properly transmitted to the juvenile-justice authorities; and in compliance with a court order or an order of an administrative agency with subpoena power. However, students and parents should be notified of all such orders and the school's compliance. In addition, Antonia Pantoja Community Charter School may disclose, without consent, "directory" information, such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, Antonia Pantoja Community Charter School must tell parents and students about directory information and allow parents and students a reasonable amount of time to request that the school not disclose directory information about them. Access to Student Information Antonia Pantoja Community Charter School adheres to a policy of protecting students and parents from the release or access to student information to or by unauthorized sources. Parents have the right to an explanation and interpretations of the records, to be provided copies of the records at no expense, and the right to have a representative inspect and review the records. Parents and adult students have access to all records, other than those considered to be a staff member's personal records, without impediment. All requests for access to student records by parents or adult students must be in writing and directed to the school's Administration. All such requests will be acted upon and access granted within 45 days after receipt of the written request. However, if the student is a Special Education student, Antonia Pantoja Community Charter School must comply within 30 days of the request. Information Typically Contained in Student Records Typical data collected by school entities for inclusion within student records, include the following: A. Official administrative records that constitute the minimum personal data necessary

for operation of the educational system, such as: 1. student number, name, address, telephone number, birth date, gender, ethnic origin, dates of entry and withdrawal, academic grades, picture and attendance data. 2. First, middle and last name and emergency telephone number of the parent or emergency contact. 3. Group-administered, standardized achievement test scores. 4. Record of awards, letter of commendation received, and student participation in school activities. B. Verified information of clear importance that exceeds the minimum personal data necessary for operation of the education system, such as: 1. Individually administered standardized intelligence and aptitude test scores. 2. Interest inventory results. 3. Health records. 4. Family background information. 5. Systematically gathered teacher or counselor ratings and classroom observations. 6. Act 26 information, certified discipline record, parent statement. 7. Verified reports of recurrent behavior problems. 8. Teacher reports on achievement. 9. Chapter 15 Service Agreements for protected handicap students. 10. Certain legal documents such as judicial orders or directives related to custody, restraining orders, and protection from abuse orders. 11. Special education records, including Permission to Evaluate, Permission to Re-evaluate, Invitation to Attend an IEP Meeting or other meeting, Individualized Education Plans (IEPs), Evaluation Reports (ERs), psychological reports, Notice of Recommended Educational Placement (NOREPs), criterion-referenced and norm-referenced test booklets, report cards, summaries and Penn Data tracking information. Verified information will be reviewed at the end of each year by the assigned staff member(s) (one or more staff shall be identified by the Principal for the purpose of record review) and material that is no longer educationally useful shall be destroyed by shredding and/or burning under the supervision of the assigned staff member(s). Special education records, Act 26 and Chapter 15 service agreements shall be maintained and will not be destroyed. a. Parents and students will be notified of this procedure in the parent handbook and school calendar. b. No notification is required for the destruction of duplicate records maintained by Antonia Pantoja Community Charter School. c. Professional notes maintained by school staff who are directly involved with the student's health, education and welfare for their own use. Such notes might include transcripts of interviews, clinical diagnoses, and other memory aids. Such data are to be considered confidential and treated as such. All such data must be destroyed when their usefulness is no longer apparent or when the student leaves the school system. Such notes cannot be shared with anyone other than a temporary substitute filling the maker's position. They cannot be passed on to another person who is permanently employed by Antonia Pantoja Community Charter School, nor can they be transferred to another school entity to which the student may transfer. Under the law, professional notes are not considered educational records. d. Potentially useful information that has not yet been verified or clearly needed beyond the immediate present. This type of information includes: 1. Unevaluated

reports of teachers, counselors, and others, which may be needed in ongoing investigations and disciplinary or counseling actions. 2. Mental-health or outside agency psychiatric reports. (Except as provided for in specific law or regulation, these records shall be maintained and released under the same procedural guidelines as any other education records.). Comprehensive Student Assistance Program information, including all information gained through the CSAP process. 4. Other legal or clinical findings, including personality test results, psychiatric reports, psycho-educational reports (other than those for special education and gifted students). Such data shall be kept separate from the students' cumulative record files. However, this is no way impairs a parent's or student's right of access. This data will be reviewed at the end of each year and will be destroyed if not verified and/or not needed beyond the immediate present. Parents or adult students must be notified of the nature of the information being maintained and must be offered an opportunity for a hearing. A parent or an adult student has the right to request a hearing to challenge any information contained in the student's education record that is considered potentially useful information. Maintenance and Retention of Students' Educational Records Records will be maintained in paper form for three years after the student has terminated his/her attendance at Antonia Pantoja. At that point, they may be transferred to electronic media for permanent storage. All records will be destroyed 100 years past a student's 24th birthday. Procedures for Amendment of Students' Educational Records A. If a parent/guardian or an adult student believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask Antonia Pantoja in writing to amend the record. The request will be directed to the Principal. B. Antonia Pantoja shall decide whether to amend the record as requested within 45 school days after the Principal receives the request. C. If Antonia Pantoja decides not to amend the record as requested, it shall inform the parent/guardian or adult student in writing of its decision and of his/her right to a hearing. Rights of Parents or Students to a Hearing, The procedure ofr a hearing shall be as follows: A. A parent/guardian or adult student desiring a hearing shall send a written request to the Principal setting forth the specific items being challenged. The request shall also state the reason for the challenge. B. A hearing shall be scheduled not sooner than ten school days nor later than thirty school days after receipt of the request. C. A written notification of the day, time and place of the hearing shall be sent by certified mail to the parent/guardian or adult student at least ten school days prior to the date of the scheduled hearing. The notification shall state that the parent/guardian or adult student has the right to counsel, to present evidence, and to examine and cross-examine witnesses. D. The hearing shall be conducted before a records panel. The records panel shall consist of the Principal (who shall serve as chair), the Program Director, and a staff member from the building chosen by the principal. The school

solicitor may be present to serve in an advisory capacity if deemed necessary. In the case of a hearing dealing with psychological reports or health reports, the School Psychologist or the Case Management Director shall be present in an advisory capacity. E. Following the hearing, the records panel shall notify the parent/guardian or adult student within five (5) school days of the decision/action taken by the panel. If the decision is in favor of the parent/guardians or adult student, the item(s) in question will be expunged from the records. When the hearing decision does not favor the parent/guardian or adult student, the parent/guardian or adult student will be notified that they have the right to place a statement in the record. F. The decision of the records panel shall be based solely upon the evidence presented at the hearing and shall include a written summary of the evidence and the reason for the decision. Rights Protected Under the Pupil Rights Amendment Federal Law affords Antonia Pantoja students and their parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Consent before you are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education—1. Political affiliations or beliefs of the student or student’s parent; 2. Mental or psychological problems of the student or student’s family; 3. Sex behavior or attitudes; 4. Illegal, anti-social, self-incriminating, or demeaning behavior; 5. Critical appraisals of others with whom respondents have close family relationships; 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; 7. Religious practices, affiliations, or beliefs of the student or parents; or 8. Income, other than as required by law to determine program eligibility. Receive notice and an opportunity to opt a student out of – 1. Any other protected information survey, regardless of funding; 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. Inspect, upon request and before administration or use of – 1. Protected information surveys of students; 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and 3. Instructional material used as part of the educational curriculum. It is the policy of Antonia Pantoja Community charter School that we do not collect, disclose, or use personal information for marketing, sales, or other distribution purposes. Antonia Pantoja will directly notify parents of this policy at least annually at the start of each school year and after any substantive changes. Antonia Pantoja will make this notification to parents

	<ul style="list-style-type: none"> ➤ LEA personnel receive adequate training regarding confidentiality? ➤ personnel are familiar with requirements for transfer of records to appropriate authorities for students with disabilities who commit a crime? ➤ the charter school or cyber charter school has an effective system for ensuring timely transfers of education records between it and other LEAs? 	<p>at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement: -Collection, disclosure, or use of personal information for marketing, sales or other distribution. -Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education. –Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202-5901.</p> <p>Yes Antonia Pantoja Community Charter School provides professional development to all of its personnel to ensure there is adequate training regarding confidentiality at the beginning of each school year during our August professional development days and through out the year as reminders of the school policy.</p> <p>Antonia Pantoja Community Charter School provides professional development for personnel regarding the requirements for the transfer of records to appropriate authorities for student with disabilities who commit a crime. Our School Policy states; Information from a student's education record may be released,without consent, to the following parties under the following conditions- state and local authorities within a juvenile justice system, pursuant to Pennsylvania law; If Antonia Pantoja has reported a crime committed by a student with a disability, the school ensures both that the juvenile-justice authorities are advised that the student is a student with a disability and that copies of the special education and disciplinary records of the student are properly transmitted to the juvenile-justice authorities".</p> <p>Yes Antonia Pantoja Community Charter School has an effective system for ensuring timely transfers of education records between it and other LEAs as we comply with the mandate of Chapter 711 that a child's education records be transferred within 10 days after another LEA has notified Antonia Pantoja Community Charter School in writing that the child is enrolled in that other LEA. We do make every effort to respond to such requests in fewer than 10 days to ensure seamless and timely transfers of education records to other LEAs. Currently our secretarial staff notifies the Special Education Coordinator of the request for transfer of records and the Special Education Coordinator immediately sends the student's records to the new LEA.</p>
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4.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance ___ No, Not in Compliance	
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5. DISPUTE RESOLUTION

STANDARD - DISPUTE RESOLUTION

The LEA uses dispute resolution processes for program improvement. - 34 CFR 300.500

REGULATORY BASE:

Procedural Safeguards - 34 CFR 300.504

(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

DISPUTE RESOLUTION		
5.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will review the information provided by BSE, discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review a maximum of 5 (if available) due process hearing decisions from the prior school year where the parent was the prevailing party, and answer the following questions:</p> <p>a. If appropriate, was the hearing decision reflected in the student's IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. If required, was compensatory education incorporated into the student's IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. Were the compensatory education services that were required by the hearing decision and included in the student's IEP delivered? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	
5A.	<p>BSE PROCEDURE Chairperson will review the following data and reach conclusions regarding effective use of dispute resolution systems.</p> <p>Data from the Office for Dispute Resolution (ODR) and BSE for this LEA from the prior school year:</p> <p><input type="text"/> 0 Number of complaints filed with BSE</p> <p><input type="text"/> 0 Number of complaints found to be valid</p> <p><input type="text"/> 0 Number of mediation requests</p> <p><input type="text"/> 0 Number of mediations held</p> <p><input type="text"/> 0 Number of dues process hearings held</p> <p><input type="text"/> 0 Number of due process hearing decisions where the parent was the prevailing party</p>	

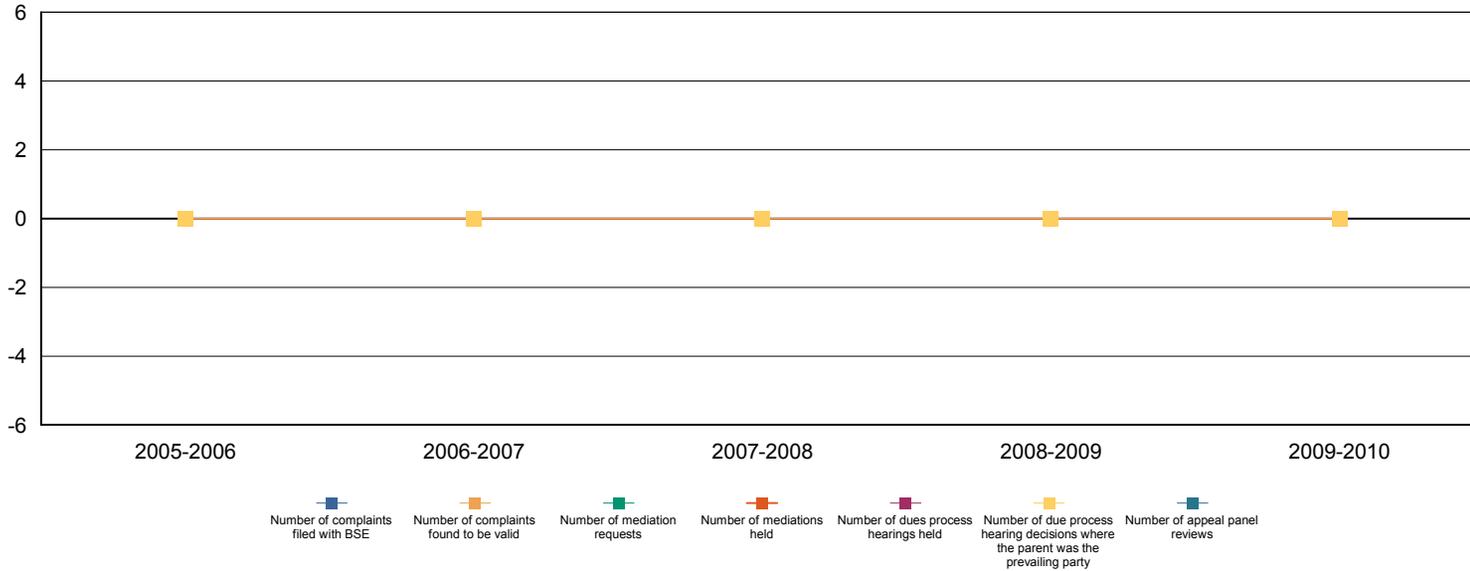
DISPUTE RESOLUTION**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"> ➤ What opportunities does the LEA provide parents for resolving issues at the building/LEA level? ➤ Are there any patterns in parent complaints (e.g. lack of related services, lack of assistive technology evaluations, etc.)? ➤ Are there any patterns in the issues filed for mediation or due process (e.g. lack of related services, implementation of IEP, lack of assistive technology evaluations, etc.)? ➤ How does the LEA ensure that mediation agreements are implemented? ➤ How does the LEA ensure that due process decisions are implemented? 	<p>Antonia Pantoja Community Charter School provides all parents with opportunities to discuss any issues and concerns with the Student's Special Education Case Manager, the Special Education Coordinator, the Counselors, the Nurse, the Assistant Principal, the Acting Principal and the CAO. All personnel are available to discuss concerns. In fact, we strongly believe in being proactive by inviting parents in for meetings even if any team member may feel a parent has a concern. Continuous communication is the key to resolving issues.</p> <p>There have not been any patterns in parent complaints. To date, Antonia Pantoja Community Charter School parents have not filed any formal complaints against Antonia Pantoja with the Pennsylvania Department of Education.</p> <p>To date, Antonia Pantoja Community Charter School parents have not filed any formal complaints against Antonia Pantoja with the Pennsylvania Department of Education.</p> <p>To date, Antonia Pantoja Community Charter School parents have not filed any formal complaints against Antonia Pantoja with the Pennsylvania Department of Education.</p> <p>To date, Antonia Pantoja Community Charter School parents have not filed any formal complaints against Antonia Pantoja with the Pennsylvania Department of Education.</p>
5.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>LEA has implemented due process hearing decisions as required.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA</p>	

5 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION Data indicate that the LEA uses dispute resolution systems effectively? <input type="checkbox"/> Yes <input type="checkbox"/> No (requires an improvement plan) <input type="checkbox"/> NA	
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Five Year Longitudinal Data Link

Dispute Resolution



<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>Description</u>
0	0	0	0	0	Number of complaints filed with BSE
0	0	0	0	0	Number of complaints found to be valid
0	0	0	0	0	Number of mediation requests
0	0	0	0	0	Number of mediations held
0	0	0	0	0	Number of dues process hearings held
0	0	0	0	0	Number of due process hearing decisions where the parent was the prevailing party
0	0	0	0	0	Number of appeal panel reviews

6. - 7. GRADUATION and DROPOUT RATES

STANDARD - Graduation

The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.

STANDARD – Dropout

The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.

REGULATORY BASE

Performance goals and indicators - 34 CFR 300.157(a)(3)(4)

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (3) Address graduation rates and dropout rates, as well as such other factors as the State may determine; and (4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State.

GRADUATION and DROPOUT RATES (includes students who have aged out)

6.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>																																											
	<p>LEA PROCEDURE - GRADUATION RATES LEA will discuss LEA Team Discussion Points and complete Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year’s reporting cycle.)</p> <p><u>0</u> Total Number of students with disabilities reported graduated with diploma.</p> <p><u>0</u> Total Number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.</p> <p><u>0.00</u> LEA graduation rate for students with disabilities. $(1 \div 2 \times 100 = 3)$ (OSEP)</p> <p><u>87.27</u> State graduation rate for students with disabilities (OSEP)</p> <table border="1" data-bbox="247 750 1106 1357"> <thead> <tr> <th colspan="3">LEA’s Graduation/Dropout Data by Disability Category</th> </tr> <tr> <th>Disability</th> <th># Graduates</th> <th># Dropouts</th> </tr> </thead> <tbody> <tr><td>Autism</td><td>0</td><td>0</td></tr> <tr><td>Deaf-Blindness</td><td>0</td><td>0</td></tr> <tr><td>Emotional Disturbance</td><td>0</td><td>0</td></tr> <tr><td>Hearing Impairment Including Deafness</td><td>0</td><td>0</td></tr> <tr><td>Mental Retardation</td><td>0</td><td>0</td></tr> <tr><td>Multiple Disabilities</td><td>0</td><td>0</td></tr> <tr><td>Orthopedic Impairment</td><td>0</td><td>0</td></tr> <tr><td>Other Health Impairment</td><td>0</td><td>0</td></tr> <tr><td>Specific Learning Disability</td><td>0</td><td>0</td></tr> <tr><td>Speech or Language Impairment</td><td>0</td><td>0</td></tr> <tr><td>Traumatic Brain Injury</td><td>0</td><td>0</td></tr> <tr><td>Visual Impairment Including Blindness</td><td>0</td><td>0</td></tr> </tbody> </table>	LEA’s Graduation/Dropout Data by Disability Category			Disability	# Graduates	# Dropouts	Autism	0	0	Deaf-Blindness	0	0	Emotional Disturbance	0	0	Hearing Impairment Including Deafness	0	0	Mental Retardation	0	0	Multiple Disabilities	0	0	Orthopedic Impairment	0	0	Other Health Impairment	0	0	Specific Learning Disability	0	0	Speech or Language Impairment	0	0	Traumatic Brain Injury	0	0	Visual Impairment Including Blindness	0	0	
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GRADUATION and DROPOUT RATES (includes students who have aged out)		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA results for students with disabilities compared to the SPP target: <input type="checkbox"/> Met SPP target <input type="checkbox"/> Did not meet SPP target <input checked="" type="checkbox"/> NA</p> <p>Five Year Longitudinal Data Link</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE - GRADUATION RATES Chairperson will review the data and available information to determine need for an improvement plan.</p>	
7.	<p>LEA PROCEDURE - DROPOUT RATES LEA will discuss LEA Team Discussion Points and complete Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><input type="checkbox"/> Total number of students with disabilities reported dropped out. <input type="checkbox"/> Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died. <input type="checkbox"/> 0.00 LEA dropout rate for students with disabilities ($1 \div 2 \times 100 = 3$) (OSEP) <input type="checkbox"/> 11.13 State dropout rate for students with disabilities. (OSEP)</p> <p>LEA results for students with disabilities compared to the SPP target: <input type="checkbox"/> Met SPP target <input type="checkbox"/> Did not meet SPP target <input checked="" type="checkbox"/> NA</p> <p>Five Year Longitudinal Data Link</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE - DROPOUT RATES Chairperson will review the data and available information to determine need for an improvement plan.</p>	

GRADUATION and DROPOUT RATES

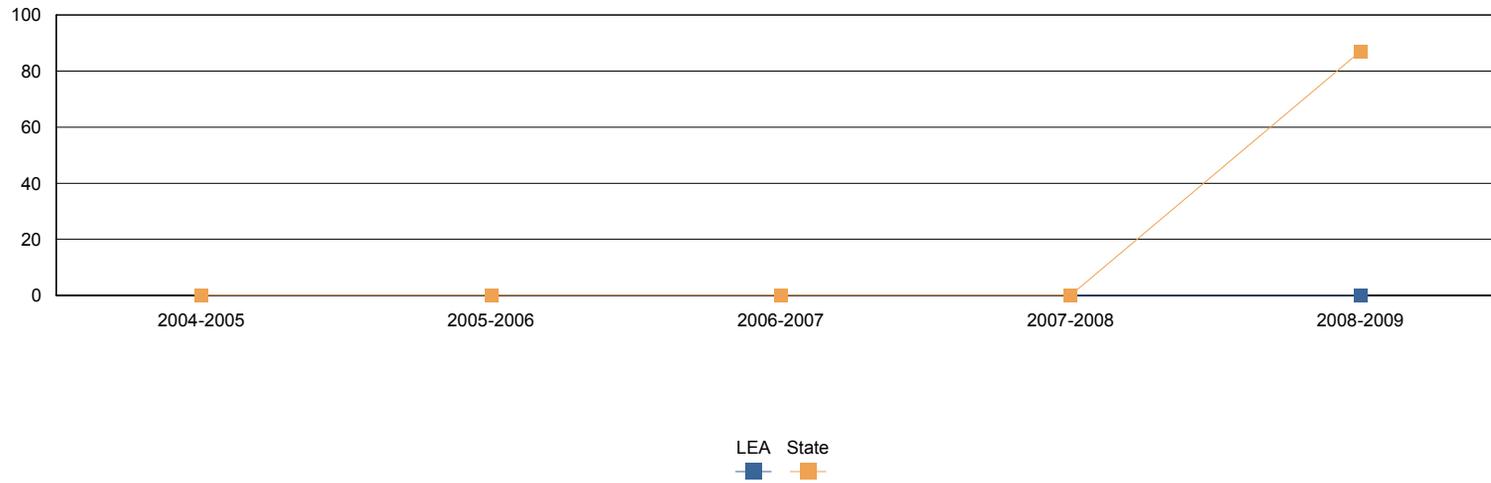
DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"> ➤ Are attendance rates of students with disabilities comparable to those of all students? ➤ Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as "moved, known to be continuing"? ➤ Are students who are highly mobile receiving comparable special education services, credit and partial credit for courses completed in other LEAs, and regular diplomas? 	<p>Yes attendance rates of students with disabilities are comparable to those of all students. In 2009-2010 the average daily attendance for special education students was 94% and in that same year for all students was 95%. Our average daily attendance has consistently been between 93% and 95%. This data indicates that the attendance rates between groups is comparable. We have a very strict attendance policy for all students where we constantly communicate with families of students who show a pattern in their absences or are absent or late multiple times. We meet with those parents through out the school year as needed after our Principal and Assistant Principal review each monthly attendance report. In addition we have our School Wide Attendance Assemblies where students receive certificates for good attendance. We also do the same thing for our staff to encourage good staff attendance.</p> <p>While Antonia Pantoja Community Charter School is a Kindergarten to 8th grade school and our students move onto high school we include in our student transfer/withdrawal process a request for parents to indicate the name of the receiving school to which they are transferring their child. To date, our data indicates that any student transferring has "moved and known to be continuing" based on record requests for transfer and follow up conversations conducted by our school counselors.</p> <p>Yes all students transferring into our LEA will receive a high level of services at Antonia Pantoja Community Charter School. Although only a small number of students are enrolled into APCCS during the school year and in grades above Kindergarten we provide all necessary special education supports and related services as indicated on in coming records. In addition we analyze the records to ensure the student receives everything necessary to make appropriate gains. Most of our student population is enrolled in Kindergarten due to the space available at that grade level and due to the fact that we are a dual language school. Any incoming student is placed based on their incoming grade level while receiving all the necessary supports.</p>

7.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION ____ Yes (Met SPP target) ____ No (Requires improvement plan) ____ NA	
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Five Year Longitudinal Data Link

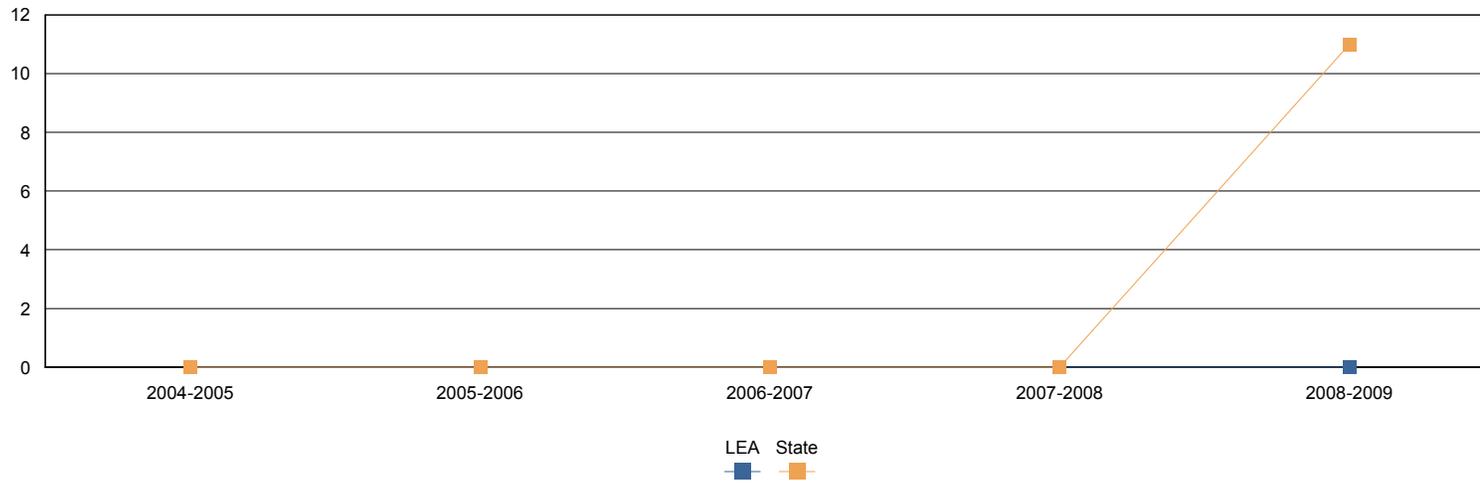
Graduation Rates



<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>Description</u>
0	0	0	0	0	LEA graduation rate for students with disabilities. (1 ÷ 2 X 100 = 3) (OSEP)
0	0	0	0	87.27	State graduation rate for students with disabilities (OSEP)

Five Year Longitudinal Data Link

Dropout Rates



<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>Description</u>
0	0	0	0	0	LEA dropout rate for students with disabilities (1 ÷ 2 X 100 = 3) (OSEP)
0	0	0	0	11.13	State dropout rate for students with disabilities. (OSEP)

8. EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

STANDARD – SUSPENSION and EXPULSION

The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.

The LEA adheres to procedural requirements in suspending students with disabilities.

REGULATORY BASE:

Suspension and expulsion rates - 34 CFR 300.170(a)(1)(2)(b)

(a) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—(1) Among LEAs in the State; or (2) Compared to the rates for nondisabled children within those agencies. (b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

Disciplinary placements - 22 Pa. Code 711.61

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530 (b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

(c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530 (g) (1)-(3) (relating to authority of school personnel).

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

8.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will select at minimum 10% of the files of students with disabilities who have been suspended for more than 10 consecutive or 15 cumulative school days in the prior school year. LEA will review for compliance with the mandated procedural safeguards requirements. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will provide a list of all students with disabilities who were suspended (in and out of school) during the prior school year. The information will include the student’s name, birth date, primary disability, and each date the student was suspended. LEA will have available the files of all students on the list.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Divide the list into 2 groups as follows: GROUP 1 = Students (other than a student with mental retardation) who were suspended from school for more than 10 consecutive or 15 cumulative school days during the prior school year.</p> <p>GROUP 2 = Students with mental retardation (regardless of whether the mental retardation is a primary or secondary exceptionality) who were suspended from school for any number of days during the prior school year.</p> <p>For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review: a. GROUP 1 ONLY: Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on next page</p>	

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
	<p>b. GROUP 2 ONLY: Any disciplinary exclusion of a student with mental retardation is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. For GROUP 1 was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>d. For GROUP 2, was FAPE provided from day 1?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

	STANDARDS TO BE MET PROCEDURES TO FOLLOW																																					
8A.	<p>LEA PROCEDURE LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Note: Suspensions include any suspension that resulted in the denial of FAPE for a student with a disability, both in-school and out-of-school suspension.</p> <p style="text-align: center;">LONG TERM SUSPENSIONS (Greater than 10 consecutive or 15 cumulative school days or is a pattern):</p> <p>a. Regular education population:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;"><u>726</u></td> <td style="text-align: center;"><u>9</u></td> <td style="text-align: center;"><u>1.24</u></td> </tr> </table> <p>b. Population of students with mental retardation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>c. Other students with disabilities:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>115</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p style="text-align: center;">EXPULSIONS</p> <p>d. Total # students</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>726</u></td> <td style="text-align: center;"><u>10</u></td> <td style="text-align: center;"><u>1.38</u></td> </tr> </table> <p>e. Population of students with mental retardation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>f. Other students with disabilities</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>115</u></td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>0.87</u></td> </tr> </table> <p>STUDENTS PLACED IN 45 SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR DRUG/WEAPONS OFFENSES AND STUDENTS WHO HAVE INFLICTED SERIOUS BODILY INJURY UPON ANOTHER PERSON WHILE AT SCHOOL, ON SCHOOL PREMISES, OR AT A SCHOOL FUNCTION UNDER SEA OR LEA JURISDICTION</p> <p>g. <u>116</u> Total # students with disabilities in LEA.</p> <p>h. <u>0</u> Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions.</p>	Total # students	# Suspended Long Term	% of Pop	<u>726</u>	<u>9</u>	<u>1.24</u>	Total # students with MR	# Suspended Long Term	% of Pop.	<u>1</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Suspended Long Term	% of Pop.	<u>115</u>	<u>0</u>	<u>0.00</u>	Total # students	# Expelled Long Term	% of Pop.	<u>726</u>	<u>10</u>	<u>1.38</u>	Total # students with MR	# Expelled Long Term	% of Pop.	<u>1</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Expelled Long Term	% of Pop.	<u>115</u>	<u>1</u>	<u>0.87</u>	
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EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none">➤ the LEA reviews the data for patterns and causes of suspensions and expulsions?	<p>Antonia Pantoja Community Charter School reviews data with the Leadership Team and then in grade groups and cluster meetings to look for patterns and causes of suspensions and expulsions. Some examples of our focus areas may be; disciplinary write ups that occur at a specific time of day and/ or location in the building, those concerns where specific personnel are involved, types of disciplinary reports, individual teacher recommendations and or parental concerns. Often times getting input from the nurse provides insight into why certain patterns exist. We always review student behavioral needs as indicated on a student's iep and pbs as they may show a specific pattern for an individual student and of course student concerns that surface during investigations of disciplinary occurrences. In addition, data from individual students is also analyzed to determine if there are any patterns leading to suspensions.</p>

	<ul style="list-style-type: none"> ➤ the LEA reviews data if there are concerns specific to students identified with mental retardation? ➤ Are there any instances of students with disabilities being sent home for disciplinary purposes are considered official suspension? 	<p>There has been no incidences of students with mental retardation being suspended. Administration and the IEP are all aware of the restrictions on the suspension of students with mental retardation. In addition we take a proactive approach to addressing behavioral concerns with all our students in an effort to eliminate the need for suspension. That being said, all the appropriate staff are aware of students with mental retardation and their requirements for FAPE.</p> <p>There were no instances of students with or without disabilities being sent home for disciplinary purposes considered as unofficial suspensions. If students are sent home for disciplinary purposes it is considered an official suspension where it is documented and reported.</p>
8.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance with procedural requirements <input type="checkbox"/> No, Not in Compliance with procedural requirements <input type="checkbox"/> NA</p>	
8 A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION Suspension rates are appropriate for this LEA <input type="checkbox"/> Yes <input type="checkbox"/> No (requires improvement plan) <input type="checkbox"/> NA</p>	

10. INDEPENDENT EDUCATIONAL EVALUATION

STANDARD – INDEPENDENT EDUCATIONAL EVALUATION

The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.

REGULATORY BASE:

Independent educational evaluation - 34 CFR 300.502

General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section. (2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

INDEPENDENT EDUCATIONAL EVALUATION	
10.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>
	<p>LEA PROCEDURE LEA will provide a description of its procedure for responding to requests from parents for an Independent Educational Evaluation (IEE) at public expense.</p> <p>LEA will make available files of all students for whom an IEE at public expense was requested by the parent during the prior school year.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions:</p> <p>a. Does the LEA provide information where an IEE may be obtained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. Does the LEA notify parents in writing via a NOREP/PWN when the LEA declines the parent's request for an IEE at public expense and the reason for denial of the IEE? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. Does the LEA's procedure demonstrate that the LEA does not unreasonably delay either providing the IEE at public expense or initiating a due process hearing? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>d. Is there evidence that the LEA considered the IEE? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

INDEPENDENT EDUCATIONAL EVALUATION	
DATA COLLECTION WORKSHEET	
LEA Team Discussion Points	LEA Data Collection Summary
LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.	

➤ Are LEA personnel (principals, administrators, psychologists, and teachers) familiar with the requirements for IEEs?

Yes. Antonia Pantoja Community Charter School trains personnel(principals, administrators, psychologists, and teachers) on the Pantoja Special Education procedures such that they are familiar with the requirements for IEE's. An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the child's school district. For the purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that that child needs. Parent right to evaluation at public expense. A parent has a right to evaluation at public expense if the parent disagrees with a recent evaluation or re-evaluation conducted by Antonia Pantoja Charter School. For the purposes of this policy "public expense" means that either pays the full cost of evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. However Antonia Pantoja Community Charter is is not required to pay for the IEE if the school has not conducted a recent evaluation or reevaluation. In the event that aa parent requests an IEE, AP must, without unnecessary delay, either (1) provide an IEE at school expense per this policy or (2) request a due process hearing to show that it's evaluation is appropriate. (If the final decision in the due process hearing is that Antonia Pantoja Community Charter School's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. If a parent requests an IEE, the school may ask for the parents reason why he or she objects to the schools evaluation. However, the explanation by the parent is not required, and the school will not unreasonably delay either providing an IEE at the schools expense or initiating a due process hearing to defend it's evaluation . Parents may only request one publicly funded IEE for each evaluation completed by the school. The parents must request payment for the IEE within one year of the date of the results of the schools (re-) evaluation were shared with the parents. The procedures for obtaining an IEE at public expense are as follows: 1. The parents should submit a written request for an IEE to Antonia Pantoja Community Charter School. They may include in such request the reasons for objection to the evaluation obtained by the school. However, Antonia Pantoja Community Charter School will not deny parents a publicly funded IEE because they either failed to provide such a written request or failed to provide reasons for requesting an IEE. 2. Upon receipt of a parental request for an IEE, a determination will be made by Antonia Pantoja Community Charter School as to whether the school will initiate due process to determine the appropriateness of it's evaluation or proceed with procuring an IEE. 3. The school will issue a Notice of Recommended Educational Placement (NOREP/PWN) to a parent for an IEE within 30 calendar days from the date that the school receives the request. If the school decides to procure an IEE for the parents the school's written response will contain the following: 1. A list of the names and addresses of possible IEE examiners who meet the district criteria. The list will contain those IEE examiners who, in the school's judgment, are qualified to perform the evaluation

requested by parents; 2. The specific location of the evaluation. 3. A description of the schools criteria for (a.)the selection of IEE examiners and (b.) the requirements for conducting an evaluation. See school criteria for IEE's below. 4. Reimbursable IEE costs. The maximum allowable cost for an IEE will be \$2,000. The school shall not be responsible for reimbursement of travel or other related costs incurred by the parents in connection with their arrangement of, or their attendance at, the IEE. However, Antonia Pantoja Community Charter School will permit parents to show that unique circumstances justify an IEE which exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable cost and if, in the school's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the schools maximum allowable cost, and no further. The parents shall be reimbursed up to the maximum allowance by Antonia Pantoja Community Charter School. The parents shall be responsible for any additional costs.

5. Insurance. When public or private insurance will cover all or partial costs of the IEE, the school will request that the parents pay the IEE costs covered by their insurance. For example, if the student is eligible for Medical Assistance or Medicaid, the school will request that the IEE provider cooperate with school personnel, submit requested professional credentials, and complete appropriate assessments logs, so that the school may submit a claim for partial reimbursement of the cost of the IEE to the PA Department of Public Welfare, at no cost to the student or parents. However, Parents need not ask their insurer to cover the IEE if such action would result in financial cost to the parents, such as increased premiums or discontinuation of policy.

School Criteria for IEE's. If an independent evaluation is at Antonia Pantoja Charter School's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, are the same as the criteria that the school uses when the school initiates the evaluation. A parent's right to an IEE is nullified if Antonia Pantoja Community Charter School demonstrates in a hearing that the evaluation obtained by the parent did not meet the schools criteria. Except for the criteria described below, Antonia Pantoja Community Charter School does not impose conditions or time lines related to obtaining an independent educational evaluation at the school's expense.

Evaluator Criteria .

1. Minimum Qualifications for evaluators. Evaluators must hold appropriate certificates in their specialty area from the Pennsylvania Department of Education (PDE). For example, psychological evaluations must be conducted by a PDE certified School Psychologist, and speech and language evaluations must be conducted by a PDE-certified speech and language pathologist.
2. The evaluator must charge fees for educational evaluation services which, in the judgment of the school, are reasonable.
3. The evaluator shall not be an employee of Antonia Pantoja Community Charter School.
4. The evaluator shall have no employment, ownership interest or association, past or present, with private schools or private instructional agencies who are in the business of

educating pre-school to high school aged students. 5. The evaluator shall have no membership or active association with organizations that advocate the interests of parents in the area of educating children with disabilities. 6. The evaluator shall have no history of consistently acting as an expert witness against public schools. 7. The evaluator must be permitted to directly communicate and share information with members of the IEP team. 8. The evaluator must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services. Criteria for the conduct of evaluations. Antonia Pantoja CS's criteria for conducting evaluations, consistent with the IDEIA, are as follows. 1. Tests and other evaluation materials used to assess a child under the IDEIA are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so. 2. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring a child's English language skills. 3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum, that may assist in determining whether the child is a child with a disability under the IDEIA and the content of the child's IEP. 4. Any standardized tests that are given to a child have been validated for a specific purpose for which they are used and are administered by trained personnel in accordance with the instructions provided by the producer of the tests. 5. IF an assessment is not conducted under the standard conditions, a description to which it varied from the standard conditions (e.g., the qualifications of the person administering the tests, or the method of test administration) is included in the evaluation report. 6. Tests and other evaluations materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. 7. Tests are selected and administered to as to best ensure that if a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflects the child's aptitude or achievement level or whatever other factors the tests purport to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure). 8. No single procedure is used to as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for a child. 9. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. 10. In evaluating each child

		<p>with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. 11. Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to the physical or developmental factors. 12. Assessment and tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child. Parent-initiated evaluations. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation will be considered by APCCS, if it meets the schools criteria, in any decision made with respect to the provision of FAPE to the child, and may be presented as evidence at a hearing regarding that child. Requests for evaluations by hearing officers. If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at school expense.</p>
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➤ How does the LEA ensure that the results of an IEE are considered in any decision made with respect to the provision of FAPE?

The Antonia Pantoja Special Education Policies and Procedures guidelines provides that the results of of an IEE will be considered by APCCS, if it meets the school's criteria for an evaluation, in any decision made with respect to the provision of FAPE to the child. Antonia Pantoja Community Charter School had no Independent Educational Evaluations (IEE's) during the 2009- 2010 school year. The criteria for the conduct of evaluations ensures that the results on an IEE are considered in any decision made with respect to the provision of FAPE and are as follows: 1. Tests and other evaluation materials used to assess a child under the IDEIA are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so. 2. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring a child's English language skills. 3. A variety of assessment tools and strategies are used to gather relevant functional and development al information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum, that may assist in determining whether the child is a child with a disability under the IDEIA and the content of the child's IEP. 4. Any standardized tests that are given to a child have been validated for a specific purpose for which they are used and are administered by trained personnel in accordance with the instructions provided by the producer of the tests. 5. IF an assessment is not conducted under the standard conditions, a description to which it varied from the standard conditions (e.g., the qualifications of the person administering the tests, or the method of test administration) is included in the evaluation report. 6. Tests and other evaluations materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. 7. Tests are selected and administered to as to best ensure that if a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflects the child's aptitude or achievement level or whatever other factors the tests purport to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure). 8. No single procedure is used to as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for a child. 9. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. 10. In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been

		<p>classified. 11. Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to the physical or developmental factors. 12. Assessment and tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child. Parent-initiated evaluations. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation will be considered by APCCS, if it meets the schools criteria, in any decision made with respect to the provision of FAPE to the child, and may be presented as evidence at a hearing regarding that child.</p>
<p>10.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.) <input type="checkbox"/> No, Not in Compliance</p>	

11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

1st STANDARD -- CONTINUUM

The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.

REGULATORY BASE:

Continuum - 34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of this section must—(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

2nd STANDARD - DISTRIBUTION OF SCHOOL-AGED STUDENTS

Students with disabilities are provided for in the least restrictive environment. 34 CFR 300.114 – 117

REGULATORY BASE:

General LRE requirements - 34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that—(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

FSA 11 and 11A Data and Table Index

DATA DISPLAY	COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS
LEA TABLE 1:	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
STATE TABLE 1:	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
LEA TABLE 1A:	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL
LEA TABLE 2:	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
STATE TABLE 2:	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
LEA TABLE 3:	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION
STATE TABLE 3:	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

LEAST RESTRICTIVE ENVIRONMENT (LRE)

COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS

11.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																													
	<p>LEA PROCEDURE LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on site for BSE verification.</p> <p>The LEA will examine the following data comparing local and state rates and LEA performance on SPP targets, and will reflect upon this information in the Team Discussion Points and Data Collection Summary:</p> <p>a. <u>75.86</u> % of LEA students with an IEP served inside the regular classroom 80% or more of the day (formerly less than 21%) (State % is <u>58.13</u>)</p> <p>b. <u>23.28</u> % of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (formerly 21-60%) (State % is <u>27.06</u>)</p> <p>c. <u>0.86</u> % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is <u>10.58</u>)</p> <p>d. <u>0.00</u> % of LEA students educated in public separate facilities (centers) (State % is <u>1.58</u>)</p> <p>e. <u>0.00</u> % of LEA students educated in private separate facilities (private day schools) (State % is <u>2.19</u>)</p> <p>f. <u>0.00</u> % of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program) (State % is <u>0.36</u>)</p> <p>Compared to state percentages, LEA data for the above 6 items are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Setting</th> <th style="width: 20%;">Above State Rate</th> <th style="width: 20%;">Below State Rate</th> <th style="width: 45%;">Same As State Rate</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>b.</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>c.</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>d.</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>e.</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>f.</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>	Setting	Above State Rate	Below State Rate	Same As State Rate	a.	X			b.		X		c.		X		d.		X		e.		X		f.		X		
Setting	Above State Rate	Below State Rate	Same As State Rate																											
a.	X																													
b.		X																												
c.		X																												
d.		X																												
e.		X																												
f.		X																												

LEAST RESTRICTIVE ENVIRONMENT (LRE)									
STANDARDS TO BE MET PROCEDURES TO FOLLOW									
<p>LEA results for students with disabilities compared to the SPP target: (NOTE: This SPP target reporting is based on prior year's reporting cycle. The LEA may describe and discuss more current data and performance on SPP target in the Special Considerations section below.)</p> <p>g. Met SPP target for students with disabilities served inside the regular classroom 80% or more of the day. (formerly less than 21%)</p> <p>h. Met SPP target for students with disabilities served inside the regular classroom less than 40% of the day. (formerly greater than 60%)</p> <p>i. Met SPP target for students with disabilities served in other locations.</p> <table border="1"> <thead> <tr> <th>Setting</th> <th>Met SPP Target</th> </tr> </thead> <tbody> <tr> <td>80% or more</td> <td>Y</td> </tr> <tr> <td>Less than 40%</td> <td>Y</td> </tr> <tr> <td>Other Locations</td> <td>Y</td> </tr> </tbody> </table> <p>SPECIAL CONSIDERATIONS</p>	Setting	Met SPP Target	80% or more	Y	Less than 40%	Y	Other Locations	Y	
Setting	Met SPP Target								
80% or more	Y								
Less than 40%	Y								
Other Locations	Y								

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

11A	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE The LEA will review LEA Table 1 and State Table 1, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.</p>

LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)								
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Mental Retardation	0 / 0.00	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	33 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	33
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	1 / 50.00	1 / 50.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	2
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	9 / 90.00	1 / 10.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	10
Specific Learning Disability	45 / 64.29	24 / 34.29	1 / 1.43	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	70
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)

STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Mental Retardation	12.93	34.96	43.30	5.12	2.96	0.55	0.17	0.00
Hearing Impairment including Deafness	62.99	14.92	7.93	1.76	10.06	2.32	0.04	0.00
Speech or Language Impairment	96.42	2.45	0.97	0.05	0.09	0.00	0.02	0.00
Visual Impairment Including Blindness	62.03	10.16	7.23	1.10	16.93	2.47	0.09	0.00
Emotional Disturbance	41.31	23.93	17.19	5.77	9.86	1.87	0.07	0.00
Orthopedic Impairment	42.70	21.72	29.45	3.56	1.72	0.25	0.61	0.00
Other Health Impairment	60.27	30.03	7.27	0.94	1.20	0.19	0.11	0.00
Specific Learning Disability	59.09	35.06	4.79	0.42	0.51	0.11	0.02	0.00
Deaf-Blindness	23.33	5.00	18.33	3.33	40.00	10.00	0.00	0.00
Multiple Disabilities	5.33	10.69	52.83	13.81	12.45	1.58	3.31	0.00
Autism	38.73	23.21	28.14	3.14	6.24	0.46	0.07	0.00
Traumatic Brain Injury	35.01	26.97	19.80	4.73	11.91	0.72	0.86	0.00

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL

STANDARDS TO BE MET PROCEDURES TO FOLLOW	
LEA PROCEDURE The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with mental retardation are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.	BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)												TOTAL												
	Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular class less than 40% of the school day			Educated in public separate facilities				Educated in private separate facilities			Educated in public or private separate residential facilities			Receive instruction in the home					
	E	M	H	E	M	H	E	M	H	E	M	H		E	M	H	E	M	H	E	M	H			
Mental Retardation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Hearing Impairment including Deafness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Speech or Language Impairment	32	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33
	97.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Visual Impairment Including Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Emotional Disturbance	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	0.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Health Impairment	7	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
	70.0	20.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Specific Learning Disability	36	9	0	11	13	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	70
	51.4	12.9	0.0	15.7	18.6	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Autism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

STANDARDS TO BE MET PROCEDURES TO FOLLOW	
<p>LEA PROCEDURE The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Mental Retardation	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	15 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	15
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Specific Learning Disability	5 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	5
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)

STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Mental Retardation	18.18	26.49	50.51	2.47	2.24	0.00	0.11	0
Hearing Impairment including Deafness	55.56	19.30	9.94	0.58	12.28	2.34	0.00	0
Speech or Language Impairment	97.30	1.52	1.09	0.02	0.07	0.00	0.00	0
Visual Impairment Including Blindness	62.32	7.25	11.59	1.45	14.49	2.90	0.00	0
Emotional Disturbance	34.96	19.34	33.98	4.10	6.05	1.37	0.20	0
Orthopedic Impairment	55.36	21.43	21.43	1.79	0.00	0.00	0.00	0
Other Health Impairment	48.29	32.98	17.31	0.59	0.71	0.00	0.12	0
Specific Learning Disability	48.28	41.80	9.57	0.18	0.18	0.00	0.00	0
Deaf-Blindness	0.00	33.33	0.00	0.00	66.67	0.00	0.00	0
Multiple Disabilities	6.82	11.93	59.66	4.55	12.50	0.57	3.98	0
Autism	39.84	21.33	33.19	1.86	3.77	0.00	0.00	0
Traumatic Brain Injury	11.11	33.33	55.56	0.00	0.00	0.00	0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
<p>LEA PROCEDURE The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)								
TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf and Hard of Hearing Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Learning Support	6 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	6
Life Skills Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Physical Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech and Language Support	14 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	14
Blind-Visually Impaired Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)

STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION

TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support	25.88	17.74	49.08	2.13	5.18	0.00	0.00	0
Emotional Support	31.70	17.39	38.04	3.99	7.61	1.27	0.00	0
Deaf and Hard of Hearing Support	48.31	26.40	10.11	1.69	11.80	1.69	0.00	0
Learning Support	50.04	39.30	10.28	0.20	0.09	0.00	0.09	0
Life Skills Support	3.72	19.46	71.91	2.37	2.37	0.00	0.17	0
Multiple Disabilities Support	4.81	7.49	57.75	11.23	14.97	0.53	3.21	0
Physical Support	46.67	10.00	40.00	3.33	0.00	0.00	0.00	0
Speech and Language Support	98.38	0.78	0.72	0.04	0.07	0.00	0.00	0
Blind-Visually Impaired Support	56.72	4.48	11.94	1.49	20.90	4.48	0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
DATA COLLECTION WORKSHEET		
11A	LEA Team Discussion Points	LEA Data Collection Summary <i>(What Do We Know?)</i>
	<p>Review LEA Tables 1 and 1A, and State Table 1, respond to the following questions and provide explanation.</p> <p>The team discussion points have been developed to guide discussion among members of the team as they review the data. These points are to encourage discussion on indicators that reflect effective programs. These points should be reflected in the data collection summary. Please provide a written response for each question.</p> <p>a. Are there specific disability categories that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?</p> <p>b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.</p> <p>c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain. <input checked="" type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remained relatively the same <input type="checkbox"/> NA</p> <p>d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p>e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA? (Not applicable to Charter Schools.)</p>	<p>Antonia Pantoja Community Charter School's data does not indicate that there is a specific disability that is placed outside of the education classroom for more than 20% of the school day more than any other disability. We provide special education support, instruction and specially designed instruction both in and out of the general education classroom. There is currently not a specific disability category that is receiving instruction outside the general education classroom for more than 20% of the school day.</p> <p>Antonia Pantoja currently has shown an increase in the number of students provided special education service in general education classrooms for increased portions of the school day from the 2008-2009 data to the 2009-2010 data.</p>

Yes

No

NA

Review LEA Tables 2 & 3 and State Tables 2 & 3 for first grade students, respond to the following questions and provide explanation.

- f. Are there specific disability categories that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

- g. If the answer to “f” is “yes,” list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.

- h. Are there specific types of support that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

- i. If the answer to “h” is “yes,” list the reasons why a high number of first grade students in those types of support are placed outside the regular classroom for more than 20% of the school day.

- j. Do the trend data show an increase or decrease in the number of first grade students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.

Increase

Decrease

Remained relatively the same

NA

- k. Are there specific school buildings that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

The data does not show that there is a specific disability category in first grade that is placed outside the general education classroom for more than 20% of the school day.

According to the data there are currently not a high number of first grade students placed outside of the regular education classroom for more than 20% of the school day. Again, I want to reiterate that all of our students receiving "supplemental" level of support are not out of the general education classroom for what would be considered "part time". Most students with the level of support identified as supplemental may only be out of their classrooms for specific instruction in an area of need and for 21% to 25% of the school. These students still continue to participate in their general education classrooms for most of the school day.

The trend data does not show there is a decrease in the number of first grade students served in the in the general education classroom.

LEAST RESTRICTIVE ENVIRONMENT (LRE)	
DATA COLLECTION WORKSHEET	
LEA Team Discussion Points	LEA Data Collection Summary <i>(What Do We Know?)</i>
<p>Respond to the following questions and provide a brief explanation.</p> <ul style="list-style-type: none"> ➤ For students educated outside the regular classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom? ➤ If so, what were the reasons? 	<p>All students at Antonia Pantoja Community Charter School have access to the general education classroom. That being said, the IEP team must discuss all options related to the Least Restrictive Environment and necessary supplementary aids and services before determining that a student will be removed from the general education classroom for any amount of the school day. Some students require Corrective Reading in a very small group which is best administered outside the general education classroom, therefore those students may be out of the classroom for a slightly longer period of time but not as significantly as in the wide range of 40% - 79% of the school day (approx.65-79% of the school day). There are also incidences where the specially designed instruction utilized during sensory integration sessions are best provided outside the general education classroom. As a standard all placement decisions begin in the general education classrooms as the IEP Team must answer the questions on the IEP (Gaskin) regarding the supplementary aids and services that will enable a student more time in the general education classroom making meaningful benefits.</p> <p>There are some students who the IEP team feels would benefit from the use of a corrective reading program in a very small group. These students are significantly behind and need that additional support. These students may be out of the general education classroom for more than 80% of the school day but none of these students are out of the general education classroom for more than 65% of the school day. There are also incidences where the specially designed instruction utilized during sensory integration sessions are best provided outside the general education classroom. Again all decisions begin with the general education classroom.</p>

<ul style="list-style-type: none"> ➤ What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from regular class for any portion of the school day? ➤ In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support? ➤ For each of the above, is that type of support provided in general education classes as well as in special education classes? ➤ If it is not provided in general education classes, what are the reasons? 	<p>All students receiving special education services at APCCS have access to the general education curriculum and are included in the general education setting with non disabled peers. During the 2009 -2010 school year the IEP teams discussed questions in relation to supplementary aids and services as well as modified instruction prior to any placement outside the regular education classroom. In fact all students have access to the general education curriculum. Some supplementary services include assistive devices, modified text, easy reader devices, co-teaching situations, sensory seat pillows extensive Positive Behavior Support Plans and many more. All of the above supports are provided both in and outside the general education classroom. Most of the target speech and language instruction occurs outside the general education classroom with gradual integration into the classroom and of course consultation and shared specially designed instruction in the classroom. There are some students who require occupational therapy for sensory integration dysfunction who require techniques that need a quiet place away from the general education environment. It is important to note that they are still included inside the general education classroom for a significant portion of the school day and are only removed for the time of the Occupational Therapy..</p> <p>Yes, specially designed instruction provided outside the general education classroom is also included inside the general education classroom. For example, there are assistive devices used by students in occupational therapy sessions that is being utilized in the classroom (seat cushions, sensory jigglers). That being said there are some specially designed instruction where it would be inappropriate to provide in the general education classroom specifically when our school counselor and occupational therapist is involved. Most specially designed instruction happens with the special education teachers and the general education teachers across all environments so students are successful where ever they are in the building.</p> <p>All services, aside from some intensive occupational and speech therapy services and counseling services are implemented inside the regular education.</p>
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<ul style="list-style-type: none"> ➤ Do IEP teams begin the discussion of educational placement with the option of regular class for the entire school day? ➤ During IEP team meetings in which a student's educational placement is determined, does the team discuss how the student can be educated in regular class with supplementary aids and services for the entire school day? ➤ Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain. ➤ How often are special education teachers available for co-teaching and consultation in general education classrooms? ➤ Do students with an IEP tend to spend less time in general education classes as they grow older? ➤ If so, is this true for students with all disabilities or only for certain disability categories? 	<p>Yes Antonia Pantoja Community Charter School IEP Teams begin all discussions regarding a student's educational placement. Again we look to ensure that a student will make meaningful educational benefit from the program outlined in the IEP and we consider the questions regarding supplementary aids and services to increase time in the general education classroom.</p> <p>Yes during IEP team meetings where we are discussing a student's educational placement the team considers services, supports and modifications in the general education environment for the entire school day prior to making a consideration to provide services outside the general education classroom. Again we answer the questions regarding supplementary aids and services (Gaskin) prior to making a determination to remove the student from the general education classroom. An example of how wonderful this works is with a student we have with significant needs but by providing a paraprofessional in her classroom she was able to make both academic and social emotional gains being in the general education classroom with this support.</p> <p>We need to provide more extensive professional development in the area of supplementary aids and services for all staff as well as parents. We find that sometimes parents think of special education supports as a place and not a service. More education would assist is getting the appropriate message across.</p> <p>All of the Special Education Teachers at Antonia Pantoja Community Charter School have time in the general education classroom daily for co-teaching with the general education teacher. In addition, they must consult weekly with each general education teacher involved with their caseload. What was very clear however after the results of the teacher survey was that there was a great need to provide additional planning time for general education teachers and special education teachers to meet and plan. We will begin providing that time</p> <p>This depends on the individual student. We have situations where students do not need as intensive a support system as they learn strategies and begin to self advocate. We also have situations where providing smaller group instruction outside the general education classroom has been more beneficial for a student (ie; corrective reading).</p> <p>The need for a more restrictive environment as students grow older needs to be looked at as an individual not a disability category. It is important to look at each individual student's needs in determining the appropriate educational placement. It is definitely not a "one size fits all" process. It may mean we need to provide the student with more supplementary aids and services as opposed to removing them from their general education classroom.</p>
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LEAST RESTRICTIVE ENVIRONMENT (LRE)

STANDARDS TO BE MET PROCEDURES TO FOLLOW	
<p>BSE PROCEDURE</p> <p>The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions:</p> <p>a. No specific disability groups or grade levels show a high number of students in more restrictive settings?</p> <p>____ Yes ____ No</p> <p>b. Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day?</p> <p>____ Yes ____ No ____ NA</p> <p>c. Do data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.)</p> <p>____ Yes ____ No ____ NA</p> <p>d. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA? (Not applicable to Charter Schools.)</p> <p>____ Yes ____ No ____ NA</p> <p>e. The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE?</p> <p>____ Yes ____ No</p> <p>f. Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE?</p> <p>____ Yes ____ No</p>	

LEAST RESTRICTIVE ENVIRONMENT (LRE)	
11	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires improvement plan)
11A	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE. <input type="checkbox"/> Yes <input type="checkbox"/> No

12. PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

STANDARD – PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

REGULATORY BASE

ESY - 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

ESY 22 Pa. Code 711.44

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

12.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student’s name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.)</p> <p>LEA will send the list to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews.</p> <p>Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available.</p> <p>Chairperson will answer the following questions:</p> <ul style="list-style-type: none"> a. Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program? b. Is the LEA complying with timelines for the new deadlines for "target" group students? c. Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? d. Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? e. In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations? 	

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> ➤ Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving? ➤ Does the LEA make ESY determinations based on student needs, considering both short and long term breaks and interruptions in services? 	<p>According to Antonia Pantoja Community Charter School’s Special Education Policies and Procedures: “Antonia Pantoja Community Charter School will review the eligibility for ESY services for all students with disabilities.” The decision to provide ESY services must be determined on an individual basis. The need for ESY services must be indicated in the IEP. To determine eligibility for ESY services the IEP team shall review all data that has been collected while monitoring the student’s performance during the year at the IEP meeting. Data shall be collected from parents, teachers, related service providers and assessments. The IEP team shall use the data collected to complete the ESY checklist. The ESY checklist examines: previous ESY services, progress on goals and consecutive IEPs, therapist progress reports, parent reports, medical reports, observation and opinions of educators, and the results of tests. Additionally, the IEP team should evaluate the following components: whether the student will regress in behaviors or skills as a result of a break in educational programming, whether the student will have difficulty recouping the skills or behaviors that were attained prior to the break in educational programming, whether a pattern of difficulty with regression and recoupment may impact the maintenance of skills and behavior, whether an interruption in educational programming reduce the probability of attaining a critical skill or behavior discussed in the IEP, whether a withdrawal from learning at a crucial stage impact the student’s IEP goals of self-sufficiency and independence from caregivers, and the severity of the disability.</p> <p>Yes. Antonia Pantoja Community Charter School makes ESY determinations based on student needs, considering both short and long term breaks and interruptions in services. In addition, the IEP team reviews all data that has been collected while monitoring the student’s performance during the year at the IEP meeting. Data is collected from parents, teachers, related service providers and assessments. The IEP team uses the data collected to complete the ESY checklist. The ESY checklist examines: previous ESY services, progress on goals and consecutive IEPs, therapist progress reports, parent reports, medical reports, observation and opinions of educators, and the results of assessments.</p>

	<ul style="list-style-type: none"> ➤ Are ESY program decisions based on individual student needs vs. administrative convenience or other factors? ➤ Are expedited reviews offered to families of students who are not "target" group members if there is a disagreement about eligibility or content of the program? ➤ Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? ➤ Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? ➤ In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations? 	<p>Yes. ESY program decisions are based on individual student needs and not administrative convenience or other factors. The IEP team reviews all data that has been collected while monitoring the student’s performance during the year at the IEP meeting. Data is collected from parents, teachers, related service providers and assessments. The IEP team uses the data collected to complete the ESY checklist. The ESY checklist examines: previous ESY services, progress on goals and consecutive IEPs, therapist progress reports, parent reports, medical reports, observation and opinions of educators, and the results of assessments.</p> <p>To date, there have been no disagreements about eligibility or content of the ESY program. Should a disagreement occur with the families of students who are not “target” group members, the family would be offered an expedited review.</p> <p>To date, there have been no disagreements with regard to ESY eligibility determinations. As a result, Antonia Pantoja Community Charter School has not had the opportunity to provide parents with procedural safeguard options. However, should a disagreement occur, parents would be provided with procedural safeguard options.</p> <p>Yes. Antonia Pantoja Community Charter School’s Special Education Policies and Procedures states: “The IEP team will review the student’s progress and determine the amount of services, special education or if both are needed. It is not necessary to complete a new IEP form for ESY services however it is necessary to clearly identify the individually appropriate goals, short term objectives, and related services that will be addressed during ESY. The IEP will determine the duration, frequency and the educational placement of the student receiving ESY services.”</p> <p>To date, there have been no cases in which ESY eligibility has been denied. The IEP team discusses and determines a student’s eligibility for ESY services. The IEP team records the results of the ESY determination in each student's file. The discussion and determination for ESY services is guided by the ESY checklist for each student. The ESY checklist includes ESY determination criteria included in state regulations.</p>
<p>12.</p>	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p> <p>___ NA</p>	

13. PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

STANDARD – PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

REGULATORY BASE

Related Services – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

(10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	
13.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>
	<p>LEA PROCEDURE LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.</p>

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	
DATA COLLECTION WORKSHEET	
LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>➤ Are there sufficient psychological counseling services available to meet the needs of students in the LEA?</p>	<p>Yes. There are sufficient psychological services to meet the needs of students at Antonia Pantoja Community Charter School. APCCS employs both a full time certified school psychologist as well as two full time counselors to support the psychological services of the students. The school psychologist is continuously involved in intervention and direct service through participation in the Comprehensive Student Support Program (C-SAP) team. The psychologist is additionally responsible for administering psychological and educational tests, as well as all other psychometric testing; obtaining, integrating, and interpreting information about child behavior as it relates to learning; consultation with parents and staff; as well as planning and managing a program of psychological services and supervising the related staff. This staff includes two school counselors as well as APCCS's 4 interns from Philadelphia College of Osteopathic Medicine. Additionally, APCCS employs the resources of both Abbington Educational Services and Northwestern human services to help facilitate bilingual educational evaluations and referrals to appropriate community agencies as is needed. Additionally, through work with our partners at both Philadelphia College of Osteopathic Medicine as well as Abbington Services we have provided multiple in school supports for students. PCOM's supports have included, four masters level psychology interns, who are under the direct supervision of the school psychologist, provide direct individual and small group counseling and behavioral intervention services to at risk and identified students. Additionally, Abbington Educational services provides both Bilingual psychoeducational assessment as well as bilingual speech and language services as needed. Finally, the partnership with Northwestn Human Services has helped to facilitate counseling services and psychiatric treatment in the community setting to those students who have more acute psychological, familial, or emotional concerns.</p>

15. PARENT TRAINING

STANDARD – PARENT TRAINING

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

REGULATORY BASE - 34 CFR 300.34(c)(8)(i)(ii)(iii)

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP.

PARENT TRAINING

15.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>																							
	<p>LEA PROCEDURE LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>a. <u> 12 </u> Number of trainings offered by the LEA specifically for parents of student with disabilities</p> <p>Topic of Trainings:</p> <table style="margin-left: 40px;"> <tr><td><u> 4</u></td><td>Behavior Support</td></tr> <tr><td><u> 4</u></td><td>Response to Intervention (Reading, Math, Progress Monitoring)</td></tr> <tr><td><u> 0</u></td><td>Inclusive Practices</td></tr> <tr><td><u> 4</u></td><td>Transition</td></tr> <tr><td><u> 0</u></td><td>AT</td></tr> <tr><td><u> 0</u></td><td>Autism</td></tr> <tr><td><u> 0</u></td><td>Interagency</td></tr> <tr><td><u> 0</u></td><td>Other (please list topic)</td></tr> </table> <p>Source of Training: <u>Child Find/ Special Education Process, Child Find/ Special Education Process, Transition To High School, Transition High School Application Support, Transition To High School, High School Application Support, High School Expo Trip, 100 Book Challenge (Reading at Instructional Level)</u></p> <p>Approximate Dates of Trainings in the past 24 months: 6/17/2009, 6/17/2010, 9/15/2009, 10/15/2009, 9/15/2010, 10/15/2010, 9/16/2009, 2/10/2010</p> <p>SPECIAL CONSIDERATIONS</p> <p>b. <u> 30 </u> Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA</p> <p>Topic of Trainings:</p> <table style="margin-left: 40px;"> <tr><td><u> 4</u></td><td>Behavior Support</td></tr> <tr><td><u> 4</u></td><td>Response to Intervention (Reading, Math, Progress Monitoring)</td></tr> <tr><td><u> 0</u></td><td>Inclusive Practices</td></tr> </table>	<u> 4</u>	Behavior Support	<u> 4</u>	Response to Intervention (Reading, Math, Progress Monitoring)	<u> 0</u>	Inclusive Practices	<u> 4</u>	Transition	<u> 0</u>	AT	<u> 0</u>	Autism	<u> 0</u>	Interagency	<u> 0</u>	Other (please list topic)	<u> 4</u>	Behavior Support	<u> 4</u>	Response to Intervention (Reading, Math, Progress Monitoring)	<u> 0</u>	Inclusive Practices	
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<u> 0</u>	Inclusive Practices																							

	<p> <u>4</u> Transition <u>0</u> AT <u>0</u> Autism <u>0</u> Interagency <u>0</u> Other (please list topic) "Make and Take" Workshop so parents could create educational materials to use at home. Anti Bullying Initiative Workshop. 100 Book Challenge. "You Are What You Eat" the effects of food on learning. Source of Training: <u>Back to School Night (Sp. Ed./Nurses Booth), Hunting Park Stake Holders Community Meeting, Huntington Park Stakeholders Meeting, Parent Workshop 6 - 8 K-3, Parent Workshop 6-8 4th - 8th, PTA meeting 5:30, Parent Workshop, Child Trauma Parent Workshop 5pm, Transition-8th grade Parent Meeting, Enrollment/Orientation Meeting- Child Find/Sp Ed P, Enrollment/Orientation Mtg-Child Find/Sp Ed Proces, 100 Book Challenge (Reading), PaTTAN Training- Indicator 8 Parent Involvement</u> Approximate Dates of Trainings in the past 24 months: 9/24/2009, 9/24/2009, 10/15/2009, 11/17/2009, 11/19/2009, 11/17/2009, 2/25/2010, 3/10/2009, 4/27/2010, 6/17/2009, 6/17/2010, 2/10/2011, 2/9/2011 SPECIAL CONSIDERATIONS </p>	
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PARENT TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms.</p> <p>BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance.</p> <p>Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA's plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families.</p> <p>Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child's classrooms.</p> <p>c.LEA documents that they have a policy that ensures reasonable classroom access for parents.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
15A	<p>BSE PROCEDURE Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>	

PARENT TRAINING

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ parent input is sought to determine what parent trainings are needed/desired? ➤ parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE? ➤ accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare, etc.)? 	<p>Yes Antonia Pantoja Community Charter School seeks parent input to determine what parent trainings are both needed and desired in the following ways; parent survey given to all parents during our Back to School Night every year in September; during our orientation presentations each year the Special Education coordinator while presenting discusses the importance of parent involvement and sets up a booth to hear parent input and consults with our Home and School President to elicit the input from the home and school committee. In addition, we sent an interest survey to all parents at the beginning of the 2010-1011 school year to ascertain parent interest so as to address needs and elicit parent involvement based on their expertise.</p> <p>Yes Parents are notified in writing of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE using the updated documents provided through the PaTTAN website. Invitations are sent home with the information regarding the provision of FAPE. Phone contacts and conferences are used to both elicit convenient conference times for parents and as reminders for parents for their upcoming scheduled meetings. In addition, school personnel often are able to speak with our parents before and after school when parents pick up their children from school. Parent are always provided with a copy of the Procedural Safeguards which gives them necessary information regarding the provision of FAPE.</p> <p>Yes Antonia Pantoja Community Charter School makes every possible accommodation to support parent participation in meetings through the use of after school meetings, early morning and late evening meetings times, conference calls with the team, ensuring translation if needed, and childcare for both IEP meetings and parent Workshops. To date, 100% of our parents have attended the IEP meetings of their children. We may have had to make many accommodations but we have gotten them to participate. We have not provided transportation but we have given parents tokens to travel to and from the school for a meeting.</p>

<p>➤ efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA?</p> <p>➤ the LEA identifies parents who may need additional support to fully participate in their child's educational process?</p>	<p>Yes Antonia Pantoja Community Charter School makes efforts to seek parent input when parents do not attend trainings. As previously mentioned, we send a survey to all parents asking for their input on possible topics of interest of trainings every year. After our first year parents requested evening workshops because we had previously conducted them during the mornings. In year 2009-2010 and in this current year we are conducting most of our workshops during the evening hours to accommodate parents during the 6pm to 7pm. Just recently we had very low parent turnout to our last 2 workshops so we are now offering the workshop both during the morning hours and also during evening hours. We have also added incentives to entice parents to attend for both the parent and the child. We understand how important parent involvement is to the education of our children.</p> <p>Yes Antonia Pantoja Community Charter School identifies parents who need additional support to participate fully in their child's educational process through the use of telephone conferences, home visits by school personnel including but not limited to the school Principal, Special Education Coordinator, Counselors, Teachers and our Safety Team Members. In addition, we try to be in constant communication with our parents as one way to keep them fully involved. Teachers have phone logs where they must log in all calls and they are required to make contact with a certain number of parents each week for a variety of reasons (not always for negative calls) too keep parents involved on a consistent basis. All school personnel also have school issued cell phones in order to facilitate this process. There is also a need to provide translation for many parents so they can participate in their child's educational and we always provide this support for parents.</p>
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	<p>➤ the LEA seeks to improve parent attendance at parent trainings?</p> <p>➤ the LEA trains personnel and parents together?</p> <p>➤ the LEA invites surrogate parents and foster parents to parent training opportunities?</p>	<p>Yes Antonia Pantoja Community Charter School works very hard at improving the attendance of our parents at parent trainings. We always send out flyers in both Spanish and English. This year we offered child care to make it more convenient for parents with young children. We include the dates of our monthly workshops in our calendars that are sent home at the beginning of each month along with "Save the Date" flyers for upcoming events. This year we struggled with parent attendance at our last few workshops so we are implementing a "Teacher Calls Five" system where every teacher in the building will personally call five of their parents and invite them to the meetings. We also are offering refreshments and raffling off prizes. In addition teachers and students are rewarded as well with free movie tickets for the class that has the most parents attending a workshop and the student when their parent or guardian attends a workshop. Currently a team of school personnel along with Home and School members attended a PaTTAN Training on Indicator 8 - Parent Involvement where we received amazing resources and we developed a plan of action to improve our parent involvement. One thing we have not done is to have a separate meeting for parents of students with disabilities. We always invite every parent. You never know if other parents may want more information on a specific topic, for example the workshop on ADHD and Behavior Interventions. That being said, we always have a component in every training that is specific to students with disabilities for example providing strategies and resources. The trainings are actually implemented by the Special Education Coordinator and the Principal and Assistant Principal.</p> <p>Antonia Pantoja Community Charter School has recruited an expert on Autism scheduled to conduct a workshop for both parents and school personnel. This workshop is scheduled for March 2011. We have recruited school personnel to assist in presenting parent workshops during the past 3 years (ie; "Make and Take Workshop on Reading and Math, and "Eighth Grade Transition Workshop/Training" as well as the "High School Expo Trip"). To date we have not really provided trainings with parents and personnel together, other than our Home and School Members, it is our goal to conduct parent and personnel trainings during our upcoming professional development days in the 2010 - 2011 school year.</p> <p>Yes. Antonia Pantoja Community Charter School includes surrogate parents and foster parents in parent training opportunities in the same manner in which parents are given opportunities. The students' enrollment information identifies those adults who are a student's guardian.</p>
15.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	

15A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The parent survey results do not indicate need for an improvement plan. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires improvement plan)	
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16. PARTICIPATION IN PSSA AND PASA (PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT; PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT) AND CHARTER SCHOOL-WIDE ASSESSMENT

STANDARD – PARTICIPATION IN STATEWIDE ASSESSMENTS

The LEA’s population of students who participate in state assessment is comparable with the state data.

REGULATORY BASE:

Performance goals and indicators - 34 CFR 300.157(a)(1)(2)

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (1) Promote the purposes of this part, as stated in § 300.1; (2) Are the same as the State’s objectives for progress by children in its definition of adequate yearly progress, including the State’s objectives for progress by children with disabilities, under section 1111(b)(2)(C) of the ESEA, 20 U.S.C. 6311.

Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment	
16.	STANDARDS TO BE MET PROCEDURES TO FOLLOW
	<p>LEA PROCEDURE LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p>SPECIAL CONSIDERATIONS</p>

LEA specific information will be provided in chart format on the web.

Participation Rate			
LEA Rate	State Rate	SPP Target	LEA Met SPP Target

Performance (Percent of Students Who Earned Proficient or Advanced Scores)				
Content Area	LEA Rate	State Rate	SPP Target	LEA Met SPP Target

Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
16A.	<p>LEA PROCEDURE LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p>CHARTER SCHOOL-WIDE ASSESSMENTS List grades in which the LEA conducted charter school-wide assessments. <u>3, 4, 5, 6, 7, 8</u></p> <p>_____ 70 Total number of students with disabilities in grades participating in charter school-wide assessment.</p> <p>_____ 70 Total number of students with disabilities who participated in the charter school-wide assessment.</p> <p>_____ 0 Total number of students with disabilities who participated in an alternate assessment.</p> <p>BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance.</p> <p>SPECIAL CONSIDERATIONS</p>

Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> ➤ If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed? ➤ How does the LEA determine student participation in LEA and statewide assessment? ➤ What methods are being used to ensure that students with disabilities participate in the PSSA or PASA? ➤ Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels? 	<p>Antonia Pantoja Community Charter School has met the SPP target for participation in statewide assessment. There was 100% participation in statewide assessment for all students.</p> <p>All students with disabilities are included in all local and statewide assessments with the appropriate accommodations and alternative assessments, if necessary, as indicated in their respective IEPs. The only exception is if a parent disagrees in writing based on religious reasons. Students who are English Language Learners and have been here for a short amount of time are exempt from the literacy portion of the assessment but will take the math assessment. To date we have not had either situation mentioned.</p> <p>The methods utilized to ensure students with disabilities participate in the PSSA or PASA are; (1)having IEP goals that are aligned to the statewide standards, (2) ensuring all students have access to general education curriculum and content, (3) ensuring students have all the necessary supplementary aids and services they need to access the general education curriculum and classrooms, (4) providing students accommodations and alternative assessments through out the school year during assessments, (5) holding students with disabilities to high expectations, (6) providing parents with the information and support regarding statewide assessments they need to support their children (7) motivating all students with PSSA pep rallies etc. to motivate students, (8) providing instructional support needed with Special Education Teachers in various ways including Co-Teaching, and Pull out small groups as needed by individual students.</p> <p>Antonia Pantoja Community Charter School closely monitors student participation in statewide assessment. We accept only 100% participation. In one case where a student was hospitalized school personnel went to the student to ensure the student had the opportunity to participate in the PSSA. We notify parents and motivate students so the entire school community understands the importance in the statewide assessments.</p>

<p>➤ Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments?</p> <p>➤ Has the LEA made available to personnel the PA guidelines regarding statewide assessments?</p> <p>➤ Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing?</p>	<p>Yes, Antonia Pantoja Community Charter School has provided in-service training for its personnel including administrators, all support staff, specialist teachers special education teachers, all general education teachers, and paraprofessionals regarding the requirement of participation in statewide assessments. Antonia Pantoja Community Charter sent our testing coordinator and administrators to training provided by our IU - 26 at the School District of Philadelphia. We also sent our Special Education Coordinator, the English Language Learner Coordinator an Assistant Principal and our Testing Coordinator to a PaTTAN sponsored PSSA/PASA training (This happened in year 1, 2 and this year) for information on accommodations. The Special Education received the training through a PaTTAN based webinar on PSSA Accommodations, PASA and PSSA-M Information both last year and this year. This team does turn around training to all other staff on the information gained at the trainings. We provide parents during a Parent Training/Workshop with this information as well.</p> <p>Yes Antonia Pantoja Community Charter School receives the PA guidelines regarding statewide assessments during the in service training and they receive the specific guidelines for Students with IEP's and 504 plans that are specific to their identified student. In addition, we have downloaded the PA guidelines and sent them out to staff via email so all staff has access to the original document. Special education staff also have direct discussions with the general education teachers regarding accommodations during their weekly consultations regarding their caseload.</p> <p>Yes Antonia Pantoja Community Charter School provides preparation for students in test-taking techniques and strategies in an ongoing manner throughout the year and in daily instructional activities. The students participate in the following activities; flashback/ preview daily test taking strategy, benchmark exams every 6 weeks, Saturday School PSSA Prep classes, enrichment PSSA classes from 3:00 - 5:00 during the week, the use of Study Island and First in Math computer driven preparation. These events occur through out the school year not only prior to the actual test but also after the PSSA is administered.</p>
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	<p>➤ Does the LEA provide training for personnel on the PSSA and PASA?</p> <p>➤ Are statewide and LEA-wide assessment data used to drive program changes?</p>	<p>Yes, Antonia Pantoja Community Charter School has provided in-service training for its personnel including administrators, all support staff, specialist teachers special education teachers, all general education teachers, and paraprofessionals on the PSSA. We currently do not have students identified for being eligible for the PASA. Antonia Pantoja Community Charter sent our testing coordinator and administrators to training provided by our IU - 26 at the School District of Philadelphia. We also sent our Special Education Coordinator, the English Language Learner Coordinator an Assistant Principal and our Testing Coordinator to a PaTTAN sponsored PSSA/PASA training (This happened in year 1, 2 and this year) for information on the PSSA and our Special Education Coordinator attended a training at PaTTAN regarding the PASA. These coordinators conducted training for the rest of the staff. The training occurred in February 2010 and is scheduled for February 2011.</p> <p>All data is used to drive program changes at Antonia Pantoja Community Charter School. The Leadership Team begins to analyze the PSSA data in August each year. We develop a school wide goal based on that data. For example, one of our literacy goals is increasing student achievement in the area of nonfiction text. We provided professional development for teachers in that area to ensure we were providing teachers with best practices and all necessary supports. We provided extra supports and individualized instruction for students by exposing students to more nonfiction text during instructional time. In addition, data drove the implementation of enrichment classes and Saturday School and we analyze individual student data so as to provide student specific targeted instruction based on that data.</p>
16.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires improvement plan) <input type="checkbox"/> NA</p>	
16 A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION LEA complies with requirements for charter school-wide assessment. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires improvement plan) <input type="checkbox"/> NA</p>	

17. PUBLIC SCHOOL ENROLLMENT

1st STANDARD – PUBLIC SCHOOL ENROLLMENT

The LEA's percentage of children with disabilities served in special education is comparable to state data.

REGULATORY BASE:

Child Find - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

2nd STANDARD – TIMELY PROVISION OF FAPE

REGULATORY BASE

When IEPs must be in effect- 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

PUBLIC SCHOOL ENROLLMENT

17.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: right;"><u>726</u></td> <td style="width: 10%;">Total # LEA's student population</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>618</u></td> <td>Number Elementary (K-6)</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>108</u></td> <td>Number Secondary (7-12)</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;"><u>90</u></td> <td>Total # special education population</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>70</u></td> <td>Number Disabled excluding Speech</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>9.64</u></td> <td>% Disabled excluding Speech</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>20</u></td> <td>Number Speech only</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2.75</u></td> <td>% Speech only</td> <td></td> <td></td> <td></td> </tr> </table> <p>Percentage of students with disabilities identified eligible for special education:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">State</td> <td style="width: 10%;"></td> <td style="width: 10%;">LEA</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>15.32%</u></td> <td></td> <td style="text-align: right;"><u>12.40%</u></td> <td></td> <td></td> </tr> </table> <p>LEA results compared to state:</p> <p><u> X </u> Lower <u> </u> Same <u> </u> Higher</p> <p>LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes, etc.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the LEA data to determine need for improvement.</p>	<u>726</u>	Total # LEA's student population						<u>618</u>	Number Elementary (K-6)					<u>108</u>	Number Secondary (7-12)				<u>90</u>	Total # special education population						<u>70</u>	Number Disabled excluding Speech					<u>9.64</u>	% Disabled excluding Speech					<u>20</u>	Number Speech only					<u>2.75</u>	% Speech only					State		LEA				<u>15.32%</u>		<u>12.40%</u>			
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PUBLIC SCHOOL ENROLLMENT

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none">➤ How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities? ➤ Is the percentage of students with disabilities disproportionately higher or lower than the state average?	<p>Antonia Pantoja Community Charter School's percentage of students with disabilities is slightly lower to the state's percentage. We opened our doors for the 2008-2009 school year enrolling 726 students from across the city in grades Kindergarten through 8th grade. We attribute this lower percentage of students with disabilities to the many unidentified students that enrolled in our LEA. Through our Child Find System of administering the G-MADE/G-READ Assessments in August of 2008 we identified many students who were significantly "at risk" with reading and math levels sometimes 3 or 4 levels below the grade of the student. Upon recognizing this we have to provide extra supports and interventions to those students. During the following year 2009-2010 our December 1st count revealed that we were slightly higher than the state percentage. This year 2010-2011 we enrolled predominately Kindergarten students and a few other students in other grades where there was space. There were 2 out of 5 upper grade students who enrolled with IEPs and many Kindergarten students who came in with Early Intervention IEPs. The percentage of students with disabilities is not disproportionately higher or lower than the state average. The December Child Count in 2009-2010 is only slightly higher than the state's percentage but not disproportionately higher.</p>

<p>➤ Is there any particular category of disability that the LEA may need to review for proportionality?</p> <p>➤ How will the LEA use the data to make informed program decisions?</p>	<p>Antonia Pantoja Community Charter School reviewed special education data to determine if there was any particular disability category we needed to review for proportionality. The two disability categories that are the highest in identified numbers are speech and language and specific learning disability. We do not feel there is a concern at this time. As part of our Child Find we do a speech screening for all of our Kindergarten students. If this screening reveals possible speech and language impairments we provide a full speech and language evaluation by a certified and licensed speech and language therapist. We are currently retaining the services of a bilingual speech and language therapist for 5 days per week. Many of our identified students in need of speech and language therapy are in the lower grades but we have seen that students are making gains and we have had some of those students no longer in need of services as they move up in grades. We feel that providing this service early is definitely appropriate in the lower grades so again there is not a concern in terms of proportionality.</p> <p>We use this data to inform our program decisions in the following ways; (1)the number of certified teachers we hire, (2)the number of days we retain related service providers like Speech and Language Therapist, Occupational Therapist, (3)scheduling for co-teaching and small group instruction, (4)the appropriate materials we purchase based on student need, (5)the assistive devices that are required that we need to obtain. Based on the data, we hired a new Special Education Teacher, increased the amount of time we retained our Occupational Therapist and Speech Therapist, we hired an additional counselor and an additional Master Teacher for Teacher coaching. Last year we added a Corrective Reading Program to supplement our curriculum for those students with specific learning disabilities in areas of reading who required the additional support. Looking ahead we are going to hire additional Special Education Teachers and additional computer based reading and math intervention programs to supplement our general education curriculum. This is all based on our reported data.</p>
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PUBLIC SCHOOL ENROLLMENT

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17A	<p>LEA PROCEDURE LEA will send its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is “No” the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up.</p> <p>a. Does the LEA have a written Policy on Student Admission? ____ Yes ____ No</p> <p>b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students? ____ Yes ____ No</p> <p>c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application) ____ Yes ____ No</p> <p>d. Does the Policy include a statement or description that a child’s right to be admitted to school may not be conditioned on the child’s immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process? ____ Yes ____ No</p> <p>e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools? ____ Yes ____ No</p> <p>f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information? ____ Yes ____ No</p>	

PUBLIC SCHOOL ENROLLMENT	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
17B	<p>LEA PROCEDURE</p> <p>LEA will compile a list of students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> ➤ Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months ➤ Student had an IEP in place when he/she transferred to the LEA ➤ Student is still being served by the LEA <p>LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary.</p> <p>LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question:</p> <p>In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations?</p> <p>_____ Yes _____ No _____ NA (no students for whom requirements were applicable)</p>

PUBLIC SCHOOL ENROLLMENT

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none">➤ Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state? ➤ Are there written procedures that address these requirements? ➤ Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA’s Policy on Student Admission)? ➤ Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students? ➤ If denial of timely FAPE has occurred, did the LEA offer compensatory education?	<p>Yes all personnel who enroll students with disabilities at Antonia Pantoja Community Charter School must inform the Special Education Coordinator immediately upon the student transfer. We hold an IEP meeting to review records with the parent and ascertain the necessary services and supports needed and provide those services. If a student has inadequate information we provide services and expedite a full evaluation by our School Psychologist who is a full time employee. Students enrolling from out of state still receive comparable supports after reviewing records in an IEP meeting and again we expedite the evaluation process to ensure we have adequate data to provide the appropriate needs. We currently have school policy that speaks to the enrollment process for all students including students with disabilities.</p> <p>Yes Antonia has a written policy that addresses the entire enrollment process in our Policies Manual.</p> <p>There are no additional requirements for admitting students with disabilities beyond those established by our Student Admission Policy. All students are put in a lottery and are enrolled based on that. If a student with a disability is enrolled we take all the necessary steps to procure their records so as to provide the appropriate services and supports.</p> <p>No, Antonia Pantoja Community Charter School has not denied any student transferring into this LEA, FAPE. There have been no instances where students were receiving services in their previous school and did not get the appropriate services upon enrolling to this LEA. We currently enrolled 2 students in grades 6th and 8th with an IEP in place. We convened an IEP Team Meeting and immediately began providing the appropriate services to both students.</p> <p>There have been no instances where students were receiving services in their previous school and did not get the appropriate services upon enrolling to this LEA. Compensatory education has not been considered for any student because there has not been any instance of denial of timely FAPE.</p>

17.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, LEA is comparable to statewide average <input type="checkbox"/> No, LEA is significantly discrepant compared to the statewide average (Requires improvement plan)	
17A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, LEA Policy on Student Admission includes all components reviewed. <input type="checkbox"/> No, LEA policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up.	
17B.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA. <input type="checkbox"/> No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA. <input type="checkbox"/> NA	

18. SURROGATE PARENTS (STUDENTS REQUIRING)

STANDARD – SURROGATE PARENTS

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

REGULATORY BASE:

Surrogate parents - 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

SURROGATE PARENTS (STUDENTS REQUIRING)

<p>18.</p>	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE LEA will send a report of students in need of a surrogate parent (including students whose parents are unknown or unavailable or students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will have available files of all students who have a surrogate parent assigned.</p> <p>LEA will review and send to BSE, or make it available onsite for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will also answer the following two questions: Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will select and review 10%, or not less than 3, files of students with surrogate parents assigned.</p> <p>Chairperson will answer the following questions: a. Were surrogate parents appointed within 30 days of identification of need for a surrogate? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>continued on next page</p>	

SURROGATE PARENTS (STUDENTS REQUIRING)	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
	<p>b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child?</p> <p>_____ Yes _____ No _____ NA (No students need surrogate parents)</p> <p>c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)?</p> <p>_____ Yes _____ No _____ NA (No students need surrogate parents)</p> <p>d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p>_____ Yes _____ No _____ NA</p> <p>Chairperson will review the report provided by the LEA to determine compliance.</p>

SURROGATE PARENTS (STUDENTS REQUIRING)		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.	

<p>➤ How does the LEA determine whether a student needs a surrogate parent?</p>	<p>As indicated in the Antonia Pantoja Community Charter School Special Education Policies on Surrogate Parents: To ensure that the rights of a child are protected, Antonia Pantoja Community Charter School assigns an individual to act as a surrogate parent for the child in the following situations- *if no parent or guardian can be identified, *if, after reasonable efforts, Antonia Pantoja cannot discover the whereabouts of a parent or guardian, *if the child is a ward of the State under the laws of PA, or *if the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a(6)).</p> <p>Procedures for assigning surrogates. The procedures for identifying a child in need of a surrogate parent and for assigning the surrogate parent to a child where the child's parents or guardian cannot be identified or located are as follows: 1. In the course of its enrollment process, Antonia Pantoja documents all students who are wards of the State or an unaccompanied homeless youth. This documentation is forwarded to the Principal and Special Education Coordinator. If any of the listed students are already eligible students, or if they are at some later point thought-to-be-eligible students, then the Principal and Special Education Coordinator shall assign them surrogate parents. 2. If school personnel are unable to contact either parent (or the legal guardian/custodian) of a child who is an eligible student or a thought-to-be-eligible student, he or she shall promptly notify the Principal and Special Education Coordinator. 3. The Principal and Special Education Coordinator must document reasonable efforts to locate the child's parents or guardians, including unaccompanied homeless youth. These efforts include activities such as telephone contact, letters including certified letters with return receipts, and home visits to the last known address of the parents or guardians. 4. If after employing such reasonable efforts to locate the child's parents or guardians, the Principal and Special Education Coordinator shall assign a surrogate parent to the child, and such surrogate parent shall have all of the rights and responsibilities available to parents or guardians. *No surrogate parent will be assigned to a child when the child has a "person acting as parent". This refers to a relative of the child or private individuals empowered to act as parents of the child by the child's natural parents or guardians. This, however, does not include agency personnel such as case workers, case managers, social workers, etc. 5. The Principal and Special Education Coordinator shall make every reasonable effort to ensure the assignment of a surrogate parent not more than 30 days after he/she determines that the child needs a surrogate parent.</p>
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	<p>➤ For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?</p>	<p>Yes Antonia Pantoja Community Charter School has procedures in place to ensure that a surrogate is appointed within 30 days. As indicated in our Special Education Policies(1) In the course of the admission/enrollment process, we must document all students who are wards of the state or an unaccompanied homeless youth. This documentation is forwarded to the Principal and the Special Education Coordinator. If any of the listed students are already eligible students, then the Principal and Special Education Coordinator shall assign them surrogate parents., (2) If school personnel are unable to contact either parent (or the legal guardian/custodian) of a child who is an eligible student or a thought to be eligible student, he/she shall immediately notify the School Principal and the Special Education Coordinator of this matter. Policy specifies specific efforts that must be made., (3) An emergency meeting shall be held to review the individual case and the procedures for recruiting a surrogate is initiated., (4) The Administrators must make every effort to ensure the assignment of a surrogate parent not more than 30 days after he/she determines that the child needs a surrogate parent., (5) IU-26 support and/or support from PaTTAN will be initiated if difficulty is encountered.</p>
<p>18.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance</p>	

19. PERSONNEL TRAINING

STANDARDS - TRAINING

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.

REGULATORY BASE:

Personnel development - 34 CFR 300.207

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

State-level activities - 34 CFR 300.704(b)(4)(i)

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

PERSONNEL TRAINING																	
19.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>LEA will provide the following data: Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p><u>16</u> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.</p> <p>Topic of Training:</p> <table style="margin-left: 40px;"> <tr><td><u>8</u></td><td>Behavior Support</td></tr> <tr><td><u>2</u></td><td>Reading</td></tr> <tr><td><u>0</u></td><td>FAPE in the LRE</td></tr> <tr><td><u>0</u></td><td>Transition</td></tr> <tr><td><u>0</u></td><td>AT/Low Incidence</td></tr> <tr><td><u>1</u></td><td>Confidentiality</td></tr> <tr><td><u>3</u></td><td>FBA/Manifestation Determinations</td></tr> <tr><td><u>0</u></td><td>Other (please list topic)</td></tr> </table>	<u>8</u>	Behavior Support	<u>2</u>	Reading	<u>0</u>	FAPE in the LRE	<u>0</u>	Transition	<u>0</u>	AT/Low Incidence	<u>1</u>	Confidentiality	<u>3</u>	FBA/Manifestation Determinations	<u>0</u>	Other (please list topic)
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<u>1</u>	Confidentiality																
<u>3</u>	FBA/Manifestation Determinations																
<u>0</u>	Other (please list topic)																

	<p>Source of Training: Motivating Students Full Day Professional Deveopl, Differentating Instruction Full Day Professional, Speech and Language Impairments and the Regular Ed, Confidentiality, Comprehensive Student Support Pro, ADHD and Behavior Interventions, The Special Education Process, Integrating Comprehension Strategies in the Conten, Special Education, Discipline,Dual Language,ESOL, CSAP-Comprehensive Student Support Program, FBA/Manifestation Determination, FBA/ Manifestation Determination, School Police/ Restraints- Temple University, Disciplinary Exclusion of Students w Disabilities, Developing Standards Aligned IEPs, Identifying Students w Specific Learning Disabilit, Developing Communication Plans, The ADA and Section 504, /educating Students w Autism Spectrum, Decoding Strategies for Literacy Deveolpment, Functional Behavior Assessment for Teachers, Anti Bully Initiative, Legare High School Admissions, Required Reporting for Restraints, Indicator 8 Parent Involvement, PSSA Accommodations Guidelines For Students w IEP5</p> <p>Approximate Dates of Trainings in the past 24 months: 8/24/2010, 8/25/2010, 11/20/2010, 8/23/2010, 1/3/2011, 8/23/2010, 9/1/2010, 8/24/2010, 1/26/2011, 10/14/2010, 10/28/2010, 6/9/2009, 12/9/2010, 2/15/2011, 4/19/2011, 5/4/2011, 11/2/2010, 11/17/2010, 11/17/2010, 1/5/2011, 12/15/2010, 9/29/2010, 9/29/2010, 9/29/2010, 12/16/2010</p> <p>Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
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PERSONNEL TRAINING

19.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>																	
	<p><u> 1 </u> Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel.</p> <p>Topic of Training:</p> <table style="margin-left: 40px;"> <tr><td><u> 0 </u></td><td>Behavior Support</td></tr> <tr><td><u> 0 </u></td><td>Reading</td></tr> <tr><td><u> 0 </u></td><td>FAPE in the LRE</td></tr> <tr><td><u> 1 </u></td><td>Transition</td></tr> <tr><td><u> 0 </u></td><td>AT/Low Incidence</td></tr> <tr><td><u> 0 </u></td><td>Confidentiality</td></tr> <tr><td><u> 0 </u></td><td>FBAs/Manifestation Determinations</td></tr> <tr><td><u> 0 </u></td><td>Other (please list topic)</td></tr> </table> <p>Source of Training: High School Expo</p> <p>Approximate Dates of Trainings in the past 24 months:</p> <p>9/16/2009</p> <p>The LEA will indicate whether the training audience included the following stakeholders:</p> <p>a. Administration</p> <p><u> X </u> Yes</p> <p><u> </u> No</p> <p>b. Teachers, Regular Education</p> <p><u> X </u> Yes</p> <p><u> </u> No</p> <p>c. Teachers, Special Education</p> <p><u> X </u> Yes</p> <p><u> </u> No</p> <p>d. Paraprofessionals</p> <p><u> X </u> Yes</p> <p><u> </u> No</p> <p><u> </u> NA</p> <p>e. Personal Care Assistants</p> <p><u> </u> Yes</p> <p><u> </u> No</p> <p><u> X </u> NA</p> <p>f. Educational Interpreters</p>	<u> 0 </u>	Behavior Support	<u> 0 </u>	Reading	<u> 0 </u>	FAPE in the LRE	<u> 1 </u>	Transition	<u> 0 </u>	AT/Low Incidence	<u> 0 </u>	Confidentiality	<u> 0 </u>	FBAs/Manifestation Determinations	<u> 0 </u>	Other (please list topic)	
<u> 0 </u>	Behavior Support																	
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<u> 0 </u>	Confidentiality																	
<u> 0 </u>	FBAs/Manifestation Determinations																	
<u> 0 </u>	Other (please list topic)																	

	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the evidence of training and determine compliance.</p>	
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PERSONNEL TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
19A.	BSE PROCEDURES Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

PERSONNEL TRAINING**DATA COLLECTION WORKSHEET**

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none">➤ instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year? ➤ personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)? ➤ educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually?	<p>Yes Antonia Pantoja Community Charter School ensures that our paraprofessional receives weekly professional development during our TAP Cluster Meetings with all instructional personnel. In addition, trainings are offered through PaTTAN and during our professional development workshops provided for all staff. Our paraprofessional must meet with the special education case manager to review concerns, IEP goals, other supplementary aids and weekly lesson planning.</p> <p>Antonia Pantoja Community Charter School did not employ personal care assistants during the 2009 - 2010 and 2010 - 2011 school years.</p> <p>Antonia Pantoja Community Charter School did not employ educational interpreters during the 2009-2010 and 2010-2011 school years.</p>

<p>➤ the LEA identifies personnel training needs?</p>	<p>Yes Antonia Pantoja Community Charter School has a continuous process to identify needs and implement training/ professional development for all personnel. This includes General Education Teachers, Special Education Teachers, Paraprofessionals, Safety Team, Cafeteria Aides, Building Maintenance Team, Secretaries, School Nurse and all other supportive staff. This process begins with the Leadership Team by analyzing data in all areas of the school environment. Data includes; teacher observations and informal walk through, teacher surveys, PSSA data, behavior documentation, counseling referrals and Comprehensive Student Support Referrals, Parent Surveys, Benchmark Data including Study Island and First In Math. TAP or our Teacher Advancement Program Team is included in the Leadership Team along with the Special Education Coordinator, the English Language Learner Coordinator and all Administrators. The recent Teacher Survey revealed specific needs from our personnel. The data indicates that most Teachers felt they needed more training in the areas of multi-level curriculum and over-lapping curriculum. While we currently do not have a need for augmentive communication our teachers are interested in learning more about this topic along with assistive technology. Generally, however, our teachers are open to more professional development in all of the educational practices listed in the survey and in all areas of special education including specific disabilities more in depth. Teacher comments on the survey supported this need for more professional development in all areas, however common planning time for the special education teachers and the general education teachers seem to be the most significant need indicated outside of training. As a result of this survey, we have researched outside providers to come in and provide future trainings on specific areas of special education including curriculum. We also are investigating ways in which to increase the amount of time special education teachers and the general education teachers have to plan together. Presently they both consult with each other on a weekly (sometimes daily) basis and they exchange lesson plans weekly so both parties are clear as to the specific learning objectives expected for the following week. As always time is a concern but we are looking to see where we can make change.</p>
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	<p>➤ the LEA addresses the identified personnel training needs?</p>	<p>Yes, Antonia Pantoja Community Charter School currently addresses personnel training/professional development needs in the following ways; Weekly TAP (Teacher Advancement Program) Cluster Meetings for 60 minutes, Weekly Grade Group Meetings, School Wide Professional Development Sessions for 1 hour per week on designated topics including; Effective Instructional Strategies, Behavior Management and Classroom Environment, Comprehensive Student Support Program Referrals and Strategies, Field Testing Strategies for Instruction. Focus of cluster is effective instructional strategies which are identified through analysis of student data and teacher TAP observations. TAP provides individualized weekly coaching for every teacher (special education and general education) as well as paraprofessionals every week. In addition, TAP Master Teachers provide demonstration lessons for struggling teachers as well as proficient teachers pushing them to a level 5 on the TAP Instructional Rubric. Biweekly special education teacher meetings address areas of compliance, concerns and student supports as well as new areas in specially designed instruction. We also utilize our IU-26 for trainings on all areas of special education monthly and we send our staff to PaTTAN to many professional development opportunities to build capacity at the building level. We need to provide trainings with parents and personnel together as we have not done this much in the past. We are moving to increase this practice. Administration participates in the planning and implementation of all areas of personnel trainings. The Leadership Team is in discussions on how best to provide more collaboration and planning time for our general education and our special educations teachers together. We have planned to have a full professional day devoted for this collaborative planning in our August professional development days. We need to develop a complete plan to address this need.</p>
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<p>➤ the LEA provides professional development activities for both general and special education professional personnel?</p> <p>➤ the LEA provides professional development activities for paraprofessional personnel?</p> <p>➤ the LEA provides professional development activities for personal care assistant personnel?</p>	<p>Yes, Antonia Pantoja Community Charter School currently addresses personnel training/professional development needs for both Special Education Staff, General Education Staff and all other school staff in the following ways; Weekly TAP (Teacher Advancement Program) Cluster Meetings for 60 minutes, Weekly Grade Group Meetings, School wide Professional Development Sessions for 1 hour per week on designated topics The focus in cluster is effective instructional strategies which are identified through analysis of student data and teacher TAP observations. TAP provides individualized weekly coaching for every teacher an(special education and general education) as well as paraprofessionals. Biweekly special education teacher meetings address areas of compliance, concerns and student supports and specially designed instruction. Administration participates in the planning and implementation of all areas of personnel trainings. Monthly Safety Team Meeting regarding concerns through out the building with behaviors and special education research and information, cafeteria issues and admission and dismissal concerns. They also are a part of the School Wide Positive Behavior Support by; being mentors, being proactive in social issues (bullying) and providing positive incentives. Of significance is our beginning of the year professional development. In year 2008-2009 staff arrived on 8/17/2008 for 3 weeks of intensive professional development and in the school year 2009 -2010 Yes, paraprofessionals are required to attend all professional development opportunities weekly, including grade group meetings and weekly TAP cluster meetings. In addition, paraprofessionals participate in selected training opportunities offered through PaTTAN of King of Prussia. This includes the conference ion May 2011. Our paraprofessional also has completed online training through PaTTAN as part of her professional development hours.</p> <p>Antonia Pantoja Community Charter School did not employ personal care assistants during the 2009-2010 and 2010-2011 school years.</p>
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<ul style="list-style-type: none"> ➤ the LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities? ➤ training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning? ➤ the LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources? 	<p>Yes, Antonia Pantoja Community Charter School ensures that our personnel have the skills and knowledge necessary to meet the needs of students with disabilities through specific trainings and consultation. The Special Education Coordinator, the Speech and Language Therapist and the School Psychologist have all conducted professional development sessions on topics relevant to special education with the intent to support all staff members. Many of these sessions occur during our Wednesday afternoon professional development times. In addition, all Special Education Case Managers meet weekly to consult with the teachers of the students they service. The purpose of these meetings being to resolve concerns and identify effective supports, as well as to develop, monitor and adjust both academic and behavioral interventions. During IEP meetings we try to discuss in depth any specially designed instruction a student may need so the general education teacher has a clear understanding of what it all means and of course we do follow up during our weekly consultations. In addition, the Special Education Coordinator created IEP at a Glance along with specially designed instruction and student goal pages so general education teachers know the needs and services required of that student.</p> <p>Yes we have seen a dramatic increase in the positive strategies that teachers use on a daily basis which translates in student growth both behaviorally and academically. Our "wrap around" approach enables the team to function in a proactive manner therefore avoiding behavior problems from occurring. We have students who are able to spend more time with their general education peers and who scored in the proficient range on last years PSSA due to the behavioral and academic supports provided to them. Teachers are more willing to request support in a positive way which the special education team encourages and feels confident about because it means there has been a paradigm shift in thinking about identified students. While we have seen improvement our team believes we still continue to need to provide more training on behavior interventions, co-teaching and differentiation of instruction. There continue to be teachers that we have to work with more consistently and more intensively with but we are confident that we will see more positive changes in the future.</p> <p>APCCS has provided up to date educational research through PaTTAN as well as our Teacher Advancement Program that has involved our entire staff. This summer all staff attended the TAP Summer Institute which focuses on instructional best practices for both the special education and the general education teacher. In addition through "field testing" of best practice strategies conducted in our school our TAP Cluster Meetings disseminates this information. After our Teacher Survey the topics our teachers were less knowledgeable of we shared educational research on and we will follow up with actual professional development trainings.</p>
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20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)

STANDARDS – INTENSIVE INTERAGENCY APPROACH

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.

REGULATORY BASE:

Provision of FAPE – 300.101(a)

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

Least Restrictive Environment - 34 CFR 300.114

Each public agency shall ensure – (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

INTENSIVE INTERAGENCY APPROACH	
20.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE: LEA will have available for the onsite review files of all students included on the TAP Report.</p> <p>LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions:</p> <p>Does the LEA reports all students with disabilities who have been identified as requiring homebound instruction?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Does the LEA reports all students with disabilities who have been identified as requiring Instruction in the Home?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE:Chairperson will answer the following questions:</p> <p>a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. Has the LEA reported in a timely manner all currently active Cordero class members?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

INTENSIVE INTERAGENCY APPROACH

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ the LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE? ➤ the LEA has resolved the issues of locating services for difficult to place students? ➤ the LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution? ➤ the LEA participated in interagency approach trainings? ➤ the LEA uses interagency approach situations to improve LEA program capacity? ➤ the LEA engages in intensive interagency collaboration for students with complex needs? ➤ the LEA engages other student serving systems (e.g. mental health, mental retardation, child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students? 	<p>Antonia Pantoja Community Charter School has not had difficulty locating a program to ensure the provisions of FAPE. To date, there have been no students with disabilities who have required either Homebound Instruction or Instruction in the Home.</p> <p>Antonia Pantoja Community Charter School has not had difficulty locating a program to ensure the provision of FAPE.</p> <p>Because Antonia Pantoja Community Charter School has not had difficulty in locating a program to ensure the provision of FAPE, it has had no need to utilize the Regional Inter agency Coordinators to assist in inter agency planning to mitigate and/or eliminate barriers to placement resolution.</p> <p>Antonia Pantoja Community Charter School has participated in a training provided by our IU26 The School District of Philadelphia during one of the monthly Charter School Professional Developments they provide for our personnel. In addition we have contacted PaTTAN to ensure we know the appropriate department to contact regarding any issues that may come up (Lisa Bruan). We have not had to utilize inter agency approach to date but realize it is important to have the information in case it arises.</p> <p>Because Antonia Pantoja Community Charter School has not had difficulty in locating a program to ensure the provision of FAPE, it has had no need to use inter agency approach situations to improve program capacity.</p> <p>Antonia Pantoja Community Charter School engages in intensive inter agency collaboration for students with complex needs. The following outside agencies have provided support to personnel at Antonia Pantoja: HUNE, Northwestern Human Services, Philadelphia College of Osteopathic Medicine, Department of Human Services, and ASPIRA.</p> <p>Because Antonia Pantoja Community Charter School has not had difficulty in locating a program to ensure the provision of FAPE, it has had no need to engage other student serving systems for difficult to place students. That being said we have utilized these serving systems to provide us both information and trainings.</p>

	<ul style="list-style-type: none"> ➤ there is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating? ➤ the LEA continually monitors students receiving Homebound Instruction? ➤ the LEA continually monitors students receiving Instruction in the Home for ongoing placement needs? ➤ the LEA has effective arrangements with outside service providers? ➤ the LEA continues to identify unmet needs that may still exist? 	<p>There is currently no particular disability category of students or type of educational placement needed that Antonia Pantoja Community Charter School has had difficulty locating.</p> <p>To date, Antonia Pantoja Community Charter School has not identified any students in need of Homebound Instruction and therefore has not been required to monitor such students.</p> <p>To date, Antonia Pantoja Community Charter School has no identified any students in need of instruction in the home and therefore has not been required to monitor such students for ongoing placement needs.</p> <p>Antonia Pantoja Community Charter School has effective arrangements with outside service providers including ASPIRA programs (including truancy, ASPIRA Leadership Club for students, 21st Century After School Programs, Parent Programs), HUNE advocacy group (Supporting our students with Autism), Northwestern Human Services, and PCOM (providing interns and researched based information for our special education department, counselors and school psychologist).</p> <p>Mental Health Professional development opportunities and training on specific disabilities is an area that we feel we need. We have reached to these agencies to procure presenters for both our parents and personnel.</p>
<p>20.</p>	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p> <p>___ NA</p>	

21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION

STANDARD – SUMMARY OF PERFORMANCE

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

REGULATORY BASE

Additional requirements for evaluations and reevaluations - 34 CFR 300.305(e)(3)

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

STANDARD – PROCEDURAL SAFEGUARDS FOR GRADUATION

The LEA provides required prior written notice for graduation.

REGULATORY BASE

Limitation-exception to FAPE for certain ages – 34 CFR 300.102(B)(iii)

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION

21.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE LEA will prepare a list of students who graduated or aged out in the prior school year and send the list to BSE or make it available onsite for verification as directed by the Chairperson. LEA will make files available for those students selected by the Chairperson.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>NOTE: The following 3 questions can only be marked NA for charter schools who do not serve children whose eligibility terminates due to graduation or aging out.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA.</p> <p>Chairperson will answer the following questions:</p> <p>a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required?</p> <p>____ Yes ____ No ____ NA</p> <p>b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed?</p> <p>____ Yes ____ No ____ NA</p>	

21.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance ___ No, Not in Compliance ___ NA	
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22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION

STANDARD – DISPROPORTIONATE REPRESENTATION

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

REGULATORY BASE

State monitoring and enforcement - 34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION	
22.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>
	<p>LEA PROCEDURE LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review LEA team discussion points, compare with the charter school annual report/SPP-APR Annual Public Reporting, consider results of file review findings for evaluation, and will answer the following questions.</p> <p>a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will review its identification data by race/ethnicity.</p> <ul style="list-style-type: none"> ➤ What do the data mean to the LEA? ➤ How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA? ➤ Is any particular disability group disproportionately represented by a higher or lower identification rate? ➤ If so, are continuous improvement activities in place? ➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education? ➤ If so, are continuous improvement activities in place? 	<p>The Antonia Pantoja Community Charter School Special Education Data Report indicates that there are 96% Hispanic enrolled in our LEA and 96.7% Hispanic identified as needing special education service. This data does not show a disproportionate number of identified special education students based on race and/or ethnicity.</p> <p>The data for students with disabilities and the data for the general education population are both in the 96 percentile. Our student population is predominately Hispanic at 96.6%. The data is similar.</p> <p>There is no particular disability group that is disproportionately represented with higher or lower identification rates especially when comparing them to state rates. Our 2 highest disability groups are specific learning disability and speech and language impairment but not at a rate where it stands out.</p> <p>To date this has not been a concern but we will continually monitor data to ensure if it becomes a concern it is addressed and improvement activities are in place.</p> <p>Antonia Pantoja Community Charter School's general student population in 96.6% which is the majority of our school population therefore to date this has not been a concern. Our Special Education Policy does provide for steps to ensure we prevent the inappropriate identification of students by race/ethnicity. Monitoring student data at the Leadership level and providing an extensive Comprehensive Student Support Program providing intensive supports for special education referrals are 2 of the critical steps to prevent this. In addition, since we serve a predominately Hispanic population we ensure that students who are English Language Learners receive the proper instruction and supports as well as evaluations in their native language to ensure a valid evaluation report and diagnosis of needs.</p> <p>To date this has not applied but data will continually be monitored.</p>

	<p>➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category?</p> <p>➤ If so, are continuous improvement activities in place?</p>	<p>Our policy ensures procedures to prevent inappropriate identification of students by race/ethnicity by disability category through our continuous monitoring of student data, by providing appropriate intervention supports for "at risk" students through the CSAP Comprehensive Student Support Program, by providing English Language Learners appropriate instruction and supports and evaluating bilingual students in their native more dominate language. We currently consult with Abington Speech when we need to retain a bilingual psychologist. In addition, both our Occupational Therapist and our Speech and Language Therapist are both bilingual (Spanish/English).</p> <p>To date this has not shown to be an area of concern but we will continue to monitor student data to ensure we are ready to put improvement activities in place if needed.</p>
22.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (Requires an improvement plan)</p>	

23. 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.

REGULATORY BASE:

Definition of individualized education program - 34 CFR 300.320

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

Development, review, and revision of IEP – 34 CFR 300.324

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address- (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate

EDUCATIONAL BENEFIT REVIEW

23.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE LEA will conduct an Educational Benefits Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample:</p> <ol style="list-style-type: none"> 1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students? 2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs? 3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests? 4. In Year 3, are there programs and services to support all of the student's goals and objectives? 5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life? 6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress? 7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education? 8. Were sufficient services provided to ensure that the student would make progress? 9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team? 10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit? 	

EDUCATIONAL BENEFIT REVIEW		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary (What Do We Know?)
	LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.	
	BSE PROCEDURE BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.	
23.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION IEPs for all students in the sample are reasonably calculated to result in Educational Benefit. ____ Yes ____ No	