

Belmont Charter School

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

1630 Locust Street, 3rd Floor
Philadelphia, PA 19103
(215)823-8208

Phase:	Phase 1
CEO Name:	Jennifer Faustman
CEO E-mail address:	jennifer.faustman@cea-philly.org

Governance and Staff

Leadership Changes

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

During the 2012-2013 school year, the Belmont Charter School Board of Directors welcomed new board member, Dominique Reiff. The rest of the board remained the same, including Board President Michael Karp. CEO Jennifer Faustman and CAO Claire Cohen also remained in their positions of leadership.

Board of Trustees Meeting Schedule

Location	Date and Time
Community Education Alliance of West Philadelphia - 1630 Locust Street Philadelphia, PA 19103	10/31/2012 12:00 PM
Community Education Alliance of West Philadelphia - 1630 Locust Street Philadelphia, PA 19103	2/13/2013 12:00 PM
Community Education Alliance of West Philadelphia - 1630 Locust Street Philadelphia, PA 19103	6/7/2013 12:00 PM
Community Education Alliance of West Philadelphia - 1630 Locust Street Philadelphia, PA 19103	6/25/2013 12:00 PM

Professional Staff Member Roster

Phillip Beard	
PA Certified	Yes
Areas of Certification	Elementary K-6 Reading Specialist
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading Specialist
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Craig Berman	
PA Certified	Yes
Areas of Certification	Mid-Level Science 7-9; Biology 7-12
Grades Teaching or Serving	7-8

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Allison Carden	
PA Certified	Yes
Areas of Certification	Music K-12
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stephanie Chang	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	4th Grade - Inclusion
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jenna Chavis	
PA Certified	Yes
Areas of Certification	Early Childhood N-3; Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math & Science
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Daniel Concannon	
PA Certified	Yes

Areas of Certification	Social Studies 7-12
Grades Teaching or Serving	7-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marion Cutler	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mira David	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies & Literacy
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mara Davis	
PA Certified	Yes
Areas of Certification	Mid-Level Math 7-9
Grades Teaching or Serving	1-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math Specialist
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lashaya Duval-Shepherd	
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PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Donna Falconieri	
PA Certified	Yes
Areas of Certification	English 7-12; SPED N-12
Grades Teaching or Serving	7-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Fenicle	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	2nd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Joshua Ferrer	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Karen Fields	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12
Grades Teaching or Serving	7-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mary Louise Finch	
PA Certified	Yes
Areas of Certification	Level II Mid-Level Math 7-9; Level II Elementary K-6; Level II Early Childhood N-3
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shelby Fives	
PA Certified	Yes
Areas of Certification	HOUSSE Elementary K-6
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	2nd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kaitlin Friedman	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	2nd Grade - Inclusion
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Gregory Glasheen	
PA Certified	Yes
Areas of Certification	Level II Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies & Literacy
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Edwynna Jones	
PA Certified	Yes
Areas of Certification	HOUSSE Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	4th Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amy Kennedy	
PA Certified	Yes
Areas of Certification	Mid-Level Math 7-9; SPED N-12; Elementary K-6
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kelly Lanza	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy

Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jill Lesser	
PA Certified	Yes
Areas of Certification	Level II Mid-Level Math 7-9; Level II Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	1st Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Beth Levy	
PA Certified	Yes
Areas of Certification	Reading Specialist; Elementary K-6
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading Specialist
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rachel Lichtner	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12; Mid-Level English 7-9
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Colleen Loubet	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12

Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Cass Lowry	
PA Certified	Yes
Areas of Certification	Elementary K-6; Mid-Level Citizenship Education 7-9; Mid-Level English 7-9; Mid-Level Math 7-9; Mid-Level Science 7-9
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	3rd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lisa Lumpkin	
PA Certified	Yes
Areas of Certification	Level II Elementary K-6
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	3rd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jacquelyn McAleese	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	1st Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Edward McCabe	
PA Certified	Yes
Areas of Certification	Health and Physical Education K-12
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health and PE
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

James McCutcheon	
PA Certified	Yes
Areas of Certification	Level II Art K-12
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Studio Art
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Gale McDonald	
PA Certified	Yes
Areas of Certification	Elementary K-6; Early Childhood N-3
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	1st Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christine Meiskey	
PA Certified	Yes
Areas of Certification	Intern Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	1st Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Denise Metz	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	1st Grade - Inclusion
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dana Norris	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	3rd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Megan Petrie	
PA Certified	Yes
Areas of Certification	Elementary K-6; Early Childhood N-3
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	3rd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessica Quinn	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy

Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kimberly Russo	
PA Certified	Yes
Areas of Certification	Level II Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	4th Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Katherine Rutkowski	
PA Certified	Yes
Areas of Certification	Elementary K-6; SPED N-12
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Samantha Spadea	
PA Certified	Yes
Areas of Certification	SPED N-12
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessie Spellman	
PA Certified	Yes
Areas of Certification	Intern Math 7-12
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or	Math

Services Provided	
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christine Stickney	
PA Certified	Yes
Areas of Certification	SPED N-12
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math & Science
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Carissa Sualp	
PA Certified	Yes
Areas of Certification	Level II Elementary K-6; Level II Bus Computer Info Tech K-12; Principal K-12
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jacqueline Thompson	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	3rd Grade - General
Number of Hours Annually Worked in Assignment	1350
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Julie Welch	
PA Certified	Yes

School Nurse	0.00	0.00	0.00	0.00	0.00	0.00
Totals	44.00	42.00	0.00	0.00	3.00	41.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

Money was raised to fund the 5th Grade overnight camping trip to the Pocono Environmental Educational Center. This is an annual trip and money will also be raised for next year's trip.

Fiscal Solvency Policies

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

No changes were made to the practices and procedures that monitor fiscal solvency during 2012-2013.

Fiscal Solvency Policies: The school's budgets and financial records are reviewed yearly by the Board of Trustees. At the end of every fiscal year (July 1- June 30) the Board reviews and passes the budget for the upcoming fiscal year. The Board President is consulted and gives approval if any major purchase or changes to the budget must occur and any substantial changes require a re-approval of the budget at the next quarterly Board meeting. Financial records are transparent and are available for any board member to view.

The CEO, Board President and Accounts Payable work to ensure all contracts and invoices are correct and paid in a timely manner. New contracts are negotiated between the vendor and appropriate members of the school management team. Once a preliminary contract is reached, it is reviewed by the CEO. If agreeable, it is signed by the appropriate executive and executed. Daily and monthly invoices are received and initially reviewed by Accounts Payable. Accounts Payable pairs the invoices with approved purchase orders and solicits approval from the appropriate member of management before submitting for payment. Checks are cut every two weeks. The CEO reviews all checks and invoices prior to signing and is responsible for signing all checks. Additionally, the Board President and Treasurer have check-signing permissions in case of emergencies.

Belmont Charter School utilizes Repice & Taylor, an external accounting firm to manage its finances and reporting for Title I. An accountant from Repice & Taylor works with Accounts Payable once a week to ensure that all reports are filed and financial requirements are met.

An independent audit is performed yearly by SD Associates.

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:

No changes were made to the accounting system used by Belmont Charter School during 2012-2013.

Belmont Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: SD Associates
 Date of Last Audit: 06/30/2012
 Fiscal Year Last Audited: 2011-2012

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:

The audit for FY13 is scheduled for August, 2013 so attached is Belmont Charter School's most recent audit report from 2011-2012.

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:

Date of Last Federal
Programs Consolidated Review: 05/08/2012

School Year Reviewed: 2011-2012

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
Special Education Teacher	Belmont Charter School	0.6
Special Education Teacher	Belmont Charter School	1
Special Education Teacher	Belmont Charter School	1
Special Education Teacher	Belmont Charter School	1
Special Education Teacher	Belmont Charter School	1
Special Education Teacher	Belmont Charter School	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Speech/Language	19 Hours	Outside Contractor	23

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

12/01/2010

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:

There were no fixed assets acquired by Belmont Charter School during the 2012-2013 school year.

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

\$0.00

Facility Plans and Other Capital Needs

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

Belmont Charter School has small renovation projects scheduled for the 2013-2014. There are currently no major facility development plans in place at Belmont Charter School.

Memorandums of Understanding

Organization	Purpose
Allied Waste	Contracted to pick up and dispose of garbage and recycling at Belmont Charter School
Devereux	This contract was to accommodate a Special Education student at Belmont Charter School so she could receive the psychological/psychiatric services called for in her educational plan.
EBS	EBS was contracted to supply Physical/Occupational/Speech therapists during the 2012-2013 school year.
Education-Plus, Inc.	Education-Plus was contracted to operate a school-based wellness center program and provide state required school nurse services to Belmont Charter School.
Ned's Cleaning Service	Contracted to clean Belmont Charter School building.
Outsmart Pest Management	Contracted to control any pest issues that may occur at Belmont Charter School as well as perform monthly pest maintenance.
Springboard Collaborative	This MOU was for Springboard to oversee implementation of its summer literacy program at Belmont Charter School. The program combined targeted student instruction with parent training in an effort to combat summer learning loss.
The Family Planning Council	Family Planning Council facilitated the development of a sustainable community-wide teen pregnancy prevention project at Belmont Charter School.
Therapy	Therapy Solutions was contracted to provide therapists for student with

Solutions	speech/language and occupational therapy needs.
Toshiba	Toshiba was contracted to provide printer/scanner maintenance for Belmont Charter School.
Wordsworth Academy	This MOU was for a Belmont Charter School Special Education student to attend Wordsworth Academy (an Approved Private School) over the summer to meet some of her IEP goals.

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

Name of School Belmont Charter School

Address of School 4030 Brown Street

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	8,053.04
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	2,808.66
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	1,060.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	4,693,107.00
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	101,111.00
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	32,000.00
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	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	
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	189,724.80
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	343,586.00
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	85,000.00
	8520	Vocational Education	
	8530	Child Nutrition Program	465,000.00
	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	52,448.96
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			5,973,899.46

Belmont Charter School
Financial Statements
And
Independent Auditors' Report
Year Ended June 30, 2012

Belmont Charter School
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Year Ended June 30, 2012

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Independent Auditors' Report

To the Board of Trustees
Belmont Charter School
Philadelphia, Pennsylvania

We have audited the accompanying financial statements of the governmental activities, the business-type activities, and the major fund of Belmont Charter School (the School), as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Belmont Charter School's management. 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 basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, and the major fund of Belmont Charter School as of June 30, 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 4, 2013, on our consideration of Belmont Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on 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* and should be considered in assessing the results our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements of Belmont Charter School. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used 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 information is fairly stated in all material respects in relation to the financial statements as a whole.

SD Associates P.C.

Elkins Park, Pennsylvania
March 4, 2013

Belmont Charter School

Management's Discussion and Analysis

June 30, 2012

The Board of Trustees of Belmont Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2012. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues decreased approximately \$150,000 due to a decrease in the federal and state sources of revenue.
- At the close of the current fiscal year, the School reports an ending fund balance of \$751,860. This balance was the result of a \$79,877 deficit for the year ended June 30, 2012.
- The School's cash balance at June 30, 2012 was \$1,400,202, representing an increase of \$41,753 from June 30, 2011.

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, supplementary information, and single audit requirements.

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.

In the statement of net assets and the statement of activities, the School is divided into two kinds of activities:

Governmental activities - Most of the School's basic services are reported here.

Business-type activities - The School offers breakfast and lunch to the students.

Belmont Charter School
Management's Discussion and Analysis
June 30, 2012

Overview of the Financial Statements (Continued)

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's two kinds of funds, governmental and proprietary, use different accounting approaches.

Most of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. 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.

When the School charges students for services it provides, these services are generally reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the Statement of Net Assets and the Statement of Activities. In fact, the School's enterprise fund (a component of proprietary funds) are the same as the business-type activities we report in the government-wide statements, but provide more detail and additional information, such as cash flows, for proprietary funds.

Notes to the Financial Statements

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

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis. The 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*.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	<u>2012</u>	<u>2011</u>
Assets		
Current assets	\$ 1,683,235	\$1,784,875
Capital assets, net	240,439	257,644
Other assets	-	28,764

**Belmont Charter School
Management's Discussion and Analysis
June 30, 2012**

Government-Wide Financial Analysis (Continued)

	1,923,674	2,071,283
Liabilities	<u>931,375</u>	<u>969,534</u>
Net Assets	<u>\$ 992,299</u>	<u>\$1,101,749</u>

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 \$992,299 as of June 30, 2012, a decrease of \$109,450 from June 30, 2011.

The School's revenues are predominately the Philadelphia School District's funds based on the student enrollment. For the year ended June 30, 2012, the School's expenditures of \$5,886,246 exceeded total revenues of \$5,776,796 by \$109,450, an increase of \$151,785 as compared to the preceding year.

	<u>2012</u>	<u>2011</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 4,698,398	\$4,473,903
State sources	214,473	469,584
Federal sources	435,013	665,950
Food Services	394,933	260,433
General revenues		
Other sources	33,979	58,148
Total revenues	<u>5,776,796</u>	<u>5,928,018</u>
Expenditures		
Instruction	3,602,413	3,853,904
Support services	1,816,430	1,939,043
Noninstructional services	426,000	360,811
Depreciation-unallocated	41,403	35,495
Total expenditures	<u>5,886,246</u>	<u>6,189,253</u>
Change in net assets	(109,450)	(261,235)
Net assets, beginning	<u>1,101,749</u>	<u>1,362,984</u>
Net assets, ending	<u>\$ 992,299</u>	<u>\$1,101,749</u>

Belmont Charter School

Management's Discussion and Analysis

June 30, 2012

Governmental Fund

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

The School's governmental fund (the General Fund) reported an ending fund balance of \$751,860.

Budget Variations

The actual revenues represent an increase from budgeted revenues of \$225,740 due mainly to increased revenues from local educational agency assistance.

Actual expenditures increased \$380,137 over the budget, due mainly to an increase in instruction and support services.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2012, the School's investment in capital assets for its governmental activities totaled \$240,439 (net of accumulated depreciation). This investment in capital assets includes leasehold improvements, classroom and office furniture, and computer equipment.

Major capital assets purchases during the year included the following:

- Capital expenditures of \$18,047 for computers and various equipment
- Capital expenditures of \$3,984 for software
- Capital expenditures of \$2,500 for food service

Additional information on the School's capital assets can be found in Note 4 of this report.

Long-Term Debt

The School has a balance due to Community Education Alliance of West Philadelphia (CEA), a related party. See Note 11 in the notes to the financial statements for a further description.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the Philadelphia School District, is projected to be the same for the 2012-2013 school year, approximately \$4,700,000, based on the current enrollment and per-student rates.

Belmont Charter School
Management's Discussion and Analysis
June 30, 2012

Future Events that will Financially Impact the School

Except as listed above, there are no known future events that will financially impact the School.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Executive Officer, Belmont Charter School, 1630 Locust Street, Suite 300, Philadelphia, Pennsylvania 19103.

Belmont Charter School
Statement of Net Assets
June 30, 2012

	<u>Governmental Activities</u>	<u>Business-Type Activites</u>	<u>Totals</u>
Assets			
Current assets			
Cash	\$ 1,400,202	\$ -	\$ 1,400,202
State subsidies receivable	100,431	-	100,431
Federal subsidies receivable	121,744	-	121,744
Due from related party	60,858	-	60,858
Total current assets	<u>1,683,235</u>	<u>-</u>	<u>1,683,235</u>
Machinery and equipment	457,152	2,500	459,652
Less: accumulated depreciation	<u>(218,880)</u>	<u>(333)</u>	<u>(219,213)</u>
	<u>238,272</u>	<u>2,167</u>	<u>240,439</u>
	<u>1,921,507</u>	<u>2,167</u>	<u>1,923,674</u>
Liabilities			
Current liabilities			
Accounts payable and accrued expenses	766,108	-	766,108
Due to related party	<u>165,267</u>	<u>-</u>	<u>165,267</u>
Total current liabilities	<u>931,375</u>	<u>-</u>	<u>931,375</u>
Net Assets			
Invested in capital assets, net of related debt	238,272	-	238,272
Unrestricted	<u>751,860</u>	<u>2,167</u>	<u>754,027</u>
	<u>\$ 990,132</u>	<u>\$ 2,167</u>	<u>\$ 992,299</u>

See accompanying notes to financial statements.

Belmont Charter School
Statement of Activities
Year Ended June 30, 2012

Functions	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets		
		Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-Type Activities	Totals
Governmental Activities						
Instruction	\$ 3,602,413	\$ -	\$ 3,690,215	\$ 87,802	\$ -	\$ 87,802
Support services	1,816,430	-	1,657,669	(158,761)	-	(158,761)
Noninstructional services	4,323	15,780	-	11,457	-	11,457
Depreciation and amortization - unallocated	41,403	-	-	(41,403)	-	(41,403)
Total governmental activities	<u>5,464,569</u>	<u>15,780</u>	<u>5,347,884</u>	<u>(100,905)</u>	<u>-</u>	<u>(100,905)</u>
Business-Type Activities						
Food service	421,677	-	394,933	-	(26,744)	(26,744)
	<u>\$ 5,886,246</u>	<u>\$ 15,780</u>	<u>\$ 5,742,817</u>	(100,905)	(26,744)	(127,649)
General Revenues						
Other revenues				18,199	-	18,199
Transfers				(16,543)	16,543	-
Change in net assets				(99,249)	(10,201)	(109,450)
Net Assets - Beginning of Year				<u>1,089,381</u>	<u>12,368</u>	<u>1,101,749</u>
Net Assets - End of Year				<u>\$ 990,132</u>	<u>\$ 2,167</u>	<u>\$ 992,299</u>

See accompanying notes to financial statements.

Belmont Charter School
Balance Sheet-Governmental Funds
June 30, 2012

	<u>Total Governmental Funds</u>
Assets	
Cash	\$ 1,400,202
State subsidies receivable	100,431
Federal subsidies receivable	121,744
Due from related party	<u>60,858</u>
Total current assets	<u>1,683,235</u>
	<u>\$ 1,683,235</u>
Liabilities	
Accounts payable and accrued expenses	\$ 766,108
Due to related party	<u>165,267</u>
Total current liabilities	931,375
Fund Balance	
Unassigned	<u>751,860</u>
Total liabilities and fund balance	<u>\$ 1,683,235</u>

See accompanying notes to financial statements.

Belmont Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Assets
June 30, 2012

Total Fund Balance for Governmental Funds \$ 751,860

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

Machinery and equipment	457,152	
Accumulated depreciation	<u>(218,880)</u>	
		<u>238,272</u>

Total Net Assets of Governmental Activities \$ 990,132

Belmont Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Funds
Year Ended June 30, 2012

	General Fund
Revenues	
Local education agency assistance	\$ 4,698,398
Federal sources	435,013
State sources	214,473
Other sources	33,979
Total revenues	5,381,863
Expenditures	
Instruction	3,602,413
Support services	1,816,430
Noninstructional services	4,323
Capital outlay	22,031
Total expenditures	5,445,197
Expenditures in Excess of Revenues	(63,334)
Other Financing Uses	
Interfund transfers out	(16,543)
Excess of Expenses and Other Financing Uses Over Revenues	(79,877)
Fund Balance - Beginning of Year	831,737
Fund Balance - End of Year	\$ 751,860

See accompanying notes to financial statements.

Belmont Charter School
Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances of Governmental Funds to the
Statement of Activities
Year Ended June 30, 2012

Net Change in Fund Balances - Total Governmental Funds \$ (79,877)

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Capital outlay	22,031	
Depreciation Expense	<u>(41,403)</u>	<u>(19,372)</u>

Change in Net Assets of Governmental Activities \$ (99,249)

Belmont Charter School
Statement of Net Assets
Proprietary Fund
June 30, 2012

	Enterprise Fund
	Food Service Fund
Assets	
Equipment, net	\$ 2,167
Net Assets	
Unrestricted	\$ 2,167

See accompanying notes to financial statements.

Belmont Charter School
Statement of Revenues, Expenditures, and Changes in Net Assets
Proprietary Fund
Year Ended June 30, 2012

	Enterprise Fund
	Food Service Fund
Operating Income	\$ -
Operating expenses	
Food	421,344
Depreciation	333
Total operating expenses	421,677
Operating loss	(421,677)
Nonoperating Revenues	
Federal and state grants	394,933
Loss before interfund transfers	(26,744)
Interfund transfers in	16,543
Change in Net Assets	(10,201)
Net Assets - Beginning of Year	12,368
Net Assets - End of Year	\$ 2,167

See accompanying notes to financial statements.

Belmont Charter School
Statement of Cash Flows
Proprietary Fund
June 30, 2012

	Enterprise Fund
	Food Service Fund
Cash flows from operating activities	
Payments to suppliers	(431,288)
Net cash used by operating activities	(431,288)
Cash flows from investing activities	
Capital expenditures	(2,500)
Net cash used in investing activities	(2,500)
Cash flows from noncapital financing activities	
Cash received from federal and state grants	417,245
Transfer from other funds	16,543
Net cash provided by noncapital financing activities	433,788
Net increase in cash and cash equivalents	-
Cash and cash equivalents, beginning of year	-
Cash and cash equivalents, end of year	\$ -
Reconciliation of operating loss to net cash used by operating activities	
Operating loss	\$ (421,677)
Adjustments to reconcile operating loss to net cash used by operating activities:	
Depreciation	333
Decrease in accounts payable and accrued expenses	(9,944)
Net cash used by operating activities	\$ (431,288)

See accompanying notes to financial statements.

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 1 Background and Summary of Significant Accounting Policies

Belmont Charter School (the School) is a charter school 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. The charter expired at the end of the 2011-2012 school year, and is currently in the renewal process.

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 (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements:

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 90 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The funds utilized by the School and brief descriptions of their accounting purposes are as follows:

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

Governmental Fund - The fund listed below is the fund through which most governmental functions are furnished.

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

Proprietary Fund - The focus of proprietary fund measurement is upon determination of operating income, changes in net assets, financial position, and cash flows. The generally accepted accounting principles applicable are those similar to businesses in the private sector. The following is a description of the proprietary fund of the School:

Enterprise funds are required to be used to account for operations for which a fee is charged to external users for goods or services, and the activity (a) is financed with debt that is solely secured by a pledge of the net revenues (b) has third party requirements that the cost of providing services, including capital costs, be recovered with fees and charges or (c) establishes fees and charges based on a pricing policy designed to recover similar costs.

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations.

Method of Accounting

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets, a statement of activities and changes in net assets. It requires the classification of net assets into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Method of Accounting (Continued)

- 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.
- 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.
- 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.”

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed for the included program.

Fund Balances - Governmental Funds

The School implemented GASB No. 54, *Fund Balance Reporting and Governmental Type Definition*. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact.
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Fund Balances - Governmental Funds (Continued)

- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

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.

Transfers

Transfers are used to move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them and to move unrestricted revenue collected in the general fund to finance various programs accounted for in other funds in accordance with budgetary authorizations.

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000, with financial institutions.

Cash and Cash Equivalents

The School's cash and cash equivalents is considered to be cash on hand and demand deposits.

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Prepaid Expenditures

Prepaid expenditures include payments to vendors for services applicable to future accounting periods such as insurance premiums at cost and business services to be consumed in future accounting periods.

Capital Assets

Capital assets, which include property, plant 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. 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; furniture and fixtures (7 years) and equipment (5 years).

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2008, 2009, 2010 and 2011 are subject to examination by the IRS, generally for three years after they were filed.

Note 2 Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2012, was \$1,400,202. The actual amount of cash on deposit in the School's bank accounts at June 30, 2012 was \$1,421,939. Of the amount held at the bank, \$452,411 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$969,528 was uninsured and uncollateralized at June 30, 2012.

Custodial Credit Risk-Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Note 3 Receivables

Receivables as of June 30, 2012 consist primarily of subsidies from federal and state authorities. All receivables are considered collectible due to the stable condition of these programs.

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 4 Capital Assets

Capital asset activity for the year ended June 30, 2012 was as follows:

	Balance, 7/1/11	Additions	Deletions	Balance, 6/30/12
Governmental activities				
Equipment	\$ 229,028	\$ 18,047	\$ -	\$ 247,075
Furniture	8,159	-	-	8,159
Software	-	3,984	-	3,984
Leasehold improvements	197,934	-	-	197,934
Business-type activities				
Equipment	-	2,500	-	2,500
	435,121	24,531	-	459,652
Less: accumulated depreciation	(177,477)	(41,736)	-	(219,213)
	\$ 257,644	\$ (17,205)	\$ -	\$ 240,439

Depreciation expense for the year ended June 30, 2012 was \$41,736.

Note 5 Interfund Transfers

Interfund transfers for the year ended June 30, 2012 were as follows:

	Transfer In	Transfer Out
General Fund	\$ -	\$ 16,543
Food Service Fund	16,543	-
Total	\$ 16,543	\$ 16,543

Note 6 Funding

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

The Commonwealth of Pennsylvania makes contributions on behalf of the charter school for the employer's share of retirement payments and social security payments. The School also received federal funding under the Title I and Title II grants.

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 7 Commitments

The School leases its facilities under an operating lease agreement which expired June 2012. The school's license agreement with the School District of the City of Philadelphia (the District) stipulates that the District shall provide utilities and other costs related to the operation of the building. Belmont Charter School is required to reimburse the District by having an offset to the monthly allotment from the District to the Charter School. The lease is currently on a month-to-month basis. For the year ending June 30, 2012, the rent expense was \$274,460.

Note 8 Retirement Plan

The School contributes to the Public School Employees' Retirement System (the System), a cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislative mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to the Bureau of Fiscal Control, 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.

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. The rate of contribution for employees ranges from 5.25% - 7.5% depending upon classification and elections of employees. The School's contribution is 5.64%. 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 to the Plan were \$248,483, \$161,748, and \$138,846 for the years ended June 30, 2012, 2011, and 2010, respectively, which equals 100% of the contractually required contribution as set by State statutes.

Note 9 Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs 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, refunds of any money received may be required and the collectability of any related receivable at June 30, 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.

Belmont Charter School
Notes to Financial Statements
June 30, 2012

Note 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.

Note 11 Related Party Transactions

There are some common members of the School's board with the boards of Belmont Academy Charter School (BACS) and Community Education Alliance of West Philadelphia (CEA). The School charged BACS \$60,858 during the year for reimbursement of shared salary expenses. The School also received \$394,933 from BACS as a subrecipient for the National School Lunch Program. As of June 30, 2012 \$60,858 was due from BACS, which is recorded as "due from related party" on the Statement of Net Assets.

CEA charged the School \$302,567 during the year for management fees. The School charged CEA \$25,894 during the year for reimbursement of shared salary expenses. As of June 30, 2012 \$165,267 was due to CEA, which is recorded as "due to related party" on the Statement of Net Assets.

Note 12 Other Matters

The CEO of the School is continuing to pursue negotiations with the School District of Philadelphia regarding the Charter renewal, with an enrollment cap up to 850 students.

Supplementary Information

Belmont Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2012

	Original/ Final Budget	Actual Revenues/ Expenditures	Variance With Budget
Revenues			
Local educational agency assistance	\$ 4,467,840	\$ 4,698,398	\$ 230,558
State sources	266,336	214,473	(51,863)
Federal sources	406,947	435,013	28,066
Other sources	15,000	33,979	18,979
Total revenues	<u>5,156,123</u>	<u>5,381,863</u>	<u>225,740</u>
Expenditures			
Instruction	3,329,016	3,602,413	(273,397)
Support service	1,736,044	1,816,430	(80,386)
Noninstructional services	-	4,323	(4,323)
Capital outlay	-	22,031	(22,031)
Total expenditures	<u>5,065,060</u>	<u>5,445,197</u>	<u>(380,137)</u>
Excess of Expenditures Over Revenues	91,063	(63,334)	154,397
Other Financing Uses			
Interfund transfers out	(9,111)	(16,543)	7,432
Excess of Expenditures and Other Financing Uses Over Revenues	81,952	(79,877)	161,829
Fund Balance, Beginning	<u>831,737</u>	<u>831,737</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 913,689</u>	<u>\$ 751,860</u>	<u>\$ 161,829</u>

See accompanying notes to financial statements.

Other Reports Required By Government Auditing Standards

**Independent Auditors' Report on Compliance
and on Internal Control over Financial Reporting
Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

To the Board of Trustees
Belmont Charter School
Philadelphia, Pennsylvania

We have audited the financial statements of the governmental activities, the business-type activities, and the major fund of Belmont Charter School (the School) as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements and have issued our report thereon dated March 4, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, 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*.

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

SD Associates P.C.

Elkins Park, Pennsylvania

March 4, 2013



Single Audit Requirements

Belmont Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2012

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2012
U.S. Department of Education								
<u>Pass-Through PA Department of Education</u>								
Title I - Improving Basic Programs	84.010	013-120662	7/1/11-9/30/12	\$ 300,146	\$ 300,146	\$ 300,146	\$ 300,146	\$ -
Title II - Improving Teacher Quality	84.367	020-120662	7/1/11-9/30/12	17,108	17,108	17,108	17,108	-
				317,254	317,254	317,254	317,254	-
Pass-Through School District of Philadelphia								
Individuals with Disabilities Education								
Act Part B	84.027	N/A	7/1/11-9/30/12	90,400	-	90,400	90,400	90,400
					-	90,400	90,400	90,400
Total U.S. Department of Education								
					-	90,400	90,400	90,400
U.S. Department of Agriculture								
<u>Pass-Through PA Department of Education/</u>								
<u>Belmont Academy Charter School</u>								
National School Lunch Program	10.555/10.582	N/A	7/1/11-6/30/12	394,933	394,933	394,933	394,933	-
				394,933	394,933	394,933	394,933	-
Total U.S. Department of Agriculture								
				\$ 712,187	\$ 802,587	\$ 802,587	\$ 802,587	\$ 90,400
Total Federal Awards								

See notes to schedule of expenditures of federal awards.

Belmont Charter School
Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2012

Note 1 Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Belmont Charter School (the School) and is presented on the modified 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*. Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the balance sheet, revenues, expenditures, or changes in fund balances of governmental funds of the School.

Note 2 Summary of Significant Accounting Policies

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-87, Cost Principles for State and Local Governments, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available

Independent Auditors' Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133

To the Board of Trustees
Belmont Charter School
Philadelphia, Pennsylvania

Compliance

We have audited the compliance of Belmont Charter School (the School) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2012. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards 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 the 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 the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs identified in the accompanying schedule of findings and questioned costs for the year ended June 30, 2012.

Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance 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 the 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 a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis.

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 deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

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

SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

March 4, 2013

**Belmont Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2012**

A. Summary of Audit Results

1. The Independent Auditors' Report expresses an unqualified opinion on the basic financial statements of Belmont Charter School.
2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.
3. No instances of noncompliance material to the financial statements of Belmont Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditors' report on compliance for the major federal award programs for Belmont Charter School expresses an unqualified opinion.
6. There were no findings which were required to be reported in accordance with Section 501(a) of OMB Circular A-133.
7. The program tested as a major program was the Child Nutrition Cluster (CFDA #10.555/10.582).
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. Belmont Charter School qualifies as a low-risk auditee.

B. Findings-Financial Statement Audit

There were no findings relating to the financial statements which are required to be reported in accordance with *Generally Accepted Governmental Auditing Standards (GAGAS)*.

C. Findings and Questioned Costs-Major Federal Award Programs Audit

There were no findings and questioned costs for federal awards, which would include audit findings as defined in OMB Circular A-133.

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

**Division of Federal Program
Consolidated Program Review**

2011-2012 School Year

Belmont CS

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Jennifer Faustman	215-790-1294	<input checked="" type="checkbox"/>
Business Manager:	Tony Repice	267-767-3468	<input checked="" type="checkbox"/>
Title I Coordinator:	Katie Simpson	215-790-1294	<input type="checkbox"/>
Title II Part A Coordinator:	Katie Simpson	215-790-1294	<input type="checkbox"/>
Title III Coordinator:	n/a	n/a	<input type="checkbox"/>
Fiscal Requirements Coordinator:	Tony Repice	267-767-3468	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	n/a	n/a	<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer/s: Dr. Gaylord J. Conquest

Visit Date: 5/8/2012

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. 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 type="checkbox"/> Number of teachers working toward becoming highly qualified		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/28/2012 4:40:08 PM State Monitor Gaylord Conquest There are two teachers who are not Highly Qualified.</td> </tr> </tbody> </table>	Monitor Comments	5/28/2012 4:40:08 PM State Monitor Gaylord Conquest There are two teachers who are not Highly Qualified.
Monitor Comments								
5/28/2012 4:40:08 PM State Monitor Gaylord Conquest There are two 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 type="checkbox"/> 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;"> 4/27/2012 10:11:08 AM District Administrator Belmont CS Admin no paraprofessionals are supported by title I </td> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">Monitor Comments</th> </tr> <tr> <td style="padding: 2px;"> 5/28/2012 4:43:35 PM State Monitor Gaylord Conquest There are no paraprofessionals utilized in the Title I Program. </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:11:08 AM District Administrator Belmont CS Admin no paraprofessionals are supported by title I	Monitor Comments	5/28/2012 4:43:35 PM State Monitor Gaylord Conquest There are no paraprofessionals utilized in the Title I Program.
District Comments										
4/27/2012 10:11:08 AM District Administrator Belmont CS Admin no paraprofessionals are supported by title I										
Monitor Comments										
5/28/2012 4:43:35 PM State Monitor Gaylord Conquest There are no paraprofessionals utilized in the Title I Program.										
<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"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input checked="" type="checkbox"/> Website posting.				
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:15:50 AM District Administrator Belmont CS Admin we are a single school and our own district so we align with our own policies</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:15:50 AM District Administrator Belmont CS Admin we are a single school and our own district so we align with our own policies
District Comments								
4/27/2012 10:15:50 AM District Administrator Belmont CS Admin we are a single school and our own district so we align with our own policies								
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		*See 6 Parent Involvement Plan requirements below			
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 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 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 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<table border="1"> <tr> <th style="text-align: center;">District Comments</th> </tr> <tr> <td>4/27/2012 10:16:22 AM District Administrator Belmont CS Admin we do not have any ESL or non-English speaking parents</td> </tr> </table>	District Comments	4/27/2012 10:16:22 AM District Administrator Belmont CS Admin we do not have any ESL or non-English speaking parents
District Comments								
4/27/2012 10:16:22 AM District Administrator Belmont CS Admin we do not have any ESL or non-English speaking parents								
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 type="checkbox"/>	<input type="checkbox"/> Parent meeting agendas <input checked="" 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"/>	<input checked="" type="checkbox"/> school-home compact <input 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 type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input 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 type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		<table border="1"> <tr> <td data-bbox="1591 708 1988 760" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1591 763 1988 971"> 4/27/2012 10:16:57 AM District Administrator Belmont CS Admin parents go to the main office for resources </td> </tr> </table>	District Comments	4/27/2012 10:16:57 AM District Administrator Belmont CS Admin parents go to the main office for resources
District Comments								
4/27/2012 10:16:57 AM District Administrator Belmont CS Admin parents go to the main office for resources								

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 checked="" 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	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:15:12 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:15:12 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action
District Comments								
4/27/2012 10:15:12 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action								
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.)		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:15:17 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:15:17 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action
District Comments								
4/27/2012 10:15:17 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action								

<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 checked="" 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>	<table border="1"> <thead> <tr> <th data-bbox="1604 38 1986 94" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 94 1986 341"> <p>4/27/2012 10:15:20 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2012 10:15:20 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action</p>
District Comments								
<p>4/27/2012 10:15:20 AM District Administrator Belmont CS Admin our school is not identified for improvement or corrective action</p>								

IV. School Improvement

Component IV: School Improvement

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

Sec. 1116(b)(1)(B)
 Sec. 1116(b)(3)
 Sec. 1116(b)(4)-(6)
 Sec. 1116(b)(7)(C)(ii)
 Sec. 1116(b)(14)(B)

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
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	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:11:34 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:11:34 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action
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<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>District Comments</p> <p>4/27/2012 10:11:42 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action</p>
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Copy of school improvement plan</p> <p><input type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures.</p> <p><input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)</p>		<p>District Comments</p> <p>4/27/2012 10:11:45 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action</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>District Comments</p> <p>4/27/2012 10:11:48 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action</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>		<p>District Comments</p> <p>4/27/2012 10:11:53 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action</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		
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> As Part of a General Notification <input type="checkbox"/> In Different Languages	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:12:05 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:12:05 AM District Administrator Belmont CS Admin the schools is not in improvement or corrective action
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<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>District Comments</p> <p>4/27/2012 10:12:23 AM District Administrator Belmont CS Admin we are a single school and our own district</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>District Comments</p> <p>4/27/2012 10:12:27 AM District Administrator Belmont CS Admin we are a single school and our own district</p>
<p>4. The LEA set aside, at a minimum, an amount equal to 5% of its Title I allocation to pay for costs associated with school choice.</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>• LEAs must set aside a minimum of 5%, but do not have to exceed 20%.</p>	<p>District Comments</p> <p>4/27/2012 10:12:32 AM District Administrator Belmont CS Admin we are a single school and our own district</p>
<p>5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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>District Comments</p> <p>4/27/2012 10:12:36 AM District Administrator Belmont CS Admin we are a single school and our own district</p>

<p>6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.</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>		<table border="1"> <thead> <tr> <th data-bbox="1625 42 1986 94" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 94 1986 300"> <p>4/27/2012 10:12:40 AM District Administrator Belmont CS Admin we are a single school and our own district</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2012 10:12:40 AM District Administrator Belmont CS Admin we are a single school and our own district</p>
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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
1. The LEA notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider.	<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) <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: a. Number of students eligible for SES. b. Number of students participating in SES c. List of available SES providers</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Website <input type="checkbox"/> List of SES Providers including distance providers <input type="checkbox"/> Selection of Schools Low Income data	See List of providers on PDE/SES webpage.	
<p>3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input type="checkbox"/> Criteria for priority of services.		
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.		
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows. <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: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.</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	Reviewers should ask parents if they were aware of the opportunity to request SES. <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

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 type="checkbox"/>	<input 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 checked="" 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		

2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Schoolwide agenda/minutes. <input checked="" type="checkbox"/> School wide plan that includes goals. <input type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input checked="" type="checkbox"/> Identification of scientifically-based strategies to address needs.				
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<table border="1"> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> <tr> <td> 5/28/2012 4:57:43 PM State Monitor Gaylord Conquest The LEA is a single school, so this does not apply. </td> </tr> </table>	Monitor Comments	5/28/2012 4:57:43 PM State Monitor Gaylord Conquest The LEA is a single school, so this does not apply.
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5/28/2012 4:57:43 PM State Monitor Gaylord Conquest The LEA is a single school, so this does not apply.								
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<table border="1"> <tr> <th data-bbox="1606 42 1986 94">District Comments</th> </tr> <tr> <td data-bbox="1606 94 1986 305"> 4/27/2012 11:09:29 AM District Administrator Belmont CS Admin 1-8th grade so this is not applicable </td> </tr> <tr> <th data-bbox="1606 305 1986 354">Monitor Comments</th> </tr> <tr> <td data-bbox="1606 354 1986 597"> 5/28/2012 4:58:22 PM State Monitor Gaylord Conquest Since the entry grade is Grade One, this item does not apply. </td> </tr> </table>	District Comments	4/27/2012 11:09:29 AM District Administrator Belmont CS Admin 1-8th grade so this is not applicable	Monitor Comments	5/28/2012 4:58:22 PM State Monitor Gaylord Conquest Since the entry grade is Grade One, this item does not apply.
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5/28/2012 4:58:22 PM State Monitor Gaylord Conquest Since the entry grade is Grade One, this item does not apply.										
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input checked="" type="checkbox"/> SWP						

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. 		<table border="1"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:13:05 AM District Administrator Belmont CS Admin we are a school wide title I school</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:13:05 AM District Administrator Belmont CS Admin we are a school wide title I school
District Comments								
4/27/2012 10:13:05 AM District Administrator Belmont CS Admin we are a school wide title I school								
<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. 		<table border="1"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:13:11 AM District Administrator Belmont CS Admin we are a school wide title I school</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:13:11 AM District Administrator Belmont CS Admin we are a school wide title I school
District Comments								
4/27/2012 10:13:11 AM District Administrator Belmont CS Admin we are a school wide title I school								

<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"/> Staff schedules <input type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc. 		<table border="1"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td> <p>4/27/2012 10:13:13 AM District Administrator Belmont CS Admin we are a school wide title I school</p> </td> </tr> </table>	District Comments	<p>4/27/2012 10:13:13 AM District Administrator Belmont CS Admin we are a school wide title I school</p>
District Comments								
<p>4/27/2012 10:13:13 AM District Administrator Belmont CS Admin we are a school wide title I school</p>								
<p>4. Selection for eligible students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Selection criteria process/multiple selection criteria. <input type="checkbox"/> Student roster. <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student 		<table border="1"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td> <p>4/27/2012 10:13:16 AM District Administrator Belmont CS Admin we are a school wide title I school</p> </td> </tr> </table>	District Comments	<p>4/27/2012 10:13:16 AM District Administrator Belmont CS Admin we are a school wide title I school</p>
District Comments								
<p>4/27/2012 10:13:16 AM District Administrator Belmont CS Admin we are a school wide title I school</p>								

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		District Comments 4/27/2012 11:05:58 AM District Administrator Belmont CS Admin we are our own district
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		District Comments 4/27/2012 11:06:02 AM District Administrator Belmont CS Admin we are our own district
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		District Comments 4/27/2012 11:06:06 AM District Administrator Belmont CS Admin we are our own district

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	District Comments 4/27/2012 11:06:09 AM District Administrator Belmont CS Admin we are our own district
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	District Comments 4/27/2012 11:06:13 AM District Administrator Belmont CS Admin we are our own district
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	District Comments 4/27/2012 11:06:17 AM District Administrator Belmont CS Admin we are our own district
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	District Comments 4/27/2012 11:06:20 AM District Administrator Belmont CS Admin we are our own district
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	District Comments 4/27/2012 11:06:23 AM District Administrator Belmont CS Admin we are our own district
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	District Comments 4/27/2012 11:06:27 AM District Administrator Belmont CS Admin we are our own district

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.		<table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/27/2012 10:13:36 AM District Administrator Belmont CS Admin we are a single school so this is not applicable</td> </tr> </table>	District Comments	4/27/2012 10:13:36 AM District Administrator Belmont CS Admin we are a single school so this is not applicable
District Comments								
4/27/2012 10:13:36 AM District Administrator Belmont CS Admin we are a single school so this is not applicable								

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Comments

During my visit, the federal monitor had the opportunity to speak with school personnel and parents. It appeared that there was a good working relationship between the two groups. Although two of their professional staff were not Highly Qualified, the LEA has a plan in place to ensure that they become highly qualified within a specific time period. Parent Survey-Although the LEA is compliant, you may want to consider expanding the survey and ask parent for workshop topics; ask parents more affective areas having to do with their children such as safety in school, had a good year, etc. All forms and documentation relating to Title I were found to be in compliance.

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 type="checkbox"/>	<input checked="" 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 (PDE Form 425) <input checked="" type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/28/2012 5:14:33 PM State Monitor Gaylord Conquest There are two teachers that are not Highly Qualified.</td> </tr> </tbody> </table>	Monitor Comments	5/28/2012 5:14:33 PM State Monitor Gaylord Conquest There are two teachers that are not Highly Qualified.
Monitor Comments								
5/28/2012 5:14:33 PM State Monitor Gaylord Conquest There are two teachers that are 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 (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> LEA/SEA plan</p> <p><input type="checkbox"/> Evidence exists that plan is being implemented <i>(this could vary from LEA to LEA)</i></p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1621 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 180 2003 423"> <p>4/27/2012 10:26:11 AM District Administrator Belmont CS Admin we are our own school district to this is not applicable</p> </td> </tr> <tr> <th data-bbox="1621 423 2003 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 472 2003 685"> <p>5/28/2012 5:16:58 PM State Monitor Gaylord Conquest The LEA is not in School Improvement.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2012 10:26:11 AM District Administrator Belmont CS Admin we are our own school district to this is not applicable</p>	Monitor Comments	<p>5/28/2012 5:16:58 PM State Monitor Gaylord Conquest The LEA is not in School Improvement.</p>
District Comments										
<p>4/27/2012 10:26:11 AM District Administrator Belmont CS Admin we are our own school district to this is not applicable</p>										
Monitor Comments										
<p>5/28/2012 5:16:58 PM State Monitor Gaylord Conquest The LEA is not in School Improvement.</p>										

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings						
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:29:13 AM District Administrator Belmont CS Admin discussed with parents at parent involvement policy meeting</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/28/2012 5:18:56 PM State Monitor Gaylord Conquest Professional development was discussed at a meeting on March 20, 2012.</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:29:13 AM District Administrator Belmont CS Admin discussed with parents at parent involvement policy meeting	Monitor Comments	5/28/2012 5:18:56 PM State Monitor Gaylord Conquest Professional development was discussed at a meeting on March 20, 2012.
District Comments										
4/27/2012 10:29:13 AM District Administrator Belmont CS Admin discussed with parents at parent involvement policy meeting										
Monitor Comments										
5/28/2012 5:18:56 PM State Monitor Gaylord Conquest Professional development was discussed at a meeting on March 20, 2012.										
6. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.						
7. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
8. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PD needs assessment <input type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan		

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		<p style="text-align: center;">District Comments</p> <p>4/27/2012 10:30:42 AM District Administrator Belmont CS Admin we are our own district</p> <p style="text-align: center;">Monitor Comments</p> <p>5/28/2012 5:20:43 PM State Monitor Gaylord Conquest No monies are utilized for class size reduction.</p>
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Highly Qualified Teacher Credentials from PDE		<p style="text-align: center;">District Comments</p> <p>4/27/2012 10:31:00 AM District Administrator Belmont CS Admin we are a school wide Title I school</p> <p style="text-align: center;">Monitor Comments</p> <p>5/28/2012 5:21:07 PM State Monitor Gaylord Conquest No monies are utilized for class size reduction.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/28/2012 5:21:32 PM State Monitor Gaylord Conquest No monies are utilized for class size reduction.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		<p style="text-align: center;">District Comments</p> <p>4/27/2012 10:31:17 AM District Administrator Belmont CS Admin we are a public school and our own school district</p> <p style="text-align: center;">Monitor Comments</p> <p>5/28/2012 5:24:47 PM State Monitor Gaylord Conquest The LEA does not deal with nonpublic children, so this item is not applicable.</p>
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement		<p style="text-align: center;">District Comments</p> <p>5/3/2012 3:35:54 PM District Administrator Belmont CS Admin we are a public school and our own school district</p> <p style="text-align: center;">Monitor Comments</p> <p>5/28/2012 5:23:36 PM State Monitor Gaylord Conquest The federal monitor changed the response from N/A to Met because the LEA does have an Equity Plan.</p>

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Comments

The LEA has a strong commitment to Professional Development. All forms and documentation relating to Title II were found to be in compliance.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Content curriculum alignment <input type="checkbox"/> Lesson plans		
2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Professional development proof	Agendas, sign-in sheets, training schedule, Act 48 credit hour <input type="checkbox"/> Agendas <input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> LEA database records of LEP students and assessment scores <input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT).	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PSSA results for the LEP subgroup (grades 3-8 and 11)	<input type="checkbox"/> LEA database records <input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		
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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records and grades <input type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input type="checkbox"/> ACCESS for ELLs Score Report data <input type="checkbox"/> PSSA Score Report data <input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input type="checkbox"/> Completion of eGrant System subgrantee professional development activities	<input type="checkbox"/> Agenda <input type="checkbox"/> Training schedule <input 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 type="checkbox"/>	<input type="checkbox"/>	<input 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		

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 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		

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/> Parent letter for AMAO status	<input type="checkbox"/> Use of Transact for translations	
4. Parental participation and outreach provisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent participation policies are distributed to parents on a regular basis <input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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	

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Teacher Reports <input 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		
A. Audits 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. OMB Circular A-87	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 type="checkbox"/> LEA response to findings. <input 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).			
B. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title I Budget section on eGrants.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:34:29 AM District Administrator Belmont CS Admin there is no carryover so this is not applicable</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:34:29 AM District Administrator Belmont CS Admin there is no carryover so this is not applicable
	District Comments								
4/27/2012 10:34:29 AM District Administrator Belmont CS Admin there is no carryover so this is not applicable									
2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:34:45 AM District Administrator Belmont CS Admin there is no waiver need so this is not applicable</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:34:45 AM District Administrator Belmont CS Admin there is no waiver need so this is not applicable	
District Comments									
4/27/2012 10:34:45 AM District Administrator Belmont CS Admin there is no waiver need so this is not applicable									
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility				
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 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.		<table border="1"> <tr> <th data-bbox="1635 337 2003 386">District Comments</th> </tr> <tr> <td data-bbox="1635 386 2003 605"> 4/27/2012 10:35:25 AM District Administrator Belmont CS Admin we are a single school so this is not applicable </td> </tr> </table>	District Comments	4/27/2012 10:35:25 AM District Administrator Belmont CS Admin we are a single school so this is not applicable
	District Comments								
	4/27/2012 10:35:25 AM District Administrator Belmont CS Admin we are a single school so this is not applicable								
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		<table border="1"> <tr> <th data-bbox="1635 612 2003 660">District Comments</th> </tr> <tr> <td data-bbox="1635 660 2003 880"> 4/27/2012 10:35:31 AM District Administrator Belmont CS Admin we are a single school so this is not applicable </td> </tr> </table>	District Comments	4/27/2012 10:35:31 AM District Administrator Belmont CS Admin we are a single school so this is not applicable
District Comments									
4/27/2012 10:35:31 AM District Administrator Belmont CS Admin we are a single school so this is not applicable									
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 consolidated application		<table border="1"> <tr> <th data-bbox="1635 886 2003 935">Monitor Comments</th> </tr> <tr> <td data-bbox="1635 935 2003 1187"> 5/28/2012 5:30:24 PM State Monitor Gaylord Conquest The LEA is a single school, so this item is not applicable. </td> </tr> </table>	Monitor Comments	5/28/2012 5:30:24 PM State Monitor Gaylord Conquest The LEA is a single school, so this item is not applicable.	
Monitor Comments									
5/28/2012 5:30:24 PM State Monitor Gaylord Conquest The LEA is a single school, so this item is not applicable.									
5. Allocations given to Title I schools match approved amounts on consolidated application.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		<table border="1"> <tr> <th data-bbox="1635 1193 2003 1242">District Comments</th> </tr> <tr> <td data-bbox="1635 1242 2003 1461"> 4/27/2012 10:36:00 AM District Administrator Belmont CS Admin we are a single school so this is not applicable </td> </tr> </table>	District Comments	4/27/2012 10:36:00 AM District Administrator Belmont CS Admin we are a single school so this is not applicable	
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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.		<table border="1"> <thead> <tr> <th data-bbox="1629 159 2007 215">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1629 215 2007 430"> 4/27/2012 10:36:11 AM District Administrator Belmont CS Admin there is no Pre-K so this is not applicable </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:36:11 AM District Administrator Belmont CS Admin there is no Pre-K so this is not applicable
District Comments									
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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 • Reading First <p>*Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>		
	<p>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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures are supplemental		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1633 1170 2005 1219" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 1219 2005 1463"> <p>4/27/2012 10:38:35 AM District Administrator Belmont CS Admin we are a school-wide school and do not have targeted assistance</p> </td> </tr> </tbody> </table>	District Comments
District Comments								
<p>4/27/2012 10:38:35 AM District Administrator Belmont CS Admin we are a school-wide school and do not have targeted assistance</p>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments			
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 				
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 12:32:01 PM District Administrator Belmont CS Admin inventory taken by Jason Glass, Technology Director and Alex Tin, Network Administrator</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/28/2012 5:33:27 PM State Monitor Gaylord Conquest The LEA does have small and attractive equipment which would require the physical inventory.</td> </tr> </tbody> </table>	District Comments	4/27/2012 12:32:01 PM District Administrator Belmont CS Admin inventory taken by Jason Glass, Technology Director and Alex Tin, Network Administrator	Monitor Comments
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5/28/2012 5:33:27 PM State Monitor Gaylord Conquest The LEA does have small and attractive equipment which would require the physical inventory.										
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:45:18 AM District Administrator Belmont CS Admin we are a charter school so this is not applicable</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:45:18 AM District Administrator Belmont CS Admin we are a charter school so this is not applicable	
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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).		<table border="1"> <thead> <tr> <th data-bbox="1635 165 2003 214">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 214 2003 425">4/27/2012 10:45:43 AM District Administrator Belmont CS Admin our school is not in school improvement</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:45:43 AM District Administrator Belmont CS Admin our school is not in school improvement
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	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 checked="" type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.			

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, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1638 165 2003 214">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1638 214 2003 425"> 4/27/2012 10:46:28 AM District Administrator Belmont CS Admin our school is not in school improvement </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:46:28 AM District Administrator Belmont CS Admin our school is not in school improvement
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on expenditure records (invoices, purchase orders, etc) begin on or after program approval date (Approval date can be found on Grant Approval Letter)	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 			
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th data-bbox="1633 514 2003 570">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 570 2003 813"> 4/27/2012 10:47:05 AM District Administrator Belmont CS Admin we are a school-wide Title I school and a single school </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:47:05 AM District Administrator Belmont CS Admin we are a school-wide Title I school and a single school
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4/27/2012 10:47:05 AM District Administrator Belmont CS Admin we are a school-wide Title I school and a single school									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	District Comments 4/27/2012 10:47:29 AM District Administrator Belmont CS Admin BCS is not in need of time documentation because all federal and operating budgets are coordinated. Permission given by Renee Palakovic DFP
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	District Comments 4/27/2012 10:47:46 AM District Administrator Belmont CS Admin BCS is not in need of time documentation because all federal and operating budgets are coordinated. Permission given by Renee Palakovic DFP
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	

%>

Comments

All fiscal documentation has been found to be in compliance.

Ed-Flex Waiver Review

Ed-Flex is a program that delegates to PA the authority to grant waivers of certain federal requirements to improve education.

Section 4 of the Education Flexibility Partnership Act of 1999

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:49:16 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:16 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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4/27/2012 10:49:16 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable								
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 2 Waiver Application		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:49:19 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:19 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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4/27/2012 10:49:19 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable								
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2012 10:49:22 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable</td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:22 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 4 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1606 165 2003 214">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1606 214 2003 461"> 4/27/2012 10:49:26 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:26 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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4/27/2012 10:49:26 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable								
5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1606 474 2003 522">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1606 522 2003 769"> 4/27/2012 10:49:28 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:28 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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4/27/2012 10:49:28 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable								
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 6 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1606 782 2003 831">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1606 831 2003 1078"> 4/27/2012 10:49:31 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:31 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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4/27/2012 10:49:31 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable								
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE		<table border="1"> <thead> <tr> <th data-bbox="1606 1091 2003 1140">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1606 1140 2003 1386"> 4/27/2012 10:49:34 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable </td> </tr> </tbody> </table>	District Comments	4/27/2012 10:49:34 AM District Administrator Belmont CS Admin we did not request any waivers so this is not applicable
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Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Belmont Charter School	5/8/2012	Claire Cohen	Chief Academic Officer
Belmont Charter School	5/8/2012	Denita Robinson	Parent
Belmont Charter School	5/8/2012	Elizabeth Dyson	Fifth Grade Teacher
Belmont Charter School	5/8/2012	Jackie Witzel	First Grade Teacher
Belmont Charter School	5/8/2012	Jennifer Faustman	Chief Operating Officer
Belmont Charter School	5/8/2012	Kaitlin Friedman	Second Grade Teacher
Belmont Charter School	5/8/2012	Lavera Rios	Parent
Belmont Charter School	5/8/2012	Loretta Hines	Parent
Belmont Charter School	5/8/2012	Nikia Gateward	Parent

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

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

Charter School: Belmont CS

Chief Executive Officer: Ms. Jennifer Faustman

Special Education Director/Coordinator: Karen McGann

BSE Special Education Adviser: Darnelle Knowlton

Date of Report: August 25, 2011

Date Final Report Sent to LEA: January 24, 2011

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

First Visit Date: February 01, 2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	Present current data regarding use of co-teaching model. The school adopted a full inclusion model at the beginning of the 2010-11 school year. Advisor will review current penndata to assess continuum of services.	01/24/2012	03/25/2011
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 0 0 1 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
7	1	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	4	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	8				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
6	1	3				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	02/23/2011	02/23/2011
						CLASSROOM OBSERVATIONS			
9	0	0		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
7	0	0		3		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	10		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
10	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
10	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
5	0	5		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
10	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					6 2 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 2 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 2 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
6	0	3				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	0				GE 80. Is the student making progress within the general education curriculum?			
9	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Exposure to grade level curriculum, grade level texts, total inclusion.</p> <p>Exposed to on grade level curriculum. Opportunities to experience success.</p> <p>Exposed to on grade level curriculum - being successful.</p> <p>Participates more.</p> <p>Social skills.</p> <p>Improved socialization skills.</p> <p>Increased comfort level.</p> <p>Benefiting from small group interactions.</p> <p>Build character skills.</p>			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
9	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	1	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	8				GE 85b. If no, what training or support would assist you?			
						Providing academic support.			
9	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
4	1	5				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
0	6	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	10				SE 95c. If yes, what reasons were discussed for recommending removal?			
0	0	10				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
6	1	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
6	0	4				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
6	1	3				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
5	0	5				FR 153. PTE-Consent Form is present in the student file			
5	0	5				FR 154. Demographic data			
5	0	5				FR 155. Reason(s) for referral for evaluation			
5	0	5				FR 156. Proposed types of tests and assessments			
5	0	5				FR 157. Contact person's name and contact information			
5	0	5				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
4	1	5			20%	FR 159. Parent has selected a consent option	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
						PERMISSION TO REEVALUATE (File Reviews)			
4	0	6				FR 194. PTRE-Consent Form is present in the student file			
4	0	6				FR 195. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 196. Reason for reevaluation			
4	0	6				FR 197. Types of assessment tools, tests and procedures to be used			
4	0	6				FR 198. Contact person's name and contact information			
3	1	6			25%	FR 199. Parent has selected a consent option	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
3	1	6			25%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				FR 202. Waiver was completed within required timelines			
1	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9				FR 204. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 205. Parent has selected a consent option	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
1	0	9				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
5	0	5				FR 160. ER is present in the student file			
4	1	5			20%	FR 161. Evaluation was completed within timelines	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
3	0	7				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
5	0	5				FR 163. Demographic data			
4	0	6				FR 164. Date report was provided to parent			
4	0	6				FR 165. Reason(s) for referral			
4	0	6				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
5	0	5				FR 168. Teacher observations and observations by related service providers, when appropriate			
5	0	5				FR 169. Recommendations by teachers			
4	0	6				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
5	0	5				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			
5	0	5				FR 176. Present levels of academic achievement			
3	0	7				FR 177. Present levels of functional performance			
2	0	8				FR 178. Behavioral information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 179. Conclusions	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
4	1	5			20%	FR 180. Disability Category	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
5	0	5				FR 181. Recommendations for consideration by the IEP team			
4	1	5			20%	FR 182. Evaluation Team Participants documented	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 183. For students evaluated for SLD documentation of Agree/Disagree	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 184. Documentation that the student does not achieve adequately for age, etc.	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 185. Indication of process(es) used to determine eligibility	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 186. Instructional strategies used and student-centered data collected	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 187. Educationally relevant medical findings, if any	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 188. Effects of the student's environment, culture, or economic background	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 191. Observation in the student's learning environment	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 192. Other data if needed	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
0	2	8			100%	FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
						REEVALUATION REPORT (File Reviews)			
4	0	6				FR 207. RR is present in the student file			
4	0	6				FR 208. Reevaluation was completed within timelines			
3	1	6			25%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN,IU,CS Staff, and BSE SPOCS	05/25/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 210. Demographic data			
4	0	6				FR 211. Date IEP team reviewed existing evaluation data			
3	0	7				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
4	0	6				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
4	0	6				FR 214. Aptitude and achievement tests			
3	0	7				FR 215. Current classroom based assessments and local and/or state assessments			
4	0	6				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
4	0	6				FR 217. Teacher recommendations			
4	0	6				FR 218. Lack of appropriate instruction in reading			
4	0	6				FR 219. Lack of appropriate instruction in math			
4	0	6				FR 220. Limited English proficiency			
4	0	6				FR 221. Conclusion regarding need for additional data is indicated			
1	1	8			50%	FR 222. Reasons additional data are not needed are included	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN,IU,CS Staff, and BSE SPOCS	05/26/2011
4	0	6				FR 223. Determination whether the child has a disability and requires special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 224. Disability category(ies)			
3	1	6			25%	FR 225. Summary of findings includes student's educational strengths and needs	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
4	0	6				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
4	0	6				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	0	6				FR 228. Interpretation of additional data			
1	2	7			67%	FR 229. Documentation that the student does not achieve adequately for age, etc.	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	7			67%	FR 230. Indication of process(es) used to determine eligibility	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	1	8			50%	FR 231. Instructional strategies used and student-centered data collected	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
0	1	9			100%	FR 232. Educationally relevant medical findings, if any	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	8			100%	FR 233. Effects of the student's environment, culture, or economic background	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
1	2	7			67%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
1	2	7			67%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	7			67%	FR 236. Observation in the student's learning environment	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
0	0	10				FR 237. Other data if needed			
0	2	8			100%	FR 238. Statement for all 6 items	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
2	2	6			50%	FR 239. Documentation of Evaluation Team Participants	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	3	7			100%	FR 240. Documentation that team members Agree/Disagree	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU,CS Staff, and BSE SPOCS	05/26/2011
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	2	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	0	1			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	1	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	5	2			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	5	2	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	1	6	1			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	2			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	1	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
1	0	9				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
1	0	9				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
9	1	0			10%	FR 258. IEP was completed within timelines	LEA will complete all evaluations and re-evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 263. Parents	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	0	9				FR 264. Student			
9	1	0			10%	FR 265. General Education Teacher	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
8	1	1			11%	FR 266. Special Education Teacher	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 267. Local Education Agency Representative	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
9	0	1				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
6	0	4				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
8	0	2				FR 282. Student's present levels of functional performance			
1	1	8			50%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
3	1	6			25%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
9	1	0			10%	FR 286. Strengths	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
9	1	0			10%	FR 287. Academic, developmental, and functional needs related to student's disability	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
						TRANSITION SERVICES (File Reviews)			
0	1	9			100%	FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
1	0	9				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
0	0	10				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
1	0	9				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
1	0	9				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
0	1	9			100%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 292c. Annual goals are related to the student's transition services	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 302. Measurable Annual Goals	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
6	0	4				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
9	1	0			10%	FR 307. Program Modifications and Specially-Designed Instruction	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
3	3	4			50%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
4	0	6				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
7	0	3				FR 316. A conclusion regarding student eligibility for ESY			
3	3	4			50%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
0	0	10				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
0	0	10				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
9	1	0			10%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/25/2011
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	6	1			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	0	1	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	1	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	1			P 32b. If no, what training or support would assist you? I don't know.			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
1	1	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	6	1			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	0	5				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	5				GE 76. Were those recommendations considered by the IEP team?			
9	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
9	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
6	1	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
9	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
7	0	2				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	1				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
9	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
8	0	2				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
4	0	6				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	2				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Direct instruction - appropriate interaction with peers. Support from regular and special ed teachers. Receptive to academic content, social benefits. Improved organizational skills. Improved work habits. Improved self direction. More exposure to academic content. Working with others as opposed to pull out. Better academics. Confidence, academic improvement Academically, socially, communicating. Improving social skills. Communication & academic skills are improving. Improving communication & academic skills. Socialization			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 1 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
7	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
2	1	6				GE 79a. In the most recent IEP meeting for this student, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
0	2	7				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal?			
1	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
7	0	2				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
8	0	2				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
7	3	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	0	4	2			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	2	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	1	2	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	2	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	6	1			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
2	1	4	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
0	0	10				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if child is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if child is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with their same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
1	1	5	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
7	0	0	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	4	3	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	7	1			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	7	1			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			
8	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
8	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Better self-esteem. Better grades. More calm. Spirits are better. Starting to participate. Homework better. Positive attitude. More communication. Make progress. Socialization opportunities. More opportunities. Speech is clearer than it was. In reading & mathematics.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 1 0 0 0 5	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
1	1	8				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
0	0	10				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
9	0	1				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
6	1	3			14%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	LEA will complete all evaluations and re evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
9	1	0			10%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	LEA will complete all evaluations and re-evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
8	1	1			11%	FR 339. Parent has selected a consent option	LEA will complete all evaluations and re-evaluations within regulated timelines and include the mandated information as required on student documents. Evidence of Change: CS will provide ongoing support and training for all staff responsible for completing timelines and compliant documentation of student records. The CS will submit dates and agendas for trainings and student files for review for PDE on-site visit to verify implementation of corrective action.	01/24/2012 PaTTAN, IU, CS Staff, and BSE SPOCS	05/26/2011
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
1	1	5	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					7 1 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 3 1 3 1 1 2 3 1 1 3 1 1 2	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials f. less inclusion g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Extra help. Extra help.			
		3	1		4	P 67. Tell me anything you would like to change about the program. n. other Nothing Better than last year. More opportunities for summer programming. Increased service is requested.			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 1 1 1	a. Very strongly agree b. Strongly agree c. Agree f. Very strongly disagree			
						P 69. Additional comments about your child's program. I like the program. My child benefits from it. Would like to have child continue in school until graduation. Extremely pleased with school. Staff has been very cooperative. Parent can always count on staff for help.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
					1	a. Learning Support			
1	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program?			
					0 1 0 0 0	Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
						S 131. How satisfied are you with your special education supports/services?			
					0 1 0 0 0	Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 133. What do you like least about the special education supports/services?			
					0 1 0 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
1	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
1	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
1	0		0			S 139. Did you participate in the last IEP meeting? Other			
0	1		0			S 140. Do you have a post secondary transition program? Other			
0	1		0			S 141. Do you have an employment transition program? Other			
0	1		0			S 142. Do you have a community living transition program? Other			
0	1		0			S 143. Did you assist in the development of the transition program? Other			
0	1		0			S 144. Is that transition plan being followed? Other			
1	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		1	S 146. Which of the following agencies participate in your IEP development? g. Don't Know			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0		1			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
0	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			