

Center for Student Lrng CS Pennsbury

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

345 Lakeside Drive
Levittown, PA 19054
(215)269-7390

Phase:
CEO Name:
CEO E-mail address:

Phase 3
Charles Bonner
cbonner@cslcharter.org

Governance and Staff

Leadership Changes

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

There have been no changes to the Board of Trustees in the past year.

There have been many changes in the school administration. The Interim CEO was replaced by Dr. Charles Bonner. Due to a reorganization, the Executive Director was replaced by a Dean of Students, Peter Hackney. The Business Manager retired at the end of the school year and was replaced by Dr. David Cambridge.

Board of Trustees Meeting Schedule

Location	Date and Time
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	9/17/2013 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, Pa 19054	10/15/2013 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	11/19/2013 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	12/10/2013 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, Pa 19054	1/14/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	2/11/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakesie Drive, Levittown, PA 19054	3/11/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	4/1/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	4/29/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	5/20/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	6/24/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 Lakeside Drive, Levittown, PA 19054	7/22/2014 5:15 PM
Center for Student Learning Charter School at Pennsbury, 345 lakeside Drive, Levittown, PA 19054	8/26/2014 5:15 PM

Professional Staff Member Roster

Tammy Angelini	
PA Certified	Yes
Areas of Certification	Secondary Guidance
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Secondary School Counselor
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rita Bernhart	
PA Certified	Yes
Areas of Certification	Social Studies, Special Education, Instructional II Citiz 7-12
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education, Social Studies
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Khris Butt	
PA Certified	Yes
Areas of Certification	Reading Specialist, Special Education N12, Language Arts
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading Specialist, Special Education, Mid-Level English
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Eric Culnan	
PA Certified	Yes
Areas of Certification	Social Studies Secondary
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Social Studies
Number of Hours Annually Worked in Assignment	1358

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

Christen Dean	
PA Certified	Yes
Areas of Certification	School Psych K-12
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Psychologist, Supervisor Special Education
Number of Hours Annually Worked in Assignment	1393
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kimberly DeTample	
PA Certified	Yes
Areas of Certification	Instructional I, English 7-12
Grades Teaching or Serving	7-9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level English
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Hillary Donahue	
PA Certified	Yes
Areas of Certification	Instructional I English 7-12, Instruction I Math 7-12, Instructions I Social Studies 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mathematics 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shawna Erhard	
PA Certified	Yes
Areas of Certification	Instructional I Math 7-12
Grades Teaching or Serving	7-9

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math 7-9
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dylan Fedell	
PA Certified	Yes
Areas of Certification	Chemistry 7-12, Physics 7-12, Mathematics 7-12
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Chemistry, Physics 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Fine	
PA Certified	Yes
Areas of Certification	Special Education N12
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Resource
Number of Hours Annually Worked in Assignment	1393
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Peter Hackney	
PA Certified	Yes
Areas of Certification	Admin I Principal K12, Instructional I SPED N-12, Instructional I Social Studies
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Assistant Principal
Number of Hours Annually Worked in Assignment	1793
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mark Heusser	
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PA Certified	Yes
Areas of Certification	Biology, General Science
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology, Mid Level Science 7-9, General Science 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Genevieve Kannengieszer	
PA Certified	Yes
Areas of Certification	Instructional II English 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English/Communication, 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Julie Krick	
PA Certified	Yes
Areas of Certification	Instructional I Health/PE K-12
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health & Pyhsical Education 7-12, Paraprofessional
Number of Hours Annually Worked in Assignment	873
Percentage of Time in Certified Position	60.0
Percentage of Time in Areas Not Certified	40.0

Jeffrey Kuhn	
PA Certified	Yes
Areas of Certification	Instructional II Sped N-12, Instructional II Mid Science 7-9, Instructional II Elementary K-6
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education, Middle Science 7-9
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amber Kutzler	
PA Certified	Yes
Areas of Certification	Instructional II English 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English Communication 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nicole Manning	
PA Certified	Yes
Areas of Certification	Instructional I Secondary Guidance, Instructional I Elementary Guidance, Instructional I Elementary K-6
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Secondary School Counselor
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christopher Mohapp	
PA Certified	Yes
Areas of Certification	Instructional I Math 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mathematics 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Allison Parisi	
PA Certified	Yes
Areas of Certification	Instructional I Art K-12
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art Secondary
Number of Hours Annually Worked in Assignment	1358

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

Michelle Regan	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6
Grades Teaching or Serving	Instructional I Sped N-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Intermediate Grades
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jim Rizzo	
PA Certified	Yes
Areas of Certification	Instructional II HE/PE K-12, Instructional II Mid Citizen Ed 7-9
Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health & PE
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jamie Sheets	
PA Certified	Yes
Areas of Certification	Instructional I English 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English/Communication 10-12
Number of Hours Annually Worked in Assignment	873
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Joel Sperling	
PA Certified	Yes
Areas of Certification	Instructional II Guidance Elementary, Instructional II Guidance Secondary

Grades Teaching or Serving	6-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary School Counselor, Secondary School Counselor
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ashley Tusina	
PA Certified	Yes
Areas of Certification	Instructional I Art K-12
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art Secondary, Paraprofessional
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	50.0
Percentage of Time in Areas Not Certified	50.0

Pamela Weiler	
PA Certified	Yes
Areas of Certification	Instructional I Social Studies 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jack Whelan	
PA Certified	Yes
Areas of Certification	Instructional II Citizen 7-12, Instructional II Social Studies 7-12
Grades Teaching or Serving	10-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies 10-12
Number of Hours Annually Worked in Assignment	1358
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

No file has been uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00				
Principal	0.00	0.00				
Assistant Principal	1.00	1.00				
Classroom Teacher (including Master Teachers)	14.00	14.00			7.00	
Specialty Teacher (including Master Teachers)	0.00	0.00				
Special Education Teacher (including Master Teachers)	3.00	3.00				
Special Education Coordinator	1.00	1.00				
Counselor	3.00	3.00				
Psychologist	0.00	0.00				
School Nurse	1.00	1.00				
Totals	24.00	24.00	0	0	7.00	0

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

The Center for Student Learning actively seeks State grants, private grants, donations and community partnerships to supplement tuition revenue.

Beginning with the 2012/2013 school year, the school has entered into a five school consortium to obtain a 21st Century Grant. The consortium was approved for \$1.5 million for three years. The School's participation in this grant has provided numerous after-school activities, as well as Saturday School make-up days and a summer physical fitness program. Our students have benefitted greatly from this grant, which will continue to enrich our school program for the next school year. The school will apply for the 21st Century Grant, as a stand-alone school, when the renewal application becomes available July 2014.

Fiscal Solvency Policies

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

There have been no changes to policies and procedures to ensure and monitor fiscal solvency.

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:

There have been no changes to the accounting systems used.

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: Adelman & Co., P.C., 3103 Philmont Ave., Suite 314, Huntingdon

Valey, PA 19006
 Date of Last Audit: 10/30/2013
 Fiscal Year Last Audited: 2012-2013

Explanation of the Report

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

The auditor's Annual Report Summary for the fiscal year ended June 30, 2013 is attached. The audit for the 2013/2014 school year has yet to be completed.

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: No
 Date of Last Federal
 Programs Consolidated
 Review:
 School Year Reviewed:

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

No file has been 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
Learning Support	Center for Student Learning Charter School at Pennsbury	3
Paraprofessional	Center for Student Learning Charter School at Pennsbury	4
Special Education Coordinator	Center for Student Learning Charter School at Pennsbury	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Hearing Support	30 Minutes	Intermediate Unit	10 or fewer

Speech and Language Therapy	1 Hours	Intermediate Unit	10 or fewer
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Special Education Cyclical Monitoring

Date 02/21/2012

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Link https://apps.leadervservices.com/_pde_comp_mon/app/generated/final/Center%20for%20Student%20Learning%20CS%20at%20Pennsbury_Corrective%20Action%20Verification_CS_2011.pdf

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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:

The School upgraded some of the student desks at a cost of \$1037. In addition, Texas Instrument calculators were purchased in preparation for the Keystone Exams at a cost of \$1895.

Administrative technology was improved to complete teacher evaluations through the PA-ETAP evaluation method. For this purpose, i-pads were purchased for administrators to take into the classroom to be used in the teacher observation and evaluation process. Additionally, cell phones were provided to all administrators for communication and safety reasons. The cost of these administrative improvements was \$1696.

The School outsources student transportation to non-transporting Districts. For the safety of the students and personnel on board this bus, a bus surveillance camera system was purchased and installed on the bus at a cost of \$1333.

Lastly, a facility repair was made during the summer of 2013 to resurface a section of flat roofing at a cost of \$2565.

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

\$8,526.00

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:

In April of 2009, the School purchased an existing church and property at a cost of \$950,000. A commercial loan in the amount of \$2.16 million was acquired to finance the property acquisition and renovation. The terms of the commercial loans require refinancing by March 1, 2015, at which time the principal balance will be \$1.9 million. The School has committed \$575,000 of the General Fund Balance towards the reduction in the principal balance to be refinanced.

In the future, the newly renovated facility has incorporated plans for additional classrooms to be added onto the existing structure if and when enrollment grows in excess of the 180 student capacity of this new facility and enrollment is sustainable. Any expansion of the existing facility in the future will require additional long-term financing.

During the summer of 2013, additional roof repairs took place at an approximate cost of \$2500. During the term of the current charter ending in June 2017, the School plans to advance both its instructional and administrative technology. Throughout the next charter, instructional technology will be acquired and integrated more and more into all subject areas as an instructional tool. All technology enhancements are expected to be budgeted through the general fund budget and should require no special financing.

Memorandums of Understanding

Organization	Purpose
Tullytown Borough Police Department	<p>The purpose of the Memorandum is to establish procedures to be followed when certain specific incidents occur on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school sponsored activity, including but not limited to a school bus.</p> <p>It is further the purpose of the Memorandum to foster a relationship of cooperation and mutual support between the Police Department and the School as they work together to maintain the physical security and safety of the School Entity.</p>

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Heather Humienny on 7/31/2014

President, Board of Trustees

Affirmed by Charles Bonner on 7/21/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Heather Humienny on 7/31/2014

President, Board of Trustees

Affirmed by Charles Bonner on 7/21/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Heather Humienny on 7/31/2014

President, Board of Trustees

Affirmed by Charles Bonner on 7/21/2014

Chief Executive Officer

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

Name of School Center for Student Learning Charter School at Pennsbury

Address of School 345 Lakeside Dr. Levittown, PA 19054

CEO Signature 

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

EXPENDITURES

1000		INSTRUCTION	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1048537.39
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	400088.58
1300		VOCATIONAL EDUCATION	
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600		ADULT EDUCATION PROGRAMS	
1700		HIGHER EDUCATION PROGRAMS	
1800		PRE-KINDERGARTEN	
2000		SUPPORT SERVICES	
2100		SUPPORT SERVICES - PUPIL PERSONNEL	
	2110	Supervision of Pupil Personnel Services	
	2120	Guidance Services	279945.66
	2130	Attendance Services	
	2140	Psychological Services	
	2150	Speech Pathology and Audiology Services	
	2160	Social Work Services	
	2170	Student Accounting Services	
	2190	Other Pupil Personnel Services	
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	407036.88
	2370	Community Relations Services	
	2380	Office of the Principal Services	257091.51
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	60248.38
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	187898.05
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	78737.86
	2620	Operation of Buildings Services	119917.97
	2630	Care and Upkeep of Grounds Services	11309.25
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	4262.50
	2690	Other Operation and Maintenance of Plant Services	8987.26
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	20212.77
	2730	Monitoring Services	1150.06
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	1333.50
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	60709.60
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	2565.00
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	205314.48
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		3155346.70

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2008**

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: Center for Student Learning CS at Pennsbury

Chief Executive Officer: Mr. Thomas Reiley

Special Education Director/Coordinator: Jennifer Zohar

BSE Special Education Adviser: William Riggan

Date of Report: March 31, 2014

Date Final Report Sent to LEA: February 21, 2012

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

First Visit Date: March 06, 2012

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The Charter School will review its Behavior Support Policy and revise it in accordance with current IDEA and PA Chapter 711 regulations. Evidence of Change: A revised policy will be submitted to the PDE adviser for review no later than February 1, 2013. The CS will provide documentation that the policy and respective procedures were disseminated to staff and that the staff has received appropriate training in its implementation.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The Charter School will review its Confidentiality Policy and revise it in accordance with current IDEA and PA Chapter 711 regulations. Evidence of Change: A revised policy will be submitted to the PDE adviser for review no later than February 1, 2013. The CS will provide documentation that the policy and respective procedures were disseminated to staff and that the staff has received appropriate training in its implementation.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					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.	The Charter School will review its Independent Educational Evaluation procedure and revise it in accordance with current IDEA and PA Chapter 711 regulations. Evidence of Change: A revised procedure will be submitted to the PDE adviser for review no later than February 1, 2013. The CS will provide documentation that the procedures were disseminated to staff and that the staff has received appropriate training in its implementation.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	The Charter School will review its procedures for determining student eligibility for ESY and revise it in accordance with current IDEA and PA Chapter 711 regulations. Evidence of Change: A revised procedure will be submitted to the PDE adviser for review no later than February 1, 2013. The CS will provide documentation that the policy and respective procedures were disseminated to staff and that the staff has received appropriate training in its implementation.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	LEA will develop an improvement plan to increase parent engagement for parents of students with disabilities. Evidence of Change: The improvement plan will be submitted to the PDE adviser for review no later than August 31, 2012. Due to the CS being closed during the summer, the submission of the improvement plan is being extended to October 1, 2012.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	10/01/2012
						INTERVIEW RESULTS (Parent)			
					2 0 3 0 1 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 0 1 2 1	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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	2	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	2	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
6	4	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
4	2	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				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.			
Y						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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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						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.			
						CLASSROOM OBSERVATIONS			
10	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
10	0	0		0		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?			
7	0	3		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
6	0	4		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
6	0	4		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
9	0	1		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?			

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)			
					4 1 1 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			
					5 0 0 0 1 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 1 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 0 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			
10	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?			
8	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	0	1				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?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				<p>GE 80b. If yes, in what ways?</p> <p>Organizational skills. Student is reaching all IEP goals. Active notebook always complete plus best in the class. Behavior has improved. Able to make good choices. Easier to see progress in behavioral goals when interacting in an authentic situation. Academically the student needs grade level curriculum. Being challenged (in a good way) by the curriculum & learning valuable information which will help in choosing what to do for the rest of the student's life. Also learning & practicing positive social skills. More direct instruction helps. Student regularly has a steady "B" average. The inclusion aids student socially. Student is adapting to organization through modeled learning. Exposure to challenges in material. Peer communication & writing practice. Exposure to challenges.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	1	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				<p>GE 85b. If no, what training or support would assist you?</p> <p>More information from previous teachers.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	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?			
10	0	0				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?			
4	3	3				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	6				SE 95c. If yes, what reasons were discussed for recommending removal? Student needs counseling services. 15 minutes of counseling per week. 20 minutes counseling. Guidance counselor & quiet place to work.			
0	0	6				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Conversation & agreement at the IEP meeting. 15 minutes per week. 20 minutes - through formula. Team decision with set times & as needed basis.			
10	0	0				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?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
3	0	7				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
7	0	3				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?			
2	8	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
	N					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.	LEA will submit an improvement plan that creates a system to collect, report and monitor suspensions and expulsions data for students with disabilities. Evidence of Change: An improvement plan will be submitted to the PDE adviser for review no later than August 31, 2012. Due to the CS being closed during the summer, the submission of the improvement plan is being extended to October 1, 2012. LEA submitted information that suspensions and expulsions are now part of the school's information management system. This item can now be closed as the requirement was to have a system of tracking in place. The number of suspensions of students with IEPs was not in question.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	10/01/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
7	0	3				FR 194. PTRE-Consent Form is present in the student file			
7	0	3				FR 195. Demographic data			
7	0	3				FR 196. Reason for reevaluation			
7	0	3				FR 197. Types of assessment tools, tests and procedures to be used			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 198. Contact person's name and contact information			
6	1	3			14%	FR 199. Parent has selected a consent option	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that Parent has selected a consent option on permission to reevaluate forms. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
7	0	3				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						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 (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
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			
1	0	9				FR 205. Parent has selected a consent option			
1	0	9				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				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)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
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)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
8	0	2				FR 207. RR is present in the student file			
6	2	2			25%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that reevaluations are completed within timelines. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	3	2			38%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that a copy of the RR is disseminated to parents at least 10 days prior to the IEP meeting unless waived in writing. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	0	2				FR 210. Demographic data			
8	0	2				FR 211. Date IEP team reviewed existing evaluation data			
7	1	2			13%	FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that evaluations review the students physical condition and social and cultural background relevant to the student's need for special education. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	0	2				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 215. Current classroom based assessments and local and/or state assessments	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that evaluations and reevaluations include current classroom based assessments and local and/or state assessments. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
6	0	4				FR 220. Limited English proficiency			
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
4	1	5			20%	FR 222. Reasons additional data are not needed are included	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements to document when additional data are not needed. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
8	0	2				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	0	2				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
1	3	6			75%	FR 228. Interpretation of additional data	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that includes interpretation of additional data. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
7	1	2			13%	FR 239. Documentation of Evaluation Team Participants	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that evaluation team members are documented. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
6	1	3			14%	FR 240. Documentation that team members Agree/Disagree	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that team members agree or disagree with the conclusions of the ER/RER Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
4	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	0	2			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	4	2	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
2	0	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			
9	1	0			10%	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)	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that 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). Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				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			
7	0	3				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
8	2	0			20%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation are included. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
						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			
					0	FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 257. IEP is present in the student file			
5	4	1			44%	FR 258. IEP was completed within timelines	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs are completed within timelines.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
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			
0	0	10				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)			
9	1	0			10%	FR 263. Parents	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that parents are included in IEP team meetings.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 264. Student	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that students (as appropriate) are included in IEP team meetings.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
9	1	0			10%	FR 265. General Education Teacher	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that general education teachers are included in IEP team meetings.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
10	0	0				FR 266. Special Education Teacher			
8	1	1			11%	FR 267. Local Education Agency Representative	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that a local education agency representative (LEA Rep) are included in IEP team meetings.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
0	0	10				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			
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			
10	0	0				FR 282. Student's present levels of functional performance			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	4			33%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team). Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	1	1			11%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include parental concerns for enhancing the education of the student (if provided by parent to the LEA). Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				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	7	3			100%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
0	7	3			100%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
3	2	5			40%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include the Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
1	6	3			86%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs' Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s).</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
1	6	3			86%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 292c. Annual goals are related to the student's transition services	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include Annual goals that are related to the student's transition services. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
						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)			
8	0	2				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)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 303. Description of how student progress toward meeting goals will be measured	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include a Description of how student progress toward meeting goals will be measured.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include a Description of when periodic reports on progress will be provided to parents</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
8	2	0			20%	FR 305. Documentation of progress reporting on Annual Goals	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include Documentation of progress reporting on Annual Goals.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
0	0	10				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 307. Program Modifications and Specially-Designed Instruction	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that IEPs include Program Modifications and Specially-Designed Instruction. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
7	0	3				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			
7	3	0			30%	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	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
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			
5	0	5				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	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	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that 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 Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
9	1	0			10%	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	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that 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 Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
4	0	6				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			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
9	0	1				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
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.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
6	0	4				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)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
5	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	0	1	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6	0			P 32b. If no, what training or support would assist you?			
5	1	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?			
6	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
6	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?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	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?			
0	0	5	1			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		5	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Illness			
4	0	6				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	0	7				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	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	1				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	1			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	1	1			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.			
7	1	2				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				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?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
7	3	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
5	2	3				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				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 student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				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 student, did the IEP team address those recommendations in development of the student'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
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? Academic gains. Progress in math. Social skills much improved. Good influence with regular education models. Being challenged (in a good way) by the curriculum & learning valuable information which will help in choosing what to do for the rest of the student's life. Also learning & practicing positive social skills. Social needs are being met. Also the student is developing academically. Academic progress. Academic progress. No more "labels" or separation from group. No more labels & no separation from group. Academic inclusion beneficial.			
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)			
5	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	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?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. 5 Always 0 Sometimes 0 Rarely 0 Never 1 Don't Know 0 Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 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			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	1	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	6				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	3	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	10				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	10				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
4	0	6				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?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
1	1	4	0			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?			
5	0	1	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?			
6	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	0			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6	0			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?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	0	9				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 student 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 student 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 his/her 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)			
3	0	2	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	1	0	0			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?			
2	4	0	0			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	4	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Extra help. Extra reading help.			
0	0	4	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Team decision & need. Team decision.			
5	1	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?			
6	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? It is a mental thing - knowing the student is not different. The student does not feel stigmatized & no longer feels down all the time. My child has learned a lot of valuable information that will help in college & has made a lot of very good friendships (with special ed as well as regular ed peers). Feels more comfortable in a large group. Would like to go back to the regular math class but can't due to another student "not getting it". Included with classes. Being included.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					4 0 0 0 0 2	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
					4 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				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			
10	0	0				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			
0	7	3			100%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	<p>The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that NOREPs include A description of the other options the IEP team considered and the reason why those options were rejected.</p> <p>Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.</p>	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that NOREPs include a description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused. Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
3	4	3			57%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The Charter School administration will ensure that all pertinent staff members are aware of and comply with applicable regulatory requirements that NOREPs include a description of other factor(s) relevant to LEA's proposal or refusal Evidence of Change: The PDE special education advisor will conduct a record review of student files to verify compliance prior to February 1, 2013.	02/20/2013 Charter School administration and staff IU TACs PaTTAN Consultants BSE Advisor	01/30/2013
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	0	1				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.)			
9	0	1				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
1	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 0 1	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					4 2 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 2 2 3 1 5 2 2 1 5 1 3	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 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 n. other Counselor is always available. Students are from all over. The child gets along with & makes friends easily. They know me. The counselor. I like the school. Doing one on one helps for public speaking. Child gets bullied a lot.			
		3	1		2	P 67. Tell me anything you would like to change about the program. n. other Transportation Get books to help student at home.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		0	0		4 1 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Student really enjoys the school. Happy with program.			
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		1 2	S 126. What kind of support are you currently receiving? a. Learning Support k. Don't Know			
3	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					2 1 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Helps make learning easier. It is not like a normal school. Everyone here is here for a reason, so everyone is accepting. Fewer students in class. Teachers pay attention.			
						S 130. What do you like least about the program? Don't know. Feel like I'm not learning as much as I should. This school needs a music class. Lunch time is too short.			
						S 131. How satisfied are you with your special education supports/services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 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? Get help when I need it. Structure. They try to help you. Classes are smaller & there are more people to help. Teachers help me not to fail. Teachers keep me in a good grade range.			
						S 133. What do you like least about the special education supports/services? Nothing Awkward. Makes me think "What is wrong with me?" Like everything.			
					0 2 0 0 1	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			
3	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Soccer Music club. A sport.			
						S 137. If no, why not			
3	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
1	2		0			S 139. Did you participate in the last IEP meeting? Other			
3	0		0			S 140. Do you have a post secondary transition program? Other			
2	1		0			S 141. Do you have an employment transition program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Other			
0	1		2			S 142. Do you have a community living transition program?			
						Other			
0	2		1			S 143. Did you assist in the development of the transition program?			
						Other			
0	0		3			S 144. Is that transition plan being followed?			
						Other			
1	1		0			S 145. Did you discuss what you would do after graduation or finishing high school?			
						Other I know what I want to do, but we never discussed it.			
			0		*	S 146. Which of the following agencies participate in your IEP development? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services?			
						Other			
						S 148. Comments			
2	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Township sport.			
						S 151. If no, why not? Tried it but didn't like it.			
						S 152. Are there any other agencies that could help you within the community? No Some type of music thing.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 15A Parent Survey Results	<p>LEA will develop an improvement plan to increase parent engagement for parents of students with disabilities.</p> <p>Evidence of Change: The improvement plan will be submitted to the PDE adviser for review no later than August 31, 2012.</p> <p>Due to the CS being closed during the summer, the submission of the improvement plan is being extended to October 1, 2012.</p>	<p>08/31/2012</p> <p>Charter School administration and staff IU TACs PaTTAN Consultants BSE Adviser</p>	<p>10/01/2012</p> <p>Extension Date: 10/01/2012</p>
						FSA 19A Teacher Survey Results	<p>LEA will develop an improvement plan to address personnel training.</p> <p>Evidence of Change: The improvement plan will be submitted to the PDE adviser for review no later than August 31, 2012.</p> <p>Due to the CS being closed during the summer, the submission of the improvement plan is being extended to October 1, 2012.</p>	<p>08/31/2012</p> <p>Charter School administration and staff IU TACs PaTTAN Consultants BSE Adviser</p>	<p>10/01/2012</p> <p>Extension Date: 10/01/2012</p>
						FSA 15 Parent Training and 15A Parent Survey Results	<p>Based on the Parent Survey results, the CS will conduct 2 parent trainings on the Least Restrictive Environment and Literacy. The CS will distribute flyers regarding the training at the Back to School Night and mail it out to parent/guardians of special education students. The Supervisor of Special Education will review Indicator 8 materials and take the Making Connections for Secondary Transition webinar series.</p> <p>Evidence of change: The CS will make a copy of the flyer, the training agenda and log in sheets, and the confirmation for taking the webinar available for the Adviser's review.</p>	<p>10/10/2013</p> <p>CS Administration and staff IU TAC PATTAN BSE Adviser</p>	<p>02/20/2014</p> <p>Extension Date: 02/28/2014</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 19A Teacher Survey Results	<p>Based on the Teacher Survey, interview and file review results, the CS will conduct teacher staff development to address needs identified in the survey as well as ensure that all staff members are aware of regulatory requirements in the development and usage of special education forms and procedures.</p> <p>Evidence of change: The CS will make a copy of the training agendas and log in sheets and other data related to teacher staff development.</p>	<p>10/10/2013</p> <p>CS Administration and staff IU TAC PATTAN BSE Adviser</p>	<p>02/20/2014</p> <p>Extension Date: 02/28/2014</p>

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY

***FINANCIAL STATEMENTS
AND
INDEPENDENT AUDITORS' REPORT***

June 30, 2013

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
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June 30, 2013

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
Center for Student Learning Charter School at Pennsbury
Levittown, Pennsylvania 19054

We have audited the accompanying financial statements of the governmental activities, the business-type activities, and each major fund of Center for Student Learning Charter School at Pennsbury (a nonprofit organization), hereafter referred to as the Center, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the Center's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements.

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

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

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 each major fund of the Center, as of June 30, 2013, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Accounting principles general accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 – 7 and 14 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Government 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 the audit of the basic financials 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.

Adelman & Company, PC

October 30, 2013
Huntingdon Valley, Pennsylvania

The Center for Student Learning Charter School at Pennsbury

Management Discussion and Analysis

October 30, 2013

The Center for Student Learning Charter School at Pennsbury is an alternative charter school established in 2002 through a charter approved by the Pennsbury School District. Our mission is to provide an educational environment for optimal academic, emotional growth, social vocational and personal expression opportunities for at-risk students who require an alternative learning environment due to the need for a more individualized approach, unique learning needs, medical or behavioral restrictions, or difficulties in a traditional school program. June 2013 represents completion of the second year of our third five-year charter. The Pennsbury School District has renewed the charter through June 30, 2017. The 2012-2013 school year included a Middle School program and a High School program for students in 6th-12th grade.

The School is governed by a nine member Board of Trustees.

Overview of Financial Statements

This Management Discussion and Analysis serves as a basic understanding and explanation of our financial statements for the fiscal year ended June 30, 2013.

The financial statements pertaining to this Management Discussion and Analysis are listed below.

- The Statement of Net Assets reports assets, liabilities and net assets for the School.
- The Statement of Activities reports expenses, revenues, depreciation and other changes in net assets during the year.
- The Balance Sheet-Governmental Funds reports assets, liabilities and fund balance for the General Fund.
- The Reconciliation: Governmental Funds Balance Sheet to Statement of Net Assets Entity-Wide explains the differences in governmental fund balance reported on the Balance Sheet-Governmental Funds and the total net assets reported on the Statement of Net Assets-Entity Wide and the Statement of Activities-Entity Wide.
- The All Governmental Fund Types Combined Statement of Revenues, Expenditures and Changes in Fund Balances reports the revenues, expenditures and changes in fund balance for the General Fund.

- The Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to Statement of Activities is a reconciliation of the changes in Fund Balances reported on the Statement of Revenues, Expenditures and Changes in Fund Balances to the changes in net assets as reported on the Statement of Activities.
- The Statement of Net Assets-Proprietary Funds reports assets, liabilities and net assets for the Food Service Fund which accounts for the lunch program provided to students.
- The All Proprietary Fund Types-Combined Statement of Revenues, Expenditures and Changes in Fund Balances reports revenues and operating expenses for the Food Service Fund.
- The All Proprietary Fund Types-Statement of Cash Flows reflects the cash received from students, State and Federal reimbursements and the payments made for food service costs and expenses.

Analysis of Financial Information

A discussion of certain material differences between actual and budgeted amounts for assets, liabilities, revenues, expenditures, and general fund balance relating to the fiscal year ending June 30, 2013 follows below. See Statement of Revenues, Expenditures, and Changes in Fund Balance.

Assets

The assets of The Center for Student Learning Charter School at Pennsbury consist of cash, accounts receivable, prepaid expenses and net fixed assets. The fixed assets are comprised of office furniture, computers, student vans, capitalized leasehold improvements, in addition to land and building improvements, net of depreciation.

	<u>June 30, 2012</u>	<u>June 30, 2013</u>	<u>Difference</u>
Cash	\$ 659,832	\$ 585,118	(\$ 74,714)
Accounts Receivable	\$ 360,967	\$ 479,545	\$ 118,578
Prepaid Expenses	\$ 30,897	\$ 30,883	(\$ 14)
Fixed Assets	<u>\$3,084,362</u>	<u>\$2,986,450</u>	<u>(\$ 97,912)</u>
Total	<u>\$4,136,058</u>	<u>\$4,081,996</u>	<u>(\$ 54,062)</u>

Liabilities

The balance of long term debt was \$1,943,930 as of June 30, 2013. The debt is directly resulting from the purchase and renovation of a facility purchased in March 2009. As of June 30, 2013 there were current liabilities of \$306,879.

Net Assets

Net assets represent the difference between the total assets and total liabilities. The School's net assets are comprised of the assets listed above less both current and long term liabilities.

	<u>June 30, 2013</u>
Total Assets	\$4,081,996
Total Current Liabilities	\$ 306,879
Total Long Term Liabilities	<u>\$1,943,930</u>
Net Assets	<u>\$1,831,187</u>

Revenue

General Fund revenue is derived from three major sources: local, state and federal. Our local source of revenue is primarily the tuition collected from the eight School Districts in which our students reside and interest earnings. Tuition revenue for the 2012-2013 school year was \$2,786,131.

The School currently has students attending from eight School Districts. Each School District is charged tuition for each student attending The Center for Student Learning Charter School at Pennsbury residing in their district. The 2012-2013 student enrollment comprised students from Bensalem School District, Bristol Borough School District, Bristol Township School District, Council Rock School District, Morrisville School District, Neshaminy School District, Pennsbury School District, and the Philadelphia School District.

The state revenue is derived from reimbursements from the Pennsylvania Department of Education. For the 2012-2013 school year, PDE reimbursements totaled \$95,265.

Federal revenue was received in the form of IDEA special education funding paid through the Bucks County Intermediate Unit in the amount of \$48,861.

Expenditures

All expenditures for the 2012-2013 fiscal year can be categorized as follows:

	<u>June 30, 2013</u>
Instruction	\$1,456,437
Support Services	\$1,257,965
Facilities, acquisition, construction and improvement services	\$ 5,591
Debt Service (Interest)	<u>\$ 204,970</u>
Total Expenditures	<u>\$2,924,963</u>

Instructional expenditures represented 49.8% of the total expenditures. Instructional salaries and benefits constituted 88.7% of instructional expenditures and were 44.2% of the total expenditures.

Support services comprise 43% of the total expenditures. Support services expenditures include items such as: administrative salaries and benefits, pupil health services, facilities operations and maintenance, legal costs, auditing fees, office and equipment rental, office supplies and other miscellaneous operating costs. The largest of these items are administrative salaries and benefits which were 50.6% of the support services expenditures and 21.8% of the total expenditures for the year.

Fund Balance

Fund balance (governmental funds) is the difference between the revenue and expenditures at the end of the year combined with the fund balance at the beginning of the year. This can be described as the accumulated savings fund. The change in Fund balance is summarized below.

	<u>June 30, 2012</u>	<u>June 30, 2013</u>	<u>Net Increase</u>
Fund Balance	\$843,774	\$855,289	\$11,515

Significant Events

The School has worked closely with the Pennsylvania Coalition of Charter Schools and legislators to support the rights of charter schools and its students.

On August 5, 2010, the Center for Student Learning Charter School at Pennsbury (CSL) petitioned the Commonwealth Court of Pennsylvania for review of the Secretary of Education's Order dismissing CSL's appeal from the Bureau of Assessment and Accountability's denial of CSL's Adequate Yearly Progress (AYP) appeal. CSL argued that the Secretary's Order should be reversed because the Pennsylvania Department of Education violated CSL's equal protection rights by attributing Pennsylvania System of School Assessment (PSSA) scores to CSL, which operates exclusively as an Alternative Education Program (AEP), when no other AEP has such scores attributed to it. On September 12, 2011, Judge Renee Cohn Jubelirer reversed the Secretary's Order denying CSL's appeal from the Bureau's 2008 AYP determination and CSL's placement on School Improvement II status. The Commonwealth Court's finding removed CSL from the School Improvement system.

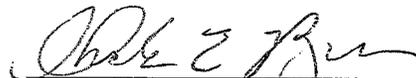
At its April 30, 2013 Public Meeting, the Center for Student Learning Charter School at Pennsbury's Board of Trustees approved the commitment of \$175,000 of the General Fund Balance for the reduction of the \$1,898,520 mortgage balance to be refinanced by March 1, 2015. This, added to the previous year's commitment, results in a total Committed General Fund Balance of \$575,000.

The Administration will actively work to secure additional grants and awards for which the School may qualify through The Pennsylvania Department of Education, the Federal Government and Alternative Education Agencies.

The Board of Trustees, Administration and staff will continue to be strongly committed to the education of the students enrolled in the School. Our continued goal is to build the foundation for a successful future for all our students through academics.



Diane S. Hedde
Business Manager



Charles E. Bonner, PhD.
Chief Executive Officer

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
STATEMENT OF NET ASSETS - ENTITY WIDE
June 30, 2013

	<u>Governmental Activities</u>	<u>Business-Type Activities</u>	<u>Total</u>
ASSETS			
<i>Current Assets</i>			
Cash and cash equivalents	\$ 585,118	\$ -	\$ 585,118
State and local subsidies receivable	479,545	-	479,545
Deposits and prepaid expenses	30,883	-	30,883
<i>Total Current Assets</i>	<u>1,095,546</u>	<u>-</u>	<u>1,095,546</u>
<i>Non-Current Assets</i>			
<i>Fixed Assets</i>			
Furniture and Fixtures	46,633	-	46,633
Equipment	848	-	848
Computers	192,780	-	192,780
Vehicles	38,852	-	38,852
Building and Improvements	3,119,047	-	3,119,047
Land	92,832	-	92,832
Less: Accumulated Depreciation	(504,542)	-	(504,542)
<i>Total Fixed Assets, Net</i>	<u>2,986,450</u>	<u>-</u>	<u>2,986,450</u>
<i>Total Non-Current Assets</i>	<u>2,986,450</u>	<u>-</u>	<u>2,986,450</u>
TOTAL ASSETS	<u><u>\$ 4,081,996</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 4,081,996</u></u>
LIABILITIES			
<i>Current Liabilities</i>			
Accounts payable	\$ 23,856	\$ -	\$ 23,856
Accrued expenses	12,145	-	12,145
Accrued salaries, benefits, and payroll deductions	204,256	-	204,256
Long term debt – current portion	66,622	-	66,622
<i>Total Current Liabilities</i>	<u>306,879</u>	<u>-</u>	<u>306,879</u>
<i>Other Liabilities</i>			
Long-term debt	1,943,930	-	1,943,930
<i>Total Other Liabilities</i>	<u>1,943,930</u>	<u>-</u>	<u>1,943,930</u>
<i>Total Liabilities</i>	<u>2,250,809</u>	<u>-</u>	<u>2,250,809</u>
NET ASSETS			
Unrestricted assets	<u>1,831,187</u>	<u>-</u>	<u>1,831,187</u>
TOTAL NET ASSETS	<u>1,831,187</u>	<u>-</u>	<u>1,831,187</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 4,081,996</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 4,081,996</u></u>

See accompanying independent auditors' report and notes to financial statements

**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
STATEMENT OF ACTIVITIES - ENTITY WIDE**

For the Year Ended June 30, 2013

EXPENSES	PROGRAM REVENUES			NET (EXPENSE) REVENUE & CHANGES IN NET ASSETS		Total
	Charges for Services	Operating Grants & Contributions	Governmental Activities	Business-Type Activities		
<i>Governmental Activities</i>						
Depreciation - Unallocated	\$ 131,615	\$ 123,843	\$ -	\$ (7,772)	\$ -	\$ (7,772)
Instruction	1,435,387	1,350,627	107,318	22,558	-	22,558
Instructional Student Support	228,418	214,930	10,352	(3,136)	-	(3,136)
Administrative and Financial Support Services	806,768	759,128	23,512	(24,128)	-	(24,128)
Operations and Maintenance of Plant Services	180,704	170,033	8,956	(1,715)	-	(1,715)
Pupil Transportation Costs	28,359	26,684	-	(1,675)	-	(1,675)
Interest on Long-Term Debt	149,726	140,885	-	(8,841)	-	(8,841)
<i>Total Governmental Activities</i>	<u>2,960,977</u>	<u>2,786,131</u>	<u>150,138</u>	<u>(24,709)</u>	<u>-</u>	<u>(24,709)</u>
<i>Business-Type Activities</i>						
Food Service (Business-Type Activity)	60,839	4,847	55,992	-	-	-
<i>Total Business-Type Activities</i>	<u>60,839</u>	<u>4,847</u>	<u>55,992</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL PRIMARY GOVERNMENT	<u>\$ 3,021,816</u>	<u>\$ 2,790,978</u>	<u>\$ 206,130</u>	<u>(24,709)</u>	<u>-</u>	<u>(24,709)</u>
				<u>(24,709)</u>	<u>-</u>	<u>(24,709)</u>
<i>General Revenues, Special and Extraordinary Items, and Transfers</i>						
Investment Earnings				210	-	210
<i>Total General Revenues, Special and Extraordinary Items, and Transfers</i>				<u>210</u>	<u>-</u>	<u>210</u>
CHANGES IN ASSETS				<u>(24,499)</u>	<u>-</u>	<u>(24,499)</u>
Net Assets, Beginning				<u>1,855,686</u>	<u>-</u>	<u>1,855,686</u>
Net Assets, End of Fiscal Year				<u>\$ 1,831,187</u>	<u>\$ -</u>	<u>\$ 1,831,187</u>

See accompanying independent auditors' report and notes to financial statements.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2013

	Governmental Fund Types	
	General Fund	
ASSETS AND OTHER DEBITS		
<i>Current Assets</i>		
Cash and cash equivalents	\$	585,118
State and local subsidies receivable		479,545
Prepaid expenses		30,883
<i>Total Current Assets</i>		1,095,546
TOTAL ASSETS AND OTHER DEBITS	\$	1,095,546
 LIABILITIES AND FUND EQUITY		
<i>Liabilities</i>		
Accounts payable	\$	23,856
Accrued expenses		12,145
Accrued salaries, benefits, and payroll deductions		204,256
<i>Total Liabilities</i>		240,257
<i>Fund Equity</i>		
Unassigned fund balance reserves		280,289
Committed fund balance reserves		575,000
<i>Total Fund Equity</i>		855,289
TOTAL LIABILITIES AND FUND EQUITY	\$	1,095,546

See accompanying independent auditors' report and notes to financial statements.

**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
RECONCILIATION: GOVERNMENTAL FUNDS BALANCE SHEET TO
STATEMENT OF NET ASSETS ENTITY-WIDE**

June 30, 2013

Total Fund Balances - Governmental Funds	\$ 855,289
Capital assets of \$3,490,992, net of accumulated depreciation of \$504,542, are not financial resources and, as such, are not reported in the funds.	2,986,450
Long-term liabilities are not due and payable in the current period, and therefore are not reported as liabilities in the funds.	(2,010,552)
Total Net Assets - Governmental Activities	<u><u>\$ 1,831,187</u></u>

See accompanying independent auditors' report and notes to financial statement.

**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
ALL GOVERNMENTAL FUND TYPES - COMBINED STATEMENT OF
REVENUES, EXPENDITURES CHANGES IN FUND BALANCES**

For the Year Ended June 30, 2013

	Governmental Fund Types	
	General Fund	
REVENUES		
Local sources	\$	2,841,212
State sources		95,266
Federal sources		-
TOTAL REVENUES		2,936,478
 EXPENDITURES		
Instruction		1,456,437
Support services		1,257,965
Facilities, acquisition, construction and improvement services		5,591
Debt service		204,970
TOTAL EXPENDITURES		2,924,963
 <i>Excess of Revenues Over Expenditures</i>		11,515
 NET CHANGE IN FUND BALANCES		11,515
FUND BALANCE, BEGINNING		843,774
FUND BALANCE, ENDING	\$	855,289

See accompanying independent auditors' report and notes to financial statements.

**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
RECONCILIATION: GOVERNMENT FUNDS STATEMENT OF REVENUES,
EXPENDITURES, CHANGES IN FUND BALANCES TO
STATEMENT OF ACTIVITIES**

June 30, 2013

Total Net Change in Fund Balances – Government Funds \$ 11,515

Governmental funds report capital outlays as expenditures. However, in the Statement of Activities, the costs of these assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation, \$131,615, exceeded capital outlays, \$38,286, in the current period. (93,329)

Repayment of extended term financing is a financing source in the governmental funds, but the repayment reduces long-term liability in the statement of net assets. 57,315

Change in Net Assets – Governmental Activities \$ (24,499)

See accompanying independent auditors' report and notes to financial statements.

**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
STATEMENT OF REVENUES, EXPENDITURES, CHANGES IN FUND BALANCES
BUDGET AND ACTUAL - GENERAL FUND**

For the Year Ended June 30, 2013

	GENERAL FUND			
	Original Budget	Final Budget	Actual	Variance with Final Budget Favorable (Unfavorable)
REVENUES				
Local sources	\$ 2,850,872	\$ 2,850,872	\$ 2,841,212	\$ (9,660)
State sources	91,046	91,046	95,266	4,220
Federal sources	-	-	-	-
TOTAL REVENUES	<u>2,941,918</u>	<u>2,941,918</u>	<u>2,936,478</u>	<u>(5,440)</u>
EXPENDITURES				
Instruction	1,549,499	1,531,607	1,456,437	75,170
Support Services	1,185,105	1,198,997	1,257,965	(58,968)
Facilities, acquisition, construction and improvement services	2,000	6,000	5,591	409
Debt services	205,314	205,314	204,970	344
TOTAL EXPENDITURES	<u>2,941,918</u>	<u>2,941,918</u>	<u>2,924,963</u>	<u>16,955</u>
EXCESS OF REVENUES OVER EXPENDITURES	-	-	11,515	11,515
OTHER FINANCING (USES)				
Budgetary reserve	-	-	-	-
TOTAL OTHER FINANCING (USES)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET CHANGE IN FUND BALANCES	-	-	11,515	11,515
FUND BALANCE, BEGINNING	<u>843,774</u>	<u>843,774</u>	<u>843,774</u>	-
FUND BALANCE, ENDING	<u>\$ 843,774</u>	<u>\$ 843,774</u>	<u>\$ 855,289</u>	<u>\$ 11,515</u>

See accompanying independent auditors' report and notes to financial statements.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
STATEMENT OF NET ASSETS - PROPRIETARY FUNDS
June 30, 2013

	Food Service
ASSETS	
<i>Current Assets</i>	
Cash	\$ -
State and local subsidies receivable	-
Prepaid expenses	-
<i>Total Current Assets</i>	-
<i>Non-Current Assets</i>	
<i>Fixed Assets</i>	
Furniture and Fixtures	-
Computers	-
Vehicles	-
Leasehold Improvements	-
Less: Accumulated Depreciation	-
<i>Total Fixed Assets, Net</i>	-
<i>Total Non-Current Assets</i>	-
TOTAL ASSETS	\$ -
 LIABILITIES	
<i>Current Liabilities</i>	
Accounts payable	\$ -
<i>Total Current Liabilities</i>	-
 NET ASSETS	
Unrestricted assets	-
TOTAL NET ASSETS	-
 TOTAL LIABILITIES AND NET ASSETS	\$ -

See accompanying independent auditors' report and notes to financial statements.

**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
ALL PROPRIETARY FUND TYPES - COMBINED STATEMENT OF
REVENUES, EXPENDITURES CHANGES IN FUND BALANCES**

For the Year Ended June 30, 2013

	Proprietary Fund Types
	Food Service
OPERATING REVENUES	
Charges for Services	\$ 4,847
TOTAL OPERATING REVENUES	4,847
OPERATING EXPENSES	
Other Purchased Services	60,839
TOTAL OPERATING EXPENSES	60,839
OPERATING (LOSS)	(55,992)
NON-OPERATING REVENUES	
State Sources	2,901
Federal Sources	53,091
TOTAL NON-OPERATING REVENUES	55,992
INCOME (LOSS) BEFORE CONTRIBUTIONS AND TRANSFERS	-
<i>Change in Net Assets</i>	<i>-</i>
NET ASSETS - BEGINNING OF YEAR	-
NET ASSETS - END OF YEAR	\$ -

See accompanying independent auditors' report and notes to financial statements.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
ALL PROPRIETARY FUND TYPES
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2013

	Proprietary Fund Types
	Food Service
<i>CASH FLOWS FROM OPERATING ACTIVITIES</i>	
Cash Received from Users	\$ 4,847
Cash Payments to Suppliers for Goods and Services	(60,839)
<i>NET CASH (USED FOR) OPERATING ACTIVITIES</i>	(55,992)
 <i>CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES</i>	
State Sources	2,901
Federal Sources	53,091
<i>NET CASH FLOWS PROVIDED BY NON-CAPITAL FINANCING ACTIVITIES</i>	55,992
 NET INCREASE (DECREASE) IN CASH AND CASH FLOW	
Cash and Cash Equivalents Beginning of Year	-
CASH AND CASH EQUIVALENTS AT YEAR-END	\$ -

See accompanying independent auditors' report and notes to financial statements.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Center for Student Learning Charter School at Pennsbury (the Center) is a charter school located in Levittown, PA. The Center was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter school contract ending June 30, 2017. The school includes elementary and secondary education, grades 6th through 12th grade.

The accounting policies of the Center conform to generally accepted accounting principles (GAAP) as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. Following is a summary of the more significant policies.

Reporting Entity

The Center is a charter school that has financial accountability and control over all activities related to the students' education. The Center receives funding from local and state government sources and must comply with the requirements of these funding source entities. However, the Center is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board (GASB) pronouncement. In addition, there are no component units as defined in GASB Statement 14.

Entity-Wide and Fund Financial Statements

The entity-wide financial statements (i.e., the statement of net assets and the statement of changes in net assets) report information on all of the nonfiduciary activities of the primary government.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to customers or applicants who purchase, use or directly benefit from goods, services or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other items not properly included among program revenues are reported as *general revenues*. Major individual governmental funds are reported as separate columns in the fund financial statements.

See accompanying independent auditors' report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

Basis of Accounting

The accounting and reporting treatment applied to a fund is determined by its measurement focus. Basis of accounting refers to the recognition and reporting of revenues and expenditures in the accounts and financial statements. Basis of accounting relates to the timing of the measurements made regardless of measurement focus applied.

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

All governmental fund types are accounted for using a *current financial resources measurement focus*. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. Operating statements of these present funds increase (revenue and other financing sources) and decrease (expenditures and other financing uses) in net current assets.

Governmental fund types are accounted for using the *modified accrual basis of accounting*. Revenues are recognized when they become both measurable and available to finance expenditures of the fiscal period. "Available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. State revenue is recognized in the year to which it applies according to Pennsylvania statutes. Other revenue is considered available if collected within one year. Expenditures are recognized using the modified accrual basis of accounting when the related fund liability is incurred.

All proprietary fund types are accounted for using an *economic resources measurement focus*. With this measurement focus, all assets and liabilities are recorded, including capital assets and long-term debt and obligations. Furthermore, revenues are earned from the provision of goods or services and expenses are incurred to provide for these services. This includes the allocation of costs to the period in which the revenues were earned.

Proprietary fund types are accounted for using the *accrual basis of accounting*. In this basis, transactions are recorded when incurred regardless of when cash is collected or disbursed. Revenues are recognized when earned and become measurable, and expenses are recorded when incurred, if measurable.

Basis of Presentation – Fund Accounting

As required by state statute, the Center operates as a nonprofit corporation under Pennsylvania Statutes. However, state law also requires that the Center comply with Uniform Financial Accounting and Reporting Standards for Pennsylvania School Districts, which mandates the use of a governmental fund accounting structure. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures. The various funds are presented as follows:

See accompanying independent auditors' report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

Governmental Fund Types:

General Fund

The General Fund is used to account for all financial resources except those required to be accounted for in another fund.

The Committed Fund balance includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the school districts highest level of decision making authority, i.e. the Board of Directors. Any changes or removal of the specific purpose requires majority action by the governing bodies that approved the original action.

Proprietary Fund

The Proprietary Fund consists of Food Services – Business-type activities.

Other Funds and Account Groups

As of June 30, 2013, the Center had no Other Funds and Account Groups.

Income Taxes

The Center is classified as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and comparable sections of the Pennsylvania income tax statutes.

During 2010, the Center adopted FASB Accounting Standards Codification (“ASC”) 740, Income Taxes (formerly referenced as FASB Financial Interpretation No. 48, Accounting for Uncertainty in Income Taxes – an interpretation of FASB Statement No. 109), which changed the framework for accounting for uncertainty in income taxes. ASC 740 prescribes a comprehensive model for recognizing, measuring, presenting and disclosing in the financial statements tax positions taken or expected to be taken on a tax return

Budgets and Budgetary Accounting

The Board of Trustees adopted an annual budget for the General Fund of the Center. The budget is adopted on a basis consistent with the basis of accounting presented in the financial statements. All budget appropriations lapse at the end of the fiscal year.

Unexpended budgeted amounts lapse at the end of the budget year. Spending control is established by the amount of expenditures budgeted for the fund, but management control is exercised at budgetary line item levels. Encumbrance accounting is not used.

Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Allocation of Revenue

In the Statement of Activities, program revenues were allocated to the individual governmental activities based on expenditures of the corresponding governmental activity.

See accompanying independent auditors’ report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 2. CASH AND CASH EQUIVALENTS

The deposit and investment policy of the Center adheres to state statutes and prudent business practices. Center deposits must be held in insured, federally regulated banks or financial institutions which have appropriate collateral in accordance with Pennsylvania law. In addition to certificates of deposits, permissible investments may include United States Treasury bills, short-term obligations of the United States Government or its agencies, the Commonwealth of Pennsylvania or any of its agencies and its subdivisions, the payment of which is backed by the full faith and credit of the issuing entity.

Concentration of Credit Risk / Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the Center's deposits may not be returned to them. As of June 30, 2013, the Center maintains three bank accounts at two different institutions. Accounts at an institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Cash at these institutions did not exceed federally insured limits as of June 30, 2013 and as such, was not exposed to custodial credit risk.

Cash Equivalents - Investments

Pennsylvania Local Government Investment Trust (PLGIT)

The Center invests in the Pennsylvania Local Government Investment Trust (PLGIT), which is an external governmental investment pool. The purpose of the pool is to allow local governmental units to maximize investment potential through cash pooling while providing security and liquidity. Pool participants are allocated a pro-rata share of each investment purchased by the pool. PLGIT's investment policies are consistent with the investment policies of its participants. The investments of the pool serve as collateral and are held in safekeeping by the pool's investment custodian.

PLGIT is governed by a Board of Trustees who is responsible for the overall management of the Trust, including the formulation and implementation of investment policies and the oversight of the Trust's investment advisor and its custodians. The PLGIT pool is not SEC regulated. The fair value of the Center's position in the PLGIT is the same as the value of the pool shares. The Center's investment in PLGIT has been rated AAAM, the highest rating available, by Standard and Poor's, and independent investment rating agency.

As of June 30, 2013, the Center had \$549,027 in PLGIT with an investment maturity of \$549,027 in less than one year. The Center's investment in PLGIT is included in the statement of net assets as cash and cash equivalents.

As required by Governmental Accounting Standards Board Statement No. 40, the Center's investments in PLGIT are excluded from the concentration of credit risk disclosure above.

See accompanying independent auditors' report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 3. FIXED ASSETS

Fixed assets are stated at cost. Depreciation has been calculated on such assets using the straight-line method half-year convention over the following estimated lives:

Furniture and Fixtures – 5 years
Computer Equipment – 5 years
Leasehold Improvements – 10 years
Vehicles – 5 years

NOTE 4. REVENUE

Charter Schools are funded by the local public school districts. For non-special and special education students the charter school receives for each student enrolled no less than the budgeted total expenditure per average daily membership of the prior school year as defined by the Act. The annual rate is paid monthly and is pro-rated if a student enters or leaves during the year. Total tuition revenue from local public school districts was \$2,786,131 for the fiscal year ended June 30, 2013. Food Services operating revenue consists of student charges for services in the amount of \$4,847 and non-operating revenue from state and federal sources in totaling \$55,992.

NOTE 5. GRANTS

The Center participates in several state 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 Center has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable at June 30, 2013 may be impaired. In the opinion of the Center, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision was recorded in the accompanying combined financial statements for contingencies.

NOTE 6. RETIREMENT PLAN

Employees of the Center participate in the Public School Employees Retirement System. A portion of the retirement is deducted from the employee's salary and for the 2012-2013 school year, the Center was required to make a contribution of approximately 12.36% of the salary. The Commonwealth of Pennsylvania reimburses the Center for a portion of the employer's share of retirement payments. The reimbursement for the year ended June 30, 2013 was calculated to be \$92,288.

See accompanying independent auditors' report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 7. RISK MANAGEMENT

The Center 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 Center carries commercial insurance for such risks.

NOTE 8. ACCOUNTS RECEIVABLE

Accounts receivable consists of tuition due from local school districts and reimbursements due from the Commonwealth of Pennsylvania and Bucks County IU. All amounts are expected to be collected within the next year.

NOTE 9. LINE OF CREDIT

The Center established a line of credit in the amount of \$100,000 to be available for working capital purposes. No borrowings were made on the line in the current year.

NOTE 10. LONG-TERM DEBT

Following is a summary of long-term debt transactions for the year ended June 30, 2013:

	Balance 6/30/2012	Additions	Payments	Balance 6/30/2013	Due Within One Year
Building Loans	\$ 2,061,019	\$ -	\$ 57,315	\$2,003,704	\$ 61,254
Capital Lease	11,431	-	4,583	6,848	5,368
Total	\$ 2,072,450	\$ -	\$ 61,898	\$2,010,552	\$ 66,622

In April 2009, the Center entered into an acquisition and construction loan agreement with The Reinvestment Fund, Inc. to acquire, renovate and rehabilitate a property located at 345 Lakeside Drive, Levittown, Pennsylvania ("Property"). The loan agreement provides financing in an aggregate amount of up to \$2,160,000 and is comprised of two parts, one in the principal sum of \$1,960,000 ("Loan A") and the other in the principal sum up to \$200,000 ("Loan B"). The proceeds advanced under Loan B are to be used to for costs which qualify under the lender's Energy Funds Program ("EF Program"). Those costs that do not qualify under the EF Program will be advanced under Loan A. The term of the loans will have a construction term of up to nine months and then a five year permanent term.

See accompanying independent auditors' report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 11: NOTE PAYABLE (CONTINUED)

During the construction term, Loan A will bear interest at the annual rate equal to the LIBOR rate plus 500 basis points (5.0%) with a minimum combined rate of at least 6.0%. Loan B will bear interest at 5.0%, fixed. Interest on both loans during the construction term is payable monthly.

After the project was completed in August 2010, the loans were converted into permanent financing. Loans A and B will be payable in 60 monthly payments of interest only for the first three month, then 57 monthly payments of interest and principal amortized over 240 months. Loan A will bear interest at 7.5% and Loan B will bear interest at 5.0%. At the end of the 60 months the remaining principal balance will be due.

The Center entered into a capital lease obligation for a security system in September 2009. The obligation is payable in monthly installments of \$506 including interest at 16% per annum, through October 2014.

Future payments for the building loans are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2014	61,254	148,701	209,955
2015	1,942,450	104,794	2,047,244
Total	<u>\$ 2,003,704</u>	<u>\$ 253,495</u>	<u>\$ 2,257,199</u>

Future payments for the capital lease obligation are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2014	5,368	709	6,077
2015	1,479	39	1,518
Total	<u>\$ 6,847</u>	<u>\$ 748</u>	<u>\$ 7,595</u>

See accompanying independent auditors' report.

CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY
NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 12: INCOME TAXES

The company files income tax returns in the U.S. federal jurisdiction. The Company is no longer subject to U.S. federal income tax examinations by tax authorities for years before 2009.

The Company follows the provisions of uncertain tax positions as addressed in FASB Accounting Standards Codification 740-10-65-1. The Company recognized no increase in the liability for unrecognized tax benefits. The Company has no tax position at June 30, 2013 for which the ultimate deductibility is highly certain but for which there is uncertainty about the timing of such deductibility. The Company recognizes interest accrued related to unrecognized tax benefits in interest expense and penalties in operating expenses. No such interest or penalties were recognized during periods presented. The Company had no accruals for interest and penalties at June 30, 2013.

NOTE 13: COMMITTED FUNDS

At its April 30, 2013 Public Meeting, the Center for Student Learning Charter School at Pennsbury Board of Trustees approved the commitment of an additional \$175,000 of the General Fund Balance for the reduction of the \$1,898,520 mortgage balance to be refinanced by March 1, 2015.

NOTE 14: COMPENSATED ABSENCES

Employees of the Company are entitled to paid vacation, paid sick days, and personal days off, depending on job classification, length of service, and other factors. The company does not compensate the employees for benefits accrued if the employee has resigned, been terminated, or retired. The company's policy is to recognize the costs of compensated absences when actually paid to employees.

NOTE 15: SUBSEQUENT EVENTS

The Company has evaluated subsequent events through October 30, 2013, which is the date the financial statements were available to be issued.

See accompanying independent auditors' report.