

Centre Learning Community CS

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

2643 W College Ave
State College, PA 16801
(814)861-7980

Phase:	Phase 1
CEO Name:	Kosta Dussias
CEO E-mail address:	kosta@clccharter.or

Governance and Staff

Leadership Changes

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

A new board was seated at the June 21, 2012 Board of Trustees meeting consisting of nine members with terms staggered for one or two years from four constituencies — families, students, staff and community — as specified by the CLC by-laws.

Board of Trustees Meeting Schedule

Location	Date and Time
2643 W College Ave, State College, PA 16801	7/19/2012 7:00 PM
2643 W College Ave, State College, PA 16801	8/16/2012 7:00 PM
2643 W College Ave, State College, PA 16801	9/20/2012 7:00 PM
2643 W College Ave, State College, PA 16801	10/18/2012 7:00 PM
2643 W College Ave, State College, PA 16801	11/15/2012 7:00 PM
2643 W College Ave, State College, PA 16801	12/13/2012 7:00 PM
2643 W College Ave, State College, PA 16801	1/17/2013 7:00 PM
2643 W College Ave, State College, PA 16801	2/21/2013 7:00 PM
2643 W College Ave, State College, PA 16801	3/21/2013 7:00 PM
2643 W College Ave, State College, PA 16801	4/18/2013 7:00 PM
2643 W College Ave, State College, PA 16801 (Annual Meeting)	5/16/2013 7:00 PM
2643 W College Ave, State College, PA 16801	6/20/2013 7:00 PM
2643 W College Ave, State College, PA 16801	7/18/2013 7:00 PM
2643 W College Ave, State College, PA 16801	8/29/2013 7:00 PM
2643 W College Ave, State College, PA 16801	9/19/2013 7:00 PM
2643 W College Ave, State College, PA 16801	10/17/2013 7:00 PM
2643 W College Ave, State College, PA 16801	11/14/2013 7:00 PM
2643 W College Ave, State College, PA 16801	12/12/2013 7:00 PM
2643 W College Ave, State College, PA 16801	1/16/2014 7:00 PM
2643 W College Ave, State College, PA 16801	2/20/2014 7:00 PM
2643 W College Ave, State College, PA 16801	3/20/2014 7:00 PM
2643 W College Ave, State College, PA 16801	4/17/2014 7:00 PM
2643 W College Ave, State College, PA 16801 (Annual Meeting)	5/15/2014 7:00 PM
2643 W College Ave, State College, PA 16801	6/19/2014 7:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	0.00	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00	0.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	0.00
Classroom Teacher (including Master Teachers)	7.00	7.00			0.00	8.00
Specialty Teacher (including Master Teachers)	0.00	0.00	0.00	0.00	0.00	0.00
Special Education Teacher (including Master Teachers)	2.00	2.00			0.00	2.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	1.00	1.00	0.00	0.00	0.00	1.00
Psychologist	1.00	1.00	0.00	0.00	0.00	1.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Part-Time Teachers	3	3	0	0	0	3
Part-Time Artists, Musicians and Performance Professionals	10	0	0	0	0	10
Totals	25.00	15.00	0.00	0.00	0.00	26.00

Further explanation:

The Part-Time Artists, Musicians and Performance Professionals are part-time employees from the community, teaching in areas for which they have extensive practical expertise and work under the supervision of a certified teacher.

Fiscal Matters

Major Fundraising Activities

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

For the 2012-13 year we did not undertake any major fund-raising activities. Modest fund-raising (less than \$7,000) by the 8th grade classes for the annual 8th grade trip where the students played a major role in all aspects of the fund raising. This year, the 8th grade students experienced an overnight trip to Sandusky, Ohio Kalahari Water Park and Cedar Point Amusement Park.

We also applied for and received a \$700.00 grant from Target which was used for a field trip on environmental education.

Our student run Rock Band raised \$516.00 which were used for scholarships for music lessons. Student and staff held a drama production which produced a net profit of \$232.00 to be used for future drama productions. Parent group raised \$4,895.00 which were used to provide grants to classrooms.

Similar fund raising activities will be planned for 2013-14.

Fiscal Solvency Policies

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

We typically maintain a balance in our main account of at least one month's expenditures. We have established an interest-bearing account to hold set-aside funds that will provide funds in the case of emergency building repairs, unanticipated equipment replacement needs, the anticipated increase in the employer's PSERS contribution, the future expansion of our building and other related expenses.

Fiscal Solvency Policies

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

Files uploaded:

- 601 - BANK ACCOUNTS.pdf
- 602 - BUDGET HEARING.pdf
- 603 - BUDGET PLANNING.pdf
- 604 - BUDGET PREPARATION.pdf
- 607 - PURCHASES NOT BUDGETED.pdf
- 608 - INVESTMENTS v2.pdf
- 609 - PAYROLL AUTHORIZATION.pdf
- 610 - PAYROLL DEDUCTIONS v2.pdf
- 611 - PETTY CASH.pdf
- 612 - SCHOOL FINANCIAL AUDIT.pdf

- 616 - PAYMENT OF CLAIMS.pdf

Accounting System

Changes to the accounting system the charter school uses:

Quickbooks Pro for Non-Profits accounting software is used and has been modified to classify revenue and expenses to conform to the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. We contract with Keystone Payroll to process payroll and provide tax calculations. The accounting firm of ParenteBeard conducts our annual audit, and makes adjusting entries where appropriate.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

XLS file uploaded.

Financial Audits

Basics

Audit Firm:	ParenteBearde
Date of Last Audit:	11/16/2012
Fiscal Year Last Audited:	2011-12

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:

Due to the commitments of our Auditor, the bank statement cycles and availability of CLC staff, the 2012-13 audit will not be completed prior to September 1, 2013. We anticipate the 2012-13 audit to be completed by the end of October 2013.

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
No Major findings were listed.	N/A

Federal Programs Consolidated Review

Basics

Title I Status:

Date of Last Federal
Programs Consolidated 03/21/2011
Review:

School Year Reviewed: 2010-11

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
Excellent program. Documentation was well organized and provided verification of highly qualified staff, professional development activities, and appropriate expenditures of funds. Interviews and observations support the given documentation as evidence to this reviewer that the districts Title IIa program is in compliance with all state and federal requirements. I was very impressed with the positive and personal atmosphere in the school.	We feel this statement exemplifies our school.

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

There are no special education support services.

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Occupational Therapist	30 Minutes	Intermediate Unit	10 or fewer
School Psychologist	64.25 Days	Outside Contractor	28
Speech and Language Therapist	6 Hours	Intermediate Unit	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:
Link to Report (Optional):

03/20/2013
Not Provided

Special Education Cyclical Monitoring Report

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

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

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

There were not fixed assets acquired during the 2012-13 fiscal year.

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

\$0.00

Facility Plans and Other Capital Needs

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

In December 2007, we completed the refinancing of the first mortgage and interim financing of our building with a Ferguson Township Industrial and Commercial Development Authority Bond and Omega Bank first mortgage of \$709,000. CLC originally purchased its current building in September 2001 with a Ferguson Township Industrial and Commercial Development Authority Bond through Mellon/Citizen's Bank first mortgage of \$825,000 with a 5 year balloon payment. Omega Bank provided an interim loan in January 2007 of \$715,000 while the Bond process proceeded.

During the summer of 2007, we completed a remodeling project which provided us with an additional classroom, a smaller classroom, and office space for the afterschool coordinator, and expanded library space, using reserve funds.

During the summer of 2009, we completed a remodeling project which entailed the removal of all the carpeted areas in the classrooms and office spaces and replacement with a floating and glue-less locking-plank flooring system.

The second mortgage balloon payment of \$180,448.09 was paid on September 30, 2011 utilizing accumulated reserve balances.

We are now moving forward with a renovation and expansion project to increase our classroom space while maintaining our student enrollment at current levels. Most importantly, we feel that the existing building requires improvements and upgrades in order to enhance security, as well as provide inviting and creative classroom spaces.

We anticipate that our current mortgage will be refinanced along with the costs of the renovation/expansion. We have set aside funds to help defray some of the cost of the renovation though several years of accumulated reserves.

Memorandums of Understanding

Organization	Purpose
Central	Memorandum of Understanding for Participation in the CIU # 10 ESL

Intermediate Unit 10	Consortium
Central Intermediate Unit 10	The Centre Learning Community Charter School hereby gives notice of its adoption of the C I U 10 Intermediate Unit's policies and procedures under the federal requirements of 34 CFR PART 300 1
Central Intermediate Unit 10	IDEA pass through funds
Centre Learning Assessment Services LLC	To provide qualified services as a School Psychologist, with experience and knowledge suitable to the evaluation and appropriate instruction of students in grades 5 through 8.
Ferguson Township Police	<p>The purpose of this 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 or school sponsored activity, including but not limited to a school bus.</p> <p>It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the physical security and safety of the School Entity.</p>
Kimberly S. Rimmey, M.Ed.	To provide services as a qualified Counselor, with experience and knowledge suitable to the evaluation and appropriate instruction of students in grades 5 through 8
ParenteBearde	To provide for the 2012-13 Financial Audit.
State College Area School District Food Services	To purchase meals to meet the requirements of the National School Lunch Program.
Tapia Technology Consulting	To provide monthly computer/technology support.
Urban's Copiers	To provide for the lease of a Sharp copier.

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

Division of Federal Program
Consolidated Program Review

2010-2011 School Year

Centre Learning Community CS

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Kosta Dussias, CEO	814-861-7980	<input checked="" type="checkbox"/>
Business Manager:	Kosta Dussias	814-861-7980	<input checked="" type="checkbox"/>
Title I Coordinator:			<input type="checkbox"/>
Title II Part A Coordinator:	Kosta Dussias	814-861-7980	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Kosta Dussias	814-861-7980	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

- Title I Fiscal Requirements Title VI-B REAP
 Title II Part A Ed-Flex Waiver Review
 Title III

Program Reviewer/s: Robert M. Cherubini

Visit Date: 3/21/2011

Title II A Program Review

Highly Qualified

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

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of district needs assessment and findings		Through annual peer review process	
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting Notices		Survey is conducted two times a year that asks parents for feedback.	
6. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.		Staff conducts weekly meetings where strengths and weaknesses are identified and PD activities are planned	
7. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input type="checkbox"/> List of In-Service activities <input type="checkbox"/> Attendance rosters		Staff conducts weekly meetings where strengths and weaknesses are identified and PD activities are planned	
8. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input type="checkbox"/> ACT 48 PD plan		Due to the small number of students, PSSA results are not revealing in these areas	

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		Due to the small class sizes, two teachers to a classroom, this does not apply to CLC	
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Highly Qualified Teacher Credentials from PDE		Due to the small class sizes, two teachers to a classroom, this does not apply to CLC	
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		Due to the small class sizes, two teachers to a classroom, this does not apply to CLC	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement		Due to the small class sizes, two teachers to a classroom, this does not apply to CLC	

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Comments

Excellent program. Documentation was well organized and provided verification of highly qualified staff, professional development activities, and appropriate expenditures of funds. Interviews and observations support the given documentation as evidence to this reviewer that the districts Title IIa program is in compliance with all state and federal requirements. I was very impressed with the positive and personal atmosphere in the school.

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p>OMB Circular A-87</p>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	Financial audit conducted annually
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I. Sec. 1127</p>	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title I Budget section on eGrants.		Allocation is less than \$50,000
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		Allocation is less than \$50,000 No carryover

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>C. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		CLC does not receive Title I funds.
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		CLC does not receive Title I funds.
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		CLC does not receive Title I funds.
	4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches consolidated application		CLC does not receive Title I funds.
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		CLC does not receive Title I funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		CLC does not receive Title I funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>D. Supplement / Supplant</p> <p>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocation & Expenditures</p>	<p>Pertains to:</p> <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	<p>CLC does not receive Title I funds.</p>
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocation & Expenditures.</p> <p><input type="checkbox"/> Expenditures match SWP activities</p> <p><input type="checkbox"/> State/local fund expenditures have not decreased</p>		<p>CLC does not receive Title I funds.</p>
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocation & Expenditures are supplemental</p>		<p>CLC does not receive Title I funds.</p>

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved a minimum of 5% up to a maximum of 20% for transportation/supplemental services or both unless a lesser amount is needed. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		Charter schools are not required to provide transportation. Not in SI

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Funds are not used for personnel services
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Funds are not used for personnel services
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Records are retained for the appropriate length of time

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

%>

Comments

Fiscal compliance met in all Federal Program areas.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Centre Learning Community CS	3/21/2011	Connor Williams	Student 7th Grade
Centre Learning Community CS	3/21/2011	Dr. Mark Toci	Co-founder CLC CS, Instructor
Centre Learning Community CS	3/21/2011	Gail Boldt	Parent
Centre Learning Community CS	3/21/2011	Kosta Dussias	CEO, Business Manager
Centre Learning Community CS	3/21/2011	Patricia Hunt	Educational Compliance Officer

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

Name of School _____

Address of School _____

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	779,806.27
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	132,053.67
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	\$	19,516.15
	2130 Attendance Services		
	2140 Psychological Services	\$	26,016.77
	2150 Speech Pathology and Audiology Services	\$	9,225.46
	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	\$	725.09
	2280 Nonpublic Support Services		
2300	SUPPORT SERVICES - ADMINISTRATION		
	2310 Board Services		
	2320 Board Treasurer Services		
	2340 Staff Relations and Negotiations Services		
	2350 Legal Services	\$	897.50
	2360 Office of the Superintendent (Executive Director) Services		
	2370 Community Relations Services	\$	5,625.94
	2380 Office of the Principal Services		
	2390 Other Administration Services	\$	51,896.93
2400	SUPPORT SERVICES - PUPIL HEALTH	\$	5,198.94
2500	SUPPORT SERVICES - BUSINESS		
	2510 Fiscal Services	\$	94,106.37

	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	\$ 7,962.46
	2620	Operation of Buildings Services	\$ 48,680.59
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	\$ 837.45
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	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	\$ 26,697.93
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	\$ 14,570.93
	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	\$ 35,062.25
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	\$ 2,550.00
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	\$ 74,877.64
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	\$ 135,718.00
TOTAL EXPENDITURES		\$ 1,472,026.34

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2008 \$ 5,705.88

July 1, 2012 Unreserved Fund Balance \$ 159,826.88

July 1, 2013 Unreserved Fund Balance (unaudited) \$ 165,532.76

Notes:

Modified accrual basis

This financial statement has been not been prepared in accordance with generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board and may not include all accruals and/or depreciation expenses.

Centre Learning Community

Financial Statements

June 30, 2012

Centre Learning Community

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June 30, 2012

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Independent Auditors' Report

Board of Directors
Centre Learning Community

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

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund and the aggregate remaining fund information of Centre Learning Community as of June 30, 2012, and the respective changes in financial position and budgetary comparison for the General Fund thereof, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Management has omitted the Management's Discussion and Analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. Our opinion on the basic financial statements is not affected by this missing information.

State College, Pennsylvania
No Date, 2012

Centre Learning Community

Statement of Net Assets

June 30, 2012

Assets

Current Assets

Cash	\$	260,900
Due from Commonwealth of Pennsylvania		3,105
Due from other governments		39,988
		<hr/>
Total current assets		303,993

Noncurrent Assets

Deferred financing costs		11,986
Property and equipment		1,533,526
Accumulated depreciation		(606,851)
		<hr/>
Total noncurrent assets		938,661

Total assets	\$	1,242,654
--------------	----	-----------

Liabilities and Net Assets

Liabilities

Current liabilities

Current portion of long-term debt	\$	40,845
Accounts payable		910
		<hr/>
Total current liabilities		41,755

Long-term debt		510,533
		<hr/>

Total liabilities		552,288
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Net Assets

Invested in capital assets, net of related debt		375,297
Unrestricted		315,069
		<hr/>
Total net assets		690,366

Total liabilities and net assets	\$	1,242,654
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See notes to financial statements

Centre Learning Community

Statement of Activities

Year Ended June 30, 2012

Functions/Programs	Expenses	Charges for Services	Program Revenues Operating Grants and Contributions	Net Revenues (Expenses) and Changes in Net Assets Governmental Activities
Governmental Activities				
Instruction	\$ (887,453)	\$ -	\$ 1,283,337	\$ 395,884
Instructional student support	(46,387)	-	971	(45,416)
Administrative and financial support services	(159,693)	-	3,641	(156,052)
Operation and maintenance of plant services	(70,148)	-	-	(70,148)
Student transportation	(1,917)	-	-	(1,917)
Food services	(23,940)	11,618	12,401	79
Noninstructional services	(16,337)	-	21,951	5,614
Interest on long-term debt	(34,687)	-	-	(34,687)
Total	\$ (1,240,562)	\$ 11,618	\$ 1,322,301	93,357
General Revenues				
Miscellaneous income				5,700
Investment earnings				38
Total general revenues				5,738
Change in Net Assets				99,095
Net Assets, Beginning				591,271
Net Assets, Ending				\$ 690,366

See notes to financial statements

Centre Learning Community

Balance Sheet - Governmental Fund

June 30, 2012

Assets

Cash	\$ 260,900
Due to Commonwealth of Pennsylvania	3,105
Due from other governments	<u>39,988</u>
Total	<u>\$ 303,993</u>

Liabilities and Fund Balance

Liabilities

Accounts payable	\$ 910
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Unassigned Fund Balance

303,083

Total	<u>\$ 303,993</u>
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See notes to financial statements

Centre Learning Community

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Assets

June 30, 2012

Total Fund Balance - Governmental Fund	\$ 303,993
 Amounts reported for governmental activities in the statement of net assets are different because:	
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental fund. The cost of assets is \$1,533,526 and the accumulated depreciation is \$606,851.	926,675
Unamortized deferred financing costs are not reported as non-current assets in the governmental fund.	11,986
Long-term liabilities, including mortgages and notes payable, are not due and payable in the current period, and therefore are not reported as liabilities in the governmental fund.	<u>(551,378)</u>
Total Net Assets - Governmental Activities	<u><u>\$ 691,276</u></u>

See notes to financial statements

Centre Learning Community

Statement of Revenues, Expenditures and Change in Fund Balance - General Fund
Year Ended June 30, 2012

Revenues

Local sources	\$ 1,252,477
State sources	24,269
Federal sources	62,911
	<hr/>
Total revenues	1,339,657

Expenditures

Instruction	852,022
Support services	274,521
Operation of non-instructional services	40,277
Facilities acquisition, construction and improvement	5,021
Debt service	256,540
	<hr/>
Total expenditures	1,428,381

Net Change in Fund Balance	(88,724)
Fund Balance, Beginning	<hr/> 391,807
Fund Balance, Ending	<hr/> <hr/> \$ 303,083

See notes to financial statements

Centre Learning Community

Reconciliation of the Governmental Fund Statement of Revenues, Expenditures and Change in Fund Balance to the Statement of Activities

Year Ended June 30, 2012

Total Net Change in Fund Balance - Governmental Fund \$ (88,724)

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

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

Capital outlays	\$3,210	
Depreciation expense	37,245	(34,035)

Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the statement of activities, interest expense is recognized as the interest accrues, regardless of when it is due. This would include amortization of deferred financing costs. The net additional interest accrued in the statement of activities over the amount due is shown here.

(1,090)

Repayment of long-term debt is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net assets.

222,943

Change in Net Assets of Governmental Activities

\$ 99,094

Centre Learning Community

Statement of Revenues, Expenditures and Changes in Fund Balances

Budget and Actual - General Fund

Year Ended June 30, 2012

	<u>Original and Final Budget</u>	<u>Actual</u>	<u>Variance with Final Budget</u>
Revenues			
Local sources	\$ 1,142,421	\$ 1,252,477	\$ 110,056
State sources	49,504	24,269	(25,235)
Federal sources	46,142	62,911	16,769
Total revenues	<u>1,238,067</u>	<u>1,339,657</u>	<u>101,590</u>
Expenditures			
Instruction:			
Regular program	610,995	730,944	(119,949)
Special programs	132,804	121,078	11,726
Other	25,346	-	25,346
Total instruction	<u>769,145</u>	<u>852,022</u>	<u>(82,877)</u>
Support services:			
Pupil personnel	35,000	46,387	(11,387)
Administration	113,201	86,006	27,195
Pupil health	2,500	4,452	(1,952)
Business	90,498	70,632	19,866
Operation and maintenance of plant services	62,583	65,127	(2,544)
Student transportation	750	1,917	(1,167)
Total support services	<u>304,532</u>	<u>274,521</u>	<u>30,011</u>
Operation of non-instructional services:			
Student activities	9,000	16,337	(7,337)
Community services	3,000	-	3,000
Food services	21,000	23,940	(2,940)
Total operation of non-instructional services	<u>33,000</u>	<u>40,277</u>	<u>(7,277)</u>
Facilities acquisition, construction and improvement	<u>-</u>	<u>5,021</u>	<u>(5,021)</u>
Debt service	<u>302,067</u>	<u>256,540</u>	<u>45,527</u>
Total expenditures	<u>1,408,744</u>	<u>1,428,381</u>	<u>(19,637)</u>
Net Change in Fund Balance	<u>\$ (170,677)</u>	<u>(88,724)</u>	<u>\$ 81,953</u>
Fund Balance, Beginning		<u>391,807</u>	
Fund Balance, Ending		<u>\$ 303,083</u>	

See notes to financial statements

Centre Learning Community

Statement of Fiduciary Net Assets - Agency Fund

June 30, 2012

	Asset	
Cash		<u>\$ 11,005</u>
	Liability	
Due to Student Groups		<u>\$ 11,005</u>

See notes to financial statements

Centre Learning Community

Notes to Financial Statements

June 30, 2012

1. Nature of Operations and Summary of Significant Accounting Policies

The financial statements of Centre Learning Community (the "School") have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Nature of Operations

The School is a non-profit corporation that provides education to children in grades five through eight in Centre and surrounding counties. The corporation was formed as a charter school under the Pennsylvania Charter School Law. It is exempt from federal taxes under Internal Revenue Code Section 501(c)(3) and is not considered a private foundation.

Reporting Entity

The School is required by the Commonwealth of Pennsylvania to follow accounting principles that are acceptable for government entities. The Governmental Accounting Standards Board ("GASB") issued Standard No. 39, Determining Whether Certain Organizations Are Component Units, an amendment of GASB No. 14, to determine component units that should be included in financial statements. The specific criteria used in determining whether other organizations should be included in the School's financial reporting entity are financial accountability, fiscal dependency and legal separation.

As defined above, there are no other related organizations that should be included in the School's financial statements.

Basis of Presentation

Government-Wide Statements

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund financial statements categorize primary activities as governmental. The School's General Fund is classified as a governmental activity.

The government-wide Statement of Activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues. The Statement of Activities reduces gross expenses (including depreciation) by related program revenues, operating and capital grants. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants.

The net costs (by function) are normally covered by general revenue.

The School does not allocate indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net assets resulting from the current year's activities.

Centre Learning Community

Notes to Financial Statements

June 30, 2012

Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprises its assets, liabilities, reserves, fund equity, revenues and expenditures/expenses. The various funds are reported by generic classification within the financial statements.

The following fund types are used by the School.

Governmental Funds

Governmental Funds are those through which most functions of the School are financed. The acquisition, use and balances of the School's expendable financial resources and the related liabilities are accounted for through governmental funds.

General Fund

The General Fund accounts for the general operations of the School. It also services mortgage debt. Revenues are primarily derived from State appropriations which are passed through the State College School District. Many of the more significant activities of the School, including instruction, administration, and certain non instructional services are accounted for in this fund.

Fiduciary Funds

Fiduciary Funds are used to account for assets held by the School in a trustee capacity.

Agency Fund

The Agency Fund is used to account for assets held by the School as an agent for others. The Agency fund includes the student activities' accounts.

Measurement Focus

Government-Wide Financial Statements

The government-wide financial statements are prepared using the economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of the School are included on the statement of net assets. The statement of activities presents increases (i.e., revenues) and decreases (i.e., expenses) in the School's net total assets.

Fund Financial Statements

Governmental funds are accounted for using the current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Centre Learning Community

Notes to Financial Statements

June 30, 2012

Basis of Accounting

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

The measurement focus is upon determination of changes in financial position, rather than upon net income determination.

Accrual Basis

Governmental activities in the government-wide financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual Basis

The governmental fund financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual. i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term debt, if any, is recognized when due.

Budgets and Budgetary Accounting

The School adopts an annual budget for the General Fund in accordance with law.

All budgets are maintained on a modified accrual basis by fund, function and object, with expenditures controlled by line item. Appropriations lapse at the end of each year and must be reappropriated. The School has no encumbrances.

The Board approves budget transfers between departments within School funds. Budgeted amounts are as originally adopted or as amended by the Board at various times.

Capital Assets

Capital assets purchased or acquired are reported at historical cost or estimated historical cost. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Buildings and improvements	20 - 40 years
Equipment and other capital assets	3 - 5 years
Furniture	7 years

Centre Learning Community

Notes to Financial Statements
June 30, 2012

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

2. Significant Concentration of Credit Risk

The School maintains substantially all of its cash balances with two local financial institutions.

Custodial credit risk is the risk that, in the event of a bank failure, the School's deposits may not be returned. The School does not have a custodial risk policy for custodial credit risk. At June 30, 2012, none of the School's bank balances were exposed to custodial credit risk, as these deposits were covered by depository insurance.

3. Capital Assets

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

	<u>Balance July 1, 2011</u>	<u>Additions</u>	<u>Transfers Deductions</u>	<u>Balance June 30, 2012</u>
Governmental activities:				
Capital assets, not being depreciated,				
Land	\$ 220,000	\$ -	\$ -	\$ 220,000
Capital assets, being depreciated:				
Building and improvements	988,219	-	-	988,219
Equipment and other capital assets	314,702	3,210	-	317,912
Furniture	7,395	-	-	7,395
Total capital assets, being depreciated	1,310,316	3,210	-	1,313,526
Accumulated depreciation	<u>(569,606)</u>	<u>(37,245)</u>	-	<u>(606,851)</u>

Centre Learning Community

Notes to Financial Statements

June 30, 2012

	<u>Balance July 1, 2011</u>	<u>Additions</u>	<u>Transfers Deductions</u>	<u>Balance June 30, 2012</u>
Total capital assets, being depreciated, net	740,710	(34,035)	-	706,675
Governmental activities capital assets, net	<u>\$ 960,710</u>	<u>\$ (34,035)</u>	<u>\$ -</u>	<u>\$ 926,675</u>

Depreciation of \$37,245 was charged to instruction in the statement of activities.

4. Long-Term Debt

The changes in long-term debt for the year ended June 30, 2012 are as follows:

	<u>Balance July 1, 2011</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance June 30, 2012</u>	<u>Current Portion</u>
Revenue note, Series of 2007	\$ 589,554	\$ -	\$ (38,176)	\$ 551,378	\$ 40,845
Seller financed mortgage	<u>184,767</u>	<u>-</u>	<u>(184,767)</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 774,321</u>	<u>\$ -</u>	<u>\$ (222,943)</u>	<u>\$ 551,378</u>	<u>\$ 40,845</u>

Long-term debt consists of the following at June 30, 2012:

5.25% Revenue Note, Series of 2007, payable to a bank with monthly payments, including principal and interest of \$5,727, unpaid balance due December 2022, secured by land	\$ 551,378
Current portion	<u>(40,845)</u>
Long-term debt	<u>\$ 510,533</u>

Centre Learning Community

Notes to Financial Statements

June 30, 2012

Scheduled principal repayments are as follows:

<u>Year Ending June 30:</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 40,845	\$ 27,876	\$ 68,721
2014	43,042	25,679	68,721
2015	45,357	23,364	68,721
2016	47,796	20,925	68,721
2017	50,366	63,186	113,552
2018 – 2022	295,498	3,608	299,106
2023 – 2024	28,474	3,608	32,082
Total	<u>\$ 551,378</u>	<u>\$ 168,246</u>	<u>\$ 719,624</u>

5. Pension Plan

The School sponsors a defined contribution retirement plan. Contributions were \$45,409 for the year ended June 30, 2012.

Centre Learning Community Charter School

SECTION: FINANCES

TITLE: PAYMENTS OF CLAIMS

ADOPTED: May 25, 2011

REVISED:

616. PAYMENTS OF CLAIMS

It is the purpose of the Board to effect the prompt payment of bills, but at the same time to ensure that due care has been taken in the review of such bills.

The Centre Learning Community Charter School, in accordance with State Law, will not issue any checks without the authorization of the proper School administrators and the approval of the Board.

A. Bills will be presented to the Board for its approval at the regular monthly Board meetings.

B. Certain payments can be made without the prior approval of the Board and a listing of these will be presented for such approval at their next meeting. These include:

1. Amounts owing under any contracts which previously have been approved by the Board.
2. Amounts owing whereby the prompt payment of which the School will receive a discount or other advantage.
3. Reimbursement for approved employee expenditures.
4. Amounts under \$2,500 owed to local vendors.
6. Amounts owed for utilities and heating fuel.

C. All checks over \$5,000.00 not covered under any of the above provisions requires the Board President's signature.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: SCHOOL FINANCIAL AUDIT

ADOPTED: December 15, 2011

REVISED:

612. SCHOOL FINANCIAL AUDIT

The Board recognizes the importance of the right of the public to have access to the public records of the School. This includes public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the School's certified public accountant and, if applicable, the audit conducted by the Commonwealth's auditor general's office.

The Board also recognizes its obligation as an elected body to represent the best interests of all of its constituents. Therefore, the Board will make the results of both the School's certified public accountant's audit and, if applicable, the auditor general's audit available to the public at the business office of the School.

The Board believes that the two (2) available audits provide adequate safeguards for the public interest. Therefore, special audits by special interest groups are not permitted.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: PETTY CASH

ADOPTED: December 15, 2011

REVISED:

611. PETTY CASH

For the transparency and clarity of expenditures, the school will not maintain a petty cash fund.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: PAYROLL DEDUCTIONS

ADOPTED: December 15, 2011

REVISED:

610. PAYROLL DEDUCTIONS

The Board may, at its discretion, act on behalf of individual employees to deduct a certain amount from the employee's paycheck and remit an equal amount to an agent designated by the employee.

A. No deductions may be made from the wages of an employee for the following without proper authorization by the employee:

1. Federal Withholding Tax.
2. Social Security.
3. State Income Tax.
4. Local Wage Tax.
5. Retirement Contributions.
6. Occupational Privilege Tax.
7. Wage attachments mandated by law.

B. Various optional deductions may be made from the wages of an employee where applicable according to negotiated contracts. These include but are not limited to the following:

1. United Way.
2. U.S. Savings Bonds.
3. Various Insurance Programs.
4. Associations Dues.

C. The school will make available to employees the opportunity of arranging deductions from their pay for tax sheltered annuities.

1. The Board assumes no responsibility, legally or financially, for the proposed program.
2. The school will establish payroll withholding for not more than one (1) Tax Sheltered Annuity (TSA) companies.
3. All rights of ownership in all annuities purchased by the school shall be in the name of the employee for whom the annuity is purchased.
4. Each employee will complete and sign a Salary Reduction Agreement prior to any payroll deductions being made for the approved TSA.

D. All service providers will complete a Service Provider agreement form before payroll deductions can be initiated. The agreement will include but not be limited to the following:

1. The Service Provider shall provide any employee a Maximum Exclusion Allowance calculation when requested.
2. The Service Provider shall be responsible for reporting and withholding taxes on distributions it makes directly to employees and/or their beneficiaries.
3. The Service Provider shall extend its cooperation in providing necessary information to the school in the event of a tax audit.
4. The Service Provider agrees to indemnify and hold harmless the school, including any individual member of the School Board, and employees from every claim, demand or suit which may arise out of, be connected with, or be made by reason of the negligence of the Service Provider or failure of the Service Provider to meet the requirements of the agreement.
5. The Service Provider shall offer only custodial accounts or annuity contracts, the terms of which comply with the provisions of Applicable Law.
6. The Service Provider shall comply with all pertinent written directives regarding the solicitation of employees.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: PAYROLL AUTHORIZATION

ADOPTED: December 15, 2011

REVISED:

609. PAYROLL AUTHORIZATION

Employment and authorization to pay all permanent, temporary, and part-time School employees must be approved by the Board.

The Board shall take action, and note such actions in its minutes for:

1. Employment or re-employment on a contractual, temporary, or part-time basis.
2. Transfers and changes in grade, and resignations, retirements, deaths, or discharges of all employees or non-retentions of temporary professional employees.
3. Such action shall include a listing of the name of the individual, the position title, the salary or rate of pay, except in the case of terminations, the date when salary or rate of pay begin, change, or terminate.

Overtime can only be scheduled and paid when previously budgeted and authorized by the employee's immediate supervisor.

To meet the objectives of this policy, the Board requires the CEO to establish procedures for employing and paying all school employees.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: INVESTMENTS

ADOPTED: December 15, 2011

REVISED:

608. INVESTMENTS

It shall be the policy of the Board to optimize its return through investment of cash balances in such a way as to minimize non-invested balances and to maximize return on investments.

The primary objectives of investment activities, in priority order, shall be:

1. **Legality** - All investments shall be made in accordance with applicable laws of Pennsylvania.
2. **Safety** - Safety of principal shall be of highest priority. Preservation of capital in the portfolio of investments shall be ensured through the mitigation of credit risk and interest rate risk.
3. **Liquidity** - Investments shall remain sufficiently liquid to meet all operating requirements that are reasonably anticipated. A fiscal year operations anticipated cash flow shall be developed so that investments can be made as early as possible, with maturities concurrent with anticipated cash demands.
4. **Yield** - Investments shall be made with the objective of attaining a market average rate of return throughout the budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs.

The Board shall delegate to a designated individual the responsibility to manage the school's investment program, in accordance with written, Board approved procedures for operation of the investment program.

The designated individual responsible for investments shall report monthly to the Board the following:

1. Amount of funds invested.
2. Interest earned and received to date.
3. Types and amounts of each investment and the interest rate on each.
4. Names of the institutions where investments are placed.

The Board directs the CEO to have developed written procedures that will ensure compliance with this policy. Such procedures shall include a disclosure form for designated individuals involved in the investment process and/or required written statements for advisors and bidders.

Investments permitted by this policy are those defined in Section 440.1 PA School Code, as amended, which are collateralized in accordance with applicable laws. All securities shall be purchased in the name of the school, and custody of the securities shall be specified within the school's investment program.

All investment advisors or bidders shall verify in writing that they have received a copy of this policy. Such written statement shall indicate that they have read and understand this policy and all applicable statutes related to school investments, along with their intent to comply fully with these requirements.

The school shall require all investment advisors/bidders to submit annually any or all of the following, as appropriate:

1. Audited financial statements.
2. Proof of National Association of Securities Dealers (NASD) certification.
3. Proof of state registration.

Designated officers and employees involved in the school's investment process shall disclose any personal business activity that could conflict with the proper execution and management of the investment program or could impair their ability to make impartial decisions.

The Board directs that all investment records be subject to annual audit by the school's independent auditors. The audit shall include but not be limited to independent verification of amounts and records of all transactions, as deemed necessary by the independent auditors.

It shall be the responsibility of the investment advisor and/or bidder to maintain necessary documents to permit independent audit of the school's investments.

Bond Proceeds

Bond proceeds shall be invested in accordance with the Local Government Unit Debt Act and applicable federal and state laws, subject to approval by the solicitor and/or bond counsel and the School Board. Investment transactions arising from bond proceeds shall be reported monthly to the Board, in accordance with this policy.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: PURCHASES NOT BUDGETED

ADOPTED: December 15, 2011

REVISED:

607. PURCHASES NOT BUDGETED

The laws of the State and the interests of the community require fiscal responsibility by the Board in the operation of the school. Appropriate fiscal controls are hereby adopted to insure that public funds are not disbursed in amounts in excess of the appropriations.

When funds are not available for a proposed appropriation, a legal transfer from one class of expenditure to another may be made in the last nine months of the fiscal year by the Board if it is apparent that the necessary surplus funds do exist in another appropriation and if the procedures specified in Board Policy are followed, and it can be demonstrated that the proposed expenditure would be educationally warranted in the current fiscal year.

In the event of emergency (which exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten the continuance of existing school classes), a purchase order may be authorized by the CEO.

Any expenditures in excess of appropriation made in conformance with this policy shall be reported to the Board at the next meeting with a recommendation of funds to be transferred to cover said purchase.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: BUDGET PREPARATION

ADOPTED: December 15, 2011

REVISED:

604. BUDGET PREPARATION

The Board considers the preparation of an annual budget to be one of its more important responsibilities because the budget is the financial reflection of the educational plan for the School. The budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligations of the School.

The Board recognizes its obligation to the taxpayers of this community to approve only those expenses reasonably required to provide an educational program suitable to the needs and desires of this School, including an unreserved fund balance and such funds as may be required to support a Capital Reserve Fund.

Guidelines

The budget should evolve primarily from the needs of the programs as expressed by the staff and be compatible with goals and long range plans of the School.

In preparing the budget, the budget head should involve staff members.

The objectives of this budget development process is to establish a clear and comprehensive picture of the needs/opportunities and priorities of the school.

The CEO shall present a tentative budget to the Board for consideration at its May meeting. Prior to June 30 of the current fiscal year, the Board shall adopt a budget for ensuing fiscal year after conducting a public hearing.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: BUDGET PLANNING

ADOPTED: December 15, 2011

REVISED:

603. BUDGET PLANNING

The budget shall be designed to reflect the Board's objectives for the education of the children of the School. Therefore, it must be organized and planned to ensure adequate understanding of the financial needs associated with Program support and development. This necessitates a continuous review of the financial requirements for programs of the School.

To meet the objectives of this policy, the Board directs the CEO or his/her designee to

- a. Establish the major dates for budget preparation.
- b. Provide all necessary forms for budget development.
- c. Prepare an annual estimate of anticipated school enrollments.
- d. Establish staffing ratios and estimate benefit costs.
- e. Prepare a long range plan for the annual maintenance and replacement of facilities.
- f. Maintain a plan of anticipated revenues based on State and Federal legislation.
- g. Establish a projected budget of revenue and expenditures.
- h. Report to the Board any serious financial implication arising from the budget plan.
- i. Include in all ongoing School studies of the educational program, an estimated annual cost of implementing said program.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: BUDGET HEARING

ADOPTED: December 15, 2011

REVISED:

602. BUDGET HEARING

The annual tentative budget represents the position of the Board, and all reasonable means shall be employed by the Board to present and explain that proposed budget to all interested parties. The Board will conduct a public hearing at least two (2) weeks prior to the final budget adoption.

Information about the budget will be presented to the Board and public at the public hearing. The administration and staff will respond to questions from the Board. The Board, administration, and staff will respond to questions and hear concerns from the public.

The proposed budget as formulated by the Board shall be set forth in necessary detail using the prescribed format of the State Department of Education and shall be made available to the public at the school office.

A detailed budget document to enhance understanding shall be prepared annually. This report shall be made available to the public in the school office.

A simplified form of the budget shall be prepared for distribution to the public at the budget hearing.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: BANK ACCOUNTS

ADOPTED: December 15, 2011

REVISED:

601. BANK ACCOUNTS

The Board shall designate, by a majority vote of the entire Board of Trustees, one or more banks or banking/savings institutions as depository for the safeguarding of school funds.

Each such depository shall furnish proper security for such deposits in the amount designated by the Board and in accordance with law.

Each depository shall be required to report to the Treasurer or Board monthly on the status of such funds in the manner required by law. Every five (5) years the Board shall obtain quotations for specified banking services prior to designating its depository.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Dietrick, Amanda	Yes	Instructional I Mid-Level Mathematics 7-9 (2860), Instructional I Elementary K-6 (2810)	5-8	Mid-Level Math, Elementary K-6	1015.5	100%	
2	Ilgen, Morgan	Yes	Instructional I Mid-Level Citiz. Ed 7-9 (2870), Instructional I Mid-Level Science 7-9 (2880), Instructional I Health K-12 (4810), Instructional I English 7-12 (3230), Instructional I English 7-12 (3230)	5-8	Communications 7-12, English 7-12, Mid-Level Math 7-9, Mid-Level Citiz., Health, Mid-Level Science	1015.5	100%	
3	Kennedy, Andrea	Yes	Special Education N-12 Mid-Level Mathematics 7-9, Level II, Family-Consumer Sci K-12	5-8	Learning Support, Mid-Level Mathematics 7-9, FCS K-12	1015.5	100%	
4	Kennedy, Kelly	Yes	HOUSSE Designation - Charters Only Mid-Level Mathematics 7-9 (2860)	5-8	Mid-Level Math	221.25	22%	
5	Kennedy, Kelly	Yes	Temporary Teaching Permit Elementary K-6 (2810)	5-8	Elementary K-6	794.25	78%	
6	Donnelly, Siobhan	Yes	Instructional I Mid-Level Mathematics 7-9 (2860), Instructional I Ment and/or Phys Handicapped K-12 (9235), Instructional I Elementary K-6 (2810)	7-8	Mid-Level Math	221.25	100%	
7	Swartz, Deborah M.	Yes	Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235),	5-8	Learning Support	1015.5	100%	
8	Rowan, Brian	Yes	Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9, Mid-Level Mathematics 7-9, Mid-Level Science 7-9, Elementary K-6, Instructional I	5-8	Mid-Level Math, General Science, Mid-Level Citiz. Ed, Mid-Level English	1015.5	100%	
9	Toci, Mark	Yes	Communications 7-12, Instructional II, Mid-Level Mathematics 7-9, Mid-Level Science, Social Studies Housse Designation	7-8	Mid-Level Math, Mid-Level Citiz. Ed, Mid-Level English, General Science	1015.5	100%	
10	Weaver, Amy	Yes	Elementary K-6, Instructional I, Program Specialist ESL	5-6	Elementary K-6, Program Specialist ESL	1015.5	100%	
11	Himmelberger, Curt	Yes	K-6TH INSTRUCTIONAL I	5-8	Chess, K-6TH INSTRUCTIONAL I	17.75	100%	
12	Houtz, Colleen	Yes	Instructional I Elementary K-6 (2810)	5-8	World Art, Community Adventures, Library Crew K-6TH INSTRUCTIONAL K-6TH INSTRUCTIONAL I	342	100%	
13	Manni, Michael	Yes	Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96), Instructional I Health & Physical Educ K-12 (4805)	5-8	PE -- CLC DAY TO DAY SUBSTITUTE	176	100%	
14	Wassom, Melanie	Yes	Instructional II Art K-12 (1405)	5-8	Art INSTRUCTIONAL II ART K-12TH	112.5	100%	
15	Willis, Nancy	Yes	Educational Specialist I School Nurse K-12 (1890)	5-8	Nurse	86.75	100%	
16	Boving, Pernille	No		5-8	Art	49.5	0%	5%
17	Keefe, Kelly	No		5-8	Yoga	40.25	0%	4%
18	Kipp, Sarah	No		5-8	Art	77.25	0%	8%
19	Mitra, Ran	No		5-8	Creative Writing	24.75	0%	2%

20	Pauze, Dawn	No		5-8	Music, Community Adventures	312.5	0%	31%	
21	Plattner, Ken	No		5-8	Art	312.5	0%	31%	
22	Price, Matthew	No		5-8	Music	312.5	0%	31%	
23	Seib, Bethany	No		5-8	Art, Gymnastics	292.25	0%	29%	
24	Swartz, Adam	No		5-8	Art	112.75	0%	11%	
25	Wible, Thomas	No		5-8	Music	293	0%	29%	
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39							Hours worked in assignment	Hours worked in certified assignment	Hours worked Non Certified
							10907.50	9080.25	1827.25
								83.25%	16.75%

Total Number of Administrators (do not include CEO) __0__

Total Number of Teachers __24__ Counselors _____ School Nurses ____0____ Others _____

Total Number of Professional Staff __14__

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

Note: Employee number 16 through 25 are part-time employees from the community teaching in areas for which they have extensive practical expertise and work under the supervision of a certified teacher.

Employee number 5 is a full-time teacher who earned the HOUSSE certification for Mid-Level Mathematics 7-9 and teaches math 75 minutes per day. He is listed as Employee number 6 as a teacher currently approved to pursue certification through the ABCTE program.

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: Centre Learning Community CS

Chief Executive Officer: Mr. Kosta Dussias

Special Education Director/Coordinator: Kosta Dussias

BSE Special Education Adviser: Deb Sotack

Date of Report: July 15, 2013

Date Final Report Sent to LEA: March 20, 2013

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 26, 2013

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						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 develop a written procedure to ensure that parents receive NOREP/PWN that specifically indicates ESY eligibility determination, according to the relevant timeline related to each student's disability. EVIDENCE OF CHANGE: The School will provide to the Advisor before 4/15/2013, a copy of the written procedure.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	04/02/2013
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 0 0 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			
					2 0 0 2 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	1	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
8	0	2				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?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before 4/19/2013, documentation that the IEPs have been corrected and that the need for compensatory education has been discussed by the IEP team, for each student so affected.	04/19/2013 Charter School resources; IU & PaTTAN resources are available if requested.	04/16/2013
						CLASSROOM OBSERVATIONS			
9	0	0		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
8	0	0		2		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?			
9	0	1		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?			
9	0	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
3	0	7		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
10	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					3 1 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 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?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
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				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Forced into situations to produce. Opportunity to shine, learn to speak up. Learning independence. Level of expectation. Chance to practice the skills in context. Using alternative methods to demonstrate learning. Group & cooperative learning & improved self-confidence. Challenged, increased self-esteem. Becoming an independent learner, using tools instead of always asking for assistance. Challenged in the general ed setting.</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?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
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?			
9	1	0				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	1				SE 95c. If yes, what reasons were discussed for recommending removal? Direct instruction. Direct instruction. Need for direct instruction. Need for direct instruction. Direct instruction. Direct instruction. Need for small group instruction. Educational needs. Educational needs.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	1				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision. IEP team decision. IEP team decision. IEP team decision. IEP team. By IEP team discussion. IEP team decision. IEP team decision. IEP team decision.			
7	0	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
7	0	3				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
2	0	8				FR 194. PTRE-Consent Form is present in the student file			
2	0	8				FR 195. Demographic data			
2	0	8				FR 196. Reason for reevaluation			
2	0	8				FR 197. Types of assessment tools, tests and procedures to be used			
2	0	8				FR 198. Contact person's name and contact information			
2	0	8				FR 199. Parent has selected a consent option			
2	0	8				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
7	0	3				FR 201. Agreement to Waive Reevaluation is present in the student file			
5	2	3			29%	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)	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
7	0	3				FR 203. Reason reevaluation is not necessary at this time is included			
7	0	3				FR 204. Contact person's name and contact information			
7	0	3				FR 205. Parent has selected a consent option			
7	0	3				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
0	1	9			100%	FR 163. Demographic data	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
1	0	9				FR 164. Date report was provided to parent			
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			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	1	9			100%	FR 173. Lack of appropriate instruction in reading	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
0	1	9			100%	FR 174. Lack of appropriate instruction in math	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources; IU & PaTTAN resources are available if requested.	
0	1	9			100%	FR 175. Limited English proficiency	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
1	0	9				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
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)			
2	0	8				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	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 will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
1	1	8			50%	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 will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
2	0	8				FR 210. Demographic data			
2	0	8				FR 211. Date IEP team reviewed existing evaluation data			
1	0	9				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
2	0	8				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
2	0	8				FR 214. Aptitude and achievement tests			
2	0	8				FR 215. Current classroom based assessments and local and/or state assessments			
2	0	8				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
2	0	8				FR 217. Teacher recommendations			
2	0	8				FR 218. Lack of appropriate instruction in reading			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 219. Lack of appropriate instruction in math			
2	0	8				FR 220. Limited English proficiency			
2	0	8				FR 221. Conclusion regarding need for additional data is indicated			
1	0	9				FR 222. Reasons additional data are not needed are included			
2	0	8				FR 223. Determination whether the child has a disability and requires special education			
2	0	8				FR 224. Disability category(ies)			
2	0	8				FR 225. Summary of findings includes student's educational strengths and needs			
2	0	8				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
2	0	8				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
2	0	8				FR 228. Interpretation of additional data			
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 238. Statement for all 6 items			
2	0	8				FR 239. Documentation of Evaluation Team Participants			
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	1	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
3	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
3	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	3	1			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?			
1	1	2	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	3	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	3	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	0	9				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			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 243. Demographic data	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
9	0	1				FR 244. Purpose(s) of the meeting			
3	0	7				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	0	10				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			
3	0	7				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			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
8	2	0			20%	FR 259. Demographic data	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
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)			
10	0	0				FR 263. Parents			
4	0	6				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	5	0			50%	FR 267. Local Education Agency Representative	The Charter School will develop a written procedure to ensure that required IEP team members attend all IEP meetings or that they are properly excused with parental permission. EVIDENCE OF CHANGE: The School will provide to the Advisor a copy of the written procedure before 1/17/2014, with documentation of staff members who have received Board authorization to serve in the role of LEA representative at IEP team meetings. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				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			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
4	0	6				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	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	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
9	0	1				FR 281. Student's present levels of academic achievement			
9	0	1				FR 282. Student's present levels of functional performance			
3	0	7				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
7	1	2			13%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
9	0	1				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
9	0	1				FR 286. Strengths			
9	0	1				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
3	0	7				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
3	0	7				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
3	0	7				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
3	0	7				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
3	0	7				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
3	0	7				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
3	0	7				FR 292c. Annual goals are related to the student's transition services			
						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)			
9	0	1				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)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	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			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
0	0	10				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				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			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
6	0	4				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
7	0	3				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			
10	0	0				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			
9	0	1				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			
10	0	0				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			
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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
4	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
4	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
4	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	4	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?			
4	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you?			
4	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
4	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
4	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?			
4	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
1	0	3	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	3	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		4	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
10	0	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
10	0	0				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
10	0	0				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?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
3	0	1	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
3	0	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				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	0	3				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
6	0	4				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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?			
10	0	0				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?			
10	0	0				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?			
10	0	0				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 progress. Independence, confidence. Success in areas not successful before. Success, feels a part of group, modify via computer. Doesn't feel separated from other children. Peer modeling, exposure to age-appropriate curriculum. Finding success where not found before, & with cooperative working. Peer modeling, exposure to curriculum. Peer modeling, curriculum exposure. Working in a group, able to see success, doesn't feel separated.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
4	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
4	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?			
					4 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 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			
4	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				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?			
10	0	0				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?			
9	1	0				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	1				GE 79c. 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
						Need for direct instruction. Need for direct instruction. Extra help. Needed extra help.			
0	0	1				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision. IEP team decision. IEP team decision. IEP team decision. IEP team. IEP team decided. IEP team decision. IEP team decision. IEP team decision.			
10	0	0				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?			
1	0	9				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?			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
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)			
2	0	2	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?			
4	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
4	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	4	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?			
0	0	4	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?			
0	0	10				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
1	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	0	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?			
3	1	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	1	0			P 50c. If yes, what reasons were discussed for recommending removal? Need for direct instruction. Need for direct instruction. Carry over from old IEP.			
0	0	1	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? IEP team decision. IEP team decision. Based on carry over from old IEP. IEP team decision.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	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?			
4	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? Socially, emotionally, peer interaction. Material presented in other ways. Better computer skills, preparing for HS, group work & presentation skills. Self-esteem.			
0	0	4	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					1 0 0 0 0 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
4	0	6				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	0	4				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 328. NOREP/PWN is present in the student file			
8	2	0			20%	FR 329. Demographic data	The Charter School will develop a written procedure to ensure that eligible students' educational records contain all the required information and that they are completed within the regulatory timelines. EVIDENCE OF CHANGE: The School will provide to the Advisor, before 1/17/2014, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before 1/17/2014.	03/20/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
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			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
8	0	2				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				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.)			
10	0	0				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	3	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?			
					4 0 0 0 0 0	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 0 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 1 1 2	P 66. Tell me anything you really like about your child's special education program. d. staff's knowledge, training i. support services l. more inclusion n. other Mastery of skills, confidence. Challenges the student, but takes into account individual needs.			
		3	0		1	P 67. Tell me anything you would like to change about the program. g. staff open to suggestions, good communication			
		0	0		1 1 2	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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Would like a video in training parents. The parent feels it is helpful to see as well as to be told. Staff really addressed concerns. Curriculum great.			
9	0	1				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
0	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					0 0 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
					0 0 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
						S 134. How much time do you spend with students who do not have disabilities?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	Too Much			
					0	Enough			
					0	A Little			
					0	Not Enough			
					0	Don't Know			
0	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
0	0		0			S 138. Were you invited to participate in the last IEP meeting?			
						Other			
0	0		0			S 139. Did you participate in the last IEP meeting?			
						Other			
0	0		0			S 140. Do you have a post secondary transition program?			
						Other			
0	0		0			S 141. Do you have an employment transition program?			
						Other			
0	0		0			S 142. Do you have a community living transition program?			
						Other			
0	0		0			S 143. Did you assist in the development of the transition program?			
						Other			
0	0		0			S 144. Is that transition plan being followed?			
						Other			
0	0		0			S 145. Did you discuss what you would do after graduation or finishing high school?			
						Other			
			0			S 146. Which of the following agencies participate in your IEP development?			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services?			
						Other			
						S 148. Comments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			
						The Charter School needs to ensure that IEPs for students moving into the school are revised to show the name of the new LEA and the location of the building where the services are to be provided, at a minimum, as well as to incorporate any other changes to the IEP agreed upon by the IEP team.	The School will develop a written procedure to ensure that the educational records of eligible students entering the School are revised as appropriate, showing at a minimum, the name of the new LEA and the new building where the student will receive educational services. EVIDENCE OF CHANGE: The School will provide to the Advisor, before the due date, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect.	01/17/2014 Charter School resources; IU & PaTTAN resources are available if requested.	06/14/2013
						The Charter School needs to ensure that the educational records for students moving into the school are complete and accurate, either by obtaining complete and accurate documents from the former LEA, or by generating missing or correcting inaccurate documentation itself, using the Evaluation/Reevaluation and IEP process.	The School will develop a written procedure which directs the review of records obtained from previous LEAs for completeness and accuracy, and which provides for completion and correcting of inadequate, inaccurate, or missing educational records for eligible students entering the Charter School. EVIDENCE OF CHANGE: The School will provide to the Advisor, before the due date, a copy of the written procedure. The Advisor will conduct an on-site file review to verify that the new procedure has had the necessary effect, before the due date.	01/17/2014 Charter School resources; IU & PaTTAN resources are available if requested.	06/14/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 15A Parent Survey Results	Pursuant to the information obtained from the parent survey, the Charter School will engage in at least one new initiative to enhance its efforts to inform and promote the training opportunities offered to parents of eligible students. EVIDENCE OF CHANGE: The School will provide to the Advisor a memo summarizing the new initiative and any others used, to inform and promote training activities for parents of eligible students, before the due date.	06/30/2014 Charter School resources; IU & PaTTAN resources are available if requested.	
						FSA 19A Teacher Survey Results	Pursuant to the information gathered from the teacher survey, the Charter School will provide professional development to regular education and special education teachers in three topics from the following areas: the varieties of assistive technology available for use in classrooms, and how to use them; examining the school's behavior support program using the School-Wide Positive Behavior Support Needs Assessment framework as articulated in Pennsylvania by PaTTAN; the varieties of inclusive practices available for use in the classroom, and how to use them. EVIDENCE OF CHANGE: The School will provide to the Advisor, before the due date, a memo summarizing the professional development opportunities offered, along with attendance data and documentation.	06/30/2014 Charter School, IU & PaTTAN resources.	