Centre Learning Community CS

Charter Annual Report

07/01/2013 - 06/30/2014

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.org

Governance and Staff

Leadership Changes

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

Leadership changes during the past year on the Board of Trustees and in the school administration:
A new board was seated at the June 20, 2013 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.
There was one candidate to fill each board seat; therefore no elections were necessary for community or family representatives. The 2013-14 Board composition is as follows:

Gail Boldt, Community Rep, 2012-14
Brian Rowan, Staff Rep, 2012-14
Cathy Swarm, Community Rep, 2013-15
Jerre Price, Family Rep, 2013-15
Kim Bahnsen, Family Rep, 2012-14
Alison Carr-Chellman, Community Rep, 2012-14
Ron Boyles, Community Rep, 2013-15
Amanda Dietrick, Staff Rep, 2013-15
Siobhan Donnelly, Student Rep, 2013-14

Board of Trustees Meeting Schedule

Location	Date and Time
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	11/21/2013 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	5/15/2014 7:00 PM
2643 W. College Ave., State College PA 16801	6/19/2014 7:00 PM
2643 W. College Ave., State College PA 16801	7/21/2014 7:00 PM
2643 W. College Ave., State College PA 16801	8/18/2014 7:00 PM
2643 W. College Ave., State College PA 16801	9/15/2014 7:00 PM

2643 W. College Ave., State College PA 16801	10/20/2014 7:00 PM
2643 W. College Ave., State College PA 16801	11/17/2014 7:00 PM
2643 W. College Ave., State College PA 16801	12/15/2014 7:00 PM
2643 W. College Ave., State College PA 16801	1/21/2015 7:00 PM
2643 W. College Ave., State College PA 16801	2/18/2015 7:00 PM
2643 W. College Ave., State College PA 16801	3/18/2015 7:00 PM
2643 W. College Ave., State College PA 16801	4/15/2015 7:00 PM
2643 W. College Ave., State College PA 16801	5/20/2015 7:00 PM
2643 W. College Ave., State College PA 16801	6/17/2015 7:00 PM

Professional Staff Member Roster

Mark Toci	
PA Certified	Yes
Areas of Certification	Instructional II Communications 7-12 (3200), Instructional II Mid-Level Mathematics 7-9 (2860), HOUSSE Designation - Charters Only Mid-Level Science 7-9 (2880), HOUSSE Designation - Charters Only Social Studies 7-12 (8875), HOUSSE Designation - Charters Only Mid-Level Mathematics 7-9 (2860)
Grades Teaching or Serving	7th and 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Language Arts, Social Studies, Science
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Brian Rowan	
PA Certified	Yes
Areas of Certification	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 7-9 (2850), Instructional II Mid-Level Mathematics 7-9 (2860), Instructional II Mid-Level Citiz. Ed 7-9 (2870), Instructional II Mid-Level Science 7-9 (2880)
Grades Teaching or Serving	7th and 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Language Arts, Social Studies, Science
Number of Hours Annually Worked in Assignment	1528

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

Morgan Ilgen	
PA Certified	Yes
Areas of Certification	Instructional I Communications 7-12 (3200), Instructional I English 7-12 (3230), Instructional I Health K-12 (4810), Instructional I Mid-Level Science 7-9 (2880), Instructional I Mid-Level Citiz. Ed 7-9 (2870), HOUSSE Designation - Charters Only Mid-Level Mathematics 7-9 (2860)
Grades Teaching or Serving	6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Language Arts, Social Studies, Science, Health
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kelly Kennedy	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6 (2810), HOUSSE Designation - Charters Only Mid-Level Mathematics 7-9 (2860)
Grades Teaching or Serving	5th, 6th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Language Arts, Social Studies, Science
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Andrea Kennedy	
PA Certified	Yes
Areas of Certification	Instructional I Special Education N-12 , Instructional I Mid-Level Mathematics 7-9 (2860), Instructional II Mid-Level Mathematics 7-9 (2860), Instructional II Special Education N-12 (9225), Instructional II Family-Consumer Sci K-12 (5600)

Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education, Family and Consumer Science, Math
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Deborah Swartz (Madrak)	
PA Certified	Yes
Areas of Certification	Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235)
Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education, Math
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Siobhan Donnelly	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6 (2810), Instructional I Ment and/or Phys Handicapped K-12 (9235), Instructional I Mid-Level Mathematics 7-9 (2860)
Grades Teaching or Serving	7th and 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid-Level Math, Assistant Teacher
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	14.0
Percentage of Time in Areas Not Certified	86.0

Amy Weaver	
PA Certified	Yes
Areas of Certification	Instructional II Elementary K-6 (2810), Program Specialist English as a Second Language (ESL) K-12 (4499)
Grades Teaching or Serving	5th, 6th
All Areas of Assignment, Subject Areas Teaching, or	Math, Language Arts, Social

Services Provided	Studies, Science, ESL
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amanda Dietrick	
PA Certified	Yes
Areas of Certification	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 7-9 (2860)
Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid-Level Math, Language Arts, Social Studies, Science
Number of Hours Annually Worked in Assignment	1528
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Raisa Silva Gray	
PA Certified	Yes
Areas of Certification	Instructional I Health & Physical Educ K-12 (4805), Charter School Teacher Designation I Mathematics 7-12 (6800), Emergency Permit: LT Sub with Educational Obligation Health & Physical Educ K-12 (4805), Emergency Permit: LT Sub with Educational Obligation English as a Second Language (ESL) K-12 (4499)
Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math, Physical Education, ESL, Assistant Teacher
Number of Hours Annually Worked in Assignment	506
Percentage of Time in Certified Position	33.0
Percentage of Time in Areas Not Certified	67.0

Steven Linnes	
PA Certified	Yes
Areas of Certification	Instructional I Music K-12 (7205), Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)
Grades Teaching or Serving	5th, 6th, 7th, 8th

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	296
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Erica Parsons	
PA Certified	Yes
Areas of Certification	Instructional I Art K-12 (1405)
Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	296
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Bethany Sieb	
PA Certified	Yes
Areas of Certification	Instructional I Art K-12 (1405)
Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	296
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Colleen Houtz	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6 (2810)
Grades Teaching or Serving	5th, 6th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Topics
Number of Hours Annually Worked in Assignment	296
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nancy Willis	
PA Certified	Yes

Areas of Certification	Educational Specialist I School Nurse K-12 (1890)
Grades Teaching or Serving	5th, 6th, 7th, 8th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Nurse
Number of Hours Annually Worked in Assignment	400
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michael Conkey	
PA Certified	Yes
Areas of Certification	Physical Education
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Physical Education
Number of Hours Annually Worked in Assignment	344
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kelly Keefe	
PA Certified	No
Areas of Certification	N/A
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Topics - Yoga
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Ran Mitra	
PA Certified	No
Areas of Certification	N/A - PhD, Retired PSU professor
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Creative Writiing
Number of Hours Annually Worked in Assignment	25
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Dawn Pauze	
PA Certified	No
Areas of Certification	N/A
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music, Community Adventures
Number of Hours Annually Worked in Assignment	288
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Ken Plattner	
PA Certified	No
Areas of Certification	N/A - Professional Stained Glass Artist
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	288
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Matthew Price	
PA Certified	No
Areas of Certification	N/A - Professional Musician
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	288
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Matthew Price	
PA Certified	No
Areas of Certification	N/A - Professional Musician
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	288
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Adam Swartz	
PA Certified	No
Areas of Certification	N/A - Professional Puppeteer
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	144
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Thomas Wibble	
PA Certified	No
Areas of Certification	N/A - Professional Musician
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	288
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Kim Rimmey	
PA Certified	No
Areas of Certification	N/A
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	329
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Anne Rohan	
PA Certified	Yes
Areas of Certification	Speech Therapy
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Speech Therapy
Number of Hours Annually Worked in Assignment	440
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0

Neal Hemmelstein	
PA Certified	Yes
Areas of Certification	School Psychologist
Grades Teaching or Serving	5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Psychologist
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	**All Employed per Category**	**Appropriately Certified**	**Promoted**	**Transferred**	**Terminated**	**Contracted for Following Year**
Chief Academic Officer/Director	1.00		0.00	0.00	0.00	1.00
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)	8.00	8.00	0.00	0.00	0.00	8.00
Specialty Teacher (including Master Teachers)	5.00	3.00	0.00	0.00	0.00	5.00
Special Education Teacher (including Master Teachers)	2.00	2.00	0.00	0.00	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
Speech Therapist	1	1	0	0	0	1
Part-Time Artists, Musicians and Performance Professionals	7	0	0	0	0	6
Totals	27.00	17.00	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 2013-14 year we did not undertake any major fund-raising activities. Modest fundraising (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. Students 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 2014-15.

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
- 605 - PURCHASES SUBJECT TO BID_Revised.pdf
- 606 - PURCHASES BUDGETED_Revised.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:

The annual budget is developed in consultation with staff members, Board members and community members. A monthly financial report is presented and discussed during Board of Trustee meetings and a review of the financial position of the school is conducted on a bi-monthly basis by the Finance Committee.
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 makesadjusting 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:	ParenteBeard, LLC
Date of Last Audit:	10/18/2013
Fiscal Year Last Audited:	2012-13

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 2013-14 audit will not be completed prior to August1, 2014. We anticipate the 2013-14 audit to be completed by the end of October 2014.

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

Federal Programs Consolidated Review

Basics

Title I Status:	No
Date of Last Federal Programs Consolidated Review:	03/21/2011
School Year Reviewed:	2010-11

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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 expect similar results for the upcoming Federal Programs Consolidated Review.

Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Occupational Therapist and Special Education Support provided by CIU 10	Centre Learning Community Charter School	0.15

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Occupational Therapist and Special Education Support provided by CIU 10	30 Minutes	Intermediate Unit	10 or fewer
School Psychologist	1.25 Hours	Outside Contractor	10 or fewer
Speech Therapist	3 Days	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:	03/26/2013
Link to Report (Optional):	Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

- Student Desks
- Student Chairs
- Projectors
- Security Cameras
- Key Fob Security System and Doors
- Office Desk
- Office File Cabinet
- Office Laptop Computer
- Building Equipment

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

$42,756.00

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:

As previously reported in past Annual Reports, 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 in December 2007. 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.

In 2012 we began a project that foresees 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 inorder 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, however, the continued uncertainty of charter school reform legislation has forced us to delay the actual start of the project. Assuming that some clarity emerges after the 2013-14 legislative session we hope to begin the bidding process during the fall of 2014 and complete the project in time for the beginning of the 2015-16 school year.

Memorandums of Understanding

Organization	Purpose
Central Intermediate Unit 10	Memorandum of Understanding for Participation in the CIU # 10 ESL Consortium
Central Intermediate Unit 10	IDEA pass through funds
Central Intermediate Unit 10	The Centre Learning Community Charter School hereby gives notice of its adoption of the CIU 10 Intermediate Unit's policies and procedures under the federal requirements of 34 CFR PART 300 1
Ferguson Township Police	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. 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.
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 2013-14 Financial Audit.
State College Area School District Food	To purchase meals to meet the requirements of the National School Lunch Program.

Services	
Tapia Technology Consulting	To provide monthly computer/technology support.
Urban's Copiers	To provide for the lease of a Sharp copier.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Ali Carr-Chellman on 7/21/2014

President, Board of Trustees

Affirmed by Kosta Dussias on 7/21/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Ali Carr-Chellman on 7/21/2014

President, Board of Trustees

Affirmed by Kosta Dussias on 7/21/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Ali Carr-Chellman on 7/21/2014

President, Board of Trustees

Affirmed by Kosta Dussias on 7/21/2014

Chief Executive Officer

CERTIFICATION VERIFICATION FORM ____CENTRE LEARNING COMMUNITY CHARTER SCHOOL_____2013-14_____6/3/14____
PDE-414

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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	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	1528	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	1528	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	1528	100%	
4	Kennedy, Kelly	Yes	Instructional I Elementary K-6 (2810), HOUSSE Designation - Charters Only Mid-Level Mathematics 7-9 (2860)	5-8	Elementary K-6, Mid-Level Math	1528	100%	
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	217.5	14%	
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	Assistant Teacher	1310.5	86%	
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	1528	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	1528	100%	
9	Toci, Mark	Yes	Communications 7-12, Instructional II, Mid-Level Mathematics 7-9, Mild-Level Science, Social Studies Housse Designation	7-8	Mid-Level Math, Mid-Level Citiz. Ed, Mid-Level English, General Science	1528	100%	
10	Weaver, Amy	Yes	Elementary K-6, Instructional I, Program Specialist ESL	5-6	Elementary K-6, Program Specialist ESL	1528	100%	
11	Silva Gray, Raisa	Yes	Instructional I Health & Physical Educ K-12 (4805), Charter School Teacher Designation I Mathematics 7-12 (6800), Emergency Permit: LT Sub with Educational Obligation English as a Second Language (ESL) K-12 (4499)	5-8	Mid-Level Math, Physical Education, ESL	506	33%	
11	Silva Gray, Raisa	Yes	Instructional I Health & Physical Educ K-12 (4805), Charter School Teacher Designation I Mathematics 7-12 (6800), Emergency Permit: LT Sub with Educational Obligation English as a Second Language (ESL) K-12 (4499)	5-8	Assistant Teacher	1022	67%	

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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
12	Linnes, Steven	Yes	Instructional I Music K-12 (7205), Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	5-8	Music	288	100%	
13	Houtz, Colleen	Yes	Instructional I Elementary K-6 (2810)	5-8	World Art, Community Adventures, Library Crew K-6TH INSTRUCTIONAL K-6TH INSTRUCTIONAL I	288	100%	
14	Conkey, Michael	Yes	Instructional I Health & Physical Educ K-12 (4805)	5-8	Physical Education	344	100%	
15	Parsons, Ericka	Yes	Instructional II Art K-12 (1405)	5-8	Art INSTRUCTIONAL II ART K-12TH	288	100%	
16	Seib, Bethany	Yes	Instructional I Art K-12 (1405)	5-8	Art	288	100%	
17	Willis, Nancy	Yes	Educational Specialist I School Nurse K-12 (1890)	5-8	Nurse	86.75	100%	
18	Keefe, Kelly	No		5-8	Yoga	40	0%	100%
19	Mitra, Ran	No		5-8	Creative Writing	25	0%	100%
20	Pauze, Dawn	No		5-8	Music, Community Adventures	288.00	0%	100%
21	Plattner, Ken	No		5-8	Art	288.00	0%	100%
22	Price, Matthew	No		5-8	Music	288.00	0%	100%
23	Swartz, Adam	No		5-8	Art	144.00	0%	100%
24	Wible, Thomas	No		5-8	Music	288.00	0%	100%
25	Rimmey, Kim	No		5-8	Counselor	329	0%	100%
26	Anne Rohan	Yes	Speech Therapy	5-8	Speech Thearapist	440	100%	0%
27	Neal Hemmelstein, PhD	Yes	School Psychologist	5-8	School Psychologist	40	100%	0%
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
						Hours worked in assignment	Hours worked in certified assignment	Hours worked Non Certified
						19032.75	16862.75	1361
							88.60%	7.15%

Total Number of Administrators (do not include CEO) __0_____
Total Number of Teachers ___23_____ Counselors _____1_____ School Nurses _____1_____ Others ____2_____
Total Number of Professional Staff __19_____

Note: Employee number 18 through 24 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.

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

Name of School _CENTRE LEARNING COMMUNITY CHARTER SCHOOL_____

Address of School _2643 W. COLLEGE AVE., STATE COLLEGE, PA. 16801_____

CEO Signature _____ Kosta Di _____

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

EXPENDITURES

1000		**INSTRUCTION**	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	$ 806,918.45
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	$ 129,329.84
1300		VOCATIONAL EDUCATION	
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	$ 9,582.60
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	$ 16,023.19
	2130	Attendance Services	
	2140	Psychological Services	$ 8,641.10
	2150	Speech Pathology and Audiology Services	$ 24,698.82
	2160	Social Work Services	
	2170	Student Accounting Services	
	2190	Other Pupil Personnel Services	
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	
	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	$ 6,066.83

	2380	Office of the Principal Services	
	2390	Other Administration Services	$ 59,868.42
2400		SUPPORT SERVICES - PUPIL HEALTH	$ 4,978.58
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	$ 91,776.72
	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	$ 6,658.78
	2620	Operation of Buildings Services	$ 42,111.05
	2630	Care and Upkeep of Grounds Services	$ 40,271.70
	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	$ 961.41
	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	$ 20,536.66
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	$ 9,816.97
	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 SPEICIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	$ 9,981.25
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	$ 216.29
5000		**OTHER EXPENDITURES AND FINANCING USES**	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	$ 62,993.81
5200		FUND TRANSFERS	
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	$ 50,000.00
TOTAL EXPENDITURES			$ 1,401,432.47

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2014 $ 110,025.65

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 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 of 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: PURCHASES BUDGETED

ADOPTED: March 15, 2012

REVISED:

606. PURCHASES BUDGETED

It is the policy of the Board that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the School.

All purchases that are within budgetary limits and were originally contemplated within the budget may be made upon authorization of the Business Manager using district procedures as developed under the CEO's direction.

There shall be a reasonable effort made to obtain, in writing, at least three (3) quotations from independent sources for the supplies, equipment, or services desired whenever possible, when the contemplated expenditure is between $6,100 and $15,200. All quotations received shall be attached to and retained with a copy of the resulting purchase order.

Centre Learning Community Charter School

SECTION: FINANCE

TITLE: PURCHASES SUBJECT TO BID

ADOPTED: March 15, 2012

REVISED:

605. PURCHASES SUBJECT TO BID

It is the policy of the Board to obtain competitive bids for products and services where such bids are required by law or where such bids may be believed to bring about a cost savings to the school.

Materials or supplies to be furnished, sold, or leased to the School, unless exempt by statute, having an aggregate value of more than $15,200 are subject to competitive bid; and all contracts for work to be done, unless exempt by statute, having a value of more than $15,200 shall also be subject to competitive bid. However, if it is not possible to obtain three (3) quotations, a memo must be kept on file for three (3) years showing that either fewer than three (3) qualified contractors exist in the market area or that fewer than three bids were placed. For purchases having values between $6,100 and $15,200, there should be reasonable effort made to secure three (3) quotations, as described in Policy 606.

Bid specifications shall be prepared by the Business Manager.

All contracts where such work is valued at less than $25,000 for supplies, equipment, and labor may be performed by employees of the School.

The Business Manager is authorized to advertise for bids in accordance with statutory procedures without prior approval of the Board, but shall inform the Board of such action at the meeting next following. Records shall be kept in sufficient detail to show that a reasonable number of qualified vendors were invited to bid.

Bids or estimates for the performance of any work or the furnishing of any material shall be delivered to the Business Manager at his/her office, Centre Community Charter School, 2643 W. College Ave., State College, PA., 16801, in sealed envelopes, on or before the day and hour set for receiving same, and shall be opened by the Business Manager at the time and place established in the instructions to the bidders and presented to the Board in the agenda with his/her recommendations.

Contracts shall be awarded to the lowest and best bid consistent with specifications as to quality upon reolution of the Board, unless the Board chooses to reject all bids.

The Board also recognizes that emergencies may occur when imminent danger exists to persons or property or the continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action.

Whenever a contractor shall submit a bid for the performance of work and the contractor later claims a mistake, error or omission in preparing said bid, the contractor shall, before the bids are open, make known the fact and in such case the bid shall be returned unopened.

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.

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

	Name	Phone Number	Check if Interviewed
Superintendent:	Kosta Dussias, CEO	814-861-7980	☑
Business Manager:	Kosta Dussias	814-861-7980	☑
Title I Coordinator:			☐
Title II Part A Coordinator:	Kosta Dussias	814-861-7980	☑
Title III Coordinator:			☐
Fiscal Requirements Coordinator:	Kosta Dussias	814-861-7980	☑
Ed-Flex Waiver Review Coordinator:			☐
Title VI-B REAP Coordinator:			☐

Program(s) Reviewed:

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

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. *Section 1119 (a)(1)&(3) and Section 2141 (a)*	☑	☐	☐	☐ Highly Qualified Plan ☑ List of teacher qualifications ☐ Principal Attestation *(PDE Form 425)* ☐ 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. *Section 2141(c)*	☐	☐	☑	☐ Individual professional development plan for each nonHQ teacher ☐ 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. *Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.*	☐	☐	☑	☐ LEA/SEA plan ☐ 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. *Section 2122 (c)(1)(2)*	☑	☐	☐	☐ Copy of district needs assessment and findings		Through annual peer review process	
5. The LEA involves parents in the planning of professional development activities. *Section 2122 (b)(7)*	☑	☐	☐	☐ 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. *Section 2122 (b)(1)(B)*	☑	☐	☐	☑ 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. *Section 2123 (A)(3)(A&B)*	☑	☐	☐	☑ List of professional development activities. ☐ List of In-Service activities ☐ 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. *Section 2122 (b)(2)*	☑	☐	☐	☐ PD needs assessment ☑ Teacher surveys ☐ 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. *Section 2122 (b)(3)*	☐	☐	☑	☐ Class rosters ☐ Highly Qualified Teachers ☐ 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. *Section 2123 (a)(2)(B)*	☐	☐	☑	☐ 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. *Section 9501(a)(b)(4)*	☐	☐	☑	☐ Expenditures for non-public services ☐ List on PDE web site ☐ 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. *Section 1112(c)(1)(L)*	☐	☐	☑	☐ Equity Plan ☐ Agendas of Equity Plan Meetings ☐ Meeting minutes of Equity Plan writing & planning sessions. ☐ Teachers are reassigned ☐ Changes to union contract ☐ 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	

%>

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
A. Audits **The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.** **OMB Circular A-87**	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	☑	☐	☐	☐ LEA response to findings. ☐ PDE follow-up reviews of findings. ☐ 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 annualy
B. Carryover **The LEA complies with the carryover provisions of Title I.** **Sec. 1127**	1. LEAs with allocations greater than $50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	☐	☐	☑	☐ 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%.	☐	☐	☑	☐ Waiver request on eGrants. ☐ 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
C. Rank Order **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.** **Sec. 1113** **34 CFR Part 200** **§200.77-§200.78**	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	☐	☐	☑	☐ 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.	☐	☐	☑	☐ 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.	☐	☐	☑	☐ 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.	☐	☐	☑	☐ 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.	☐	☐	☑	☐ Local budget sheets. ☐ 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.	☐	☐	☑	☐ 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
D. Supplement / Supplant **The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the ducation of participating children and not to supplant funds from non-Federal sources.** **Sec. 1114** **Sec. 1115** **Sec. 1116** **Sec. 1120A**	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	☐	☐	☑	☐ Statement of Allocation & Expenditures	**Pertains to:** ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First *Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.	CLC does not receive Title I funds.
	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	☐	☐	☑	☐ Statement of Allocation & Expenditures. ☐ Expenditures match SWP activities ☐ State/local fund expenditures have not decreased		CLC does not receive Title I funds.
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	☐	☐	☑	☐ Statement of Allocation & Expenditures are supplemental		CLC does not receive Title I funds.

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.	☑	☐	☐	☐ Inventory is on file and up to date (All equipment at $1,500 or LEA capitalization threshold $_____ is maintained).	**Pertains to:** ▪ 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.	☑	☐	☐	☑ Equipment Inventory List	**Pertains to:** ▪ 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.	☑	☐	☐	☐ Reservations are in the budget. ☐ Line items can be followed. ☐ Expenditures are charged to the line items.	**Pertains to:** ▪ 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)	☐	☐	☑	☐ Reservations are in the ROF screen on egrants. ☐ Line items can be followed. ☐ Expenditures are charged to the line items. ☐ 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.	☐	☐	☑	☐ Procedure for allocation 95% to schools. ☐ 95% allocated to schools. ☐ Line item reflects 1%. ☐ Budget Line Item for professional development. ☐ Agendas, Sign -Ins, Calendar of training, contracts with trainers etc. ☐ 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.	☐	☐	☑	☐ Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. ☐ 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. ☐ Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. ☐ 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	☑	☐	☐	☐ Rider or Grant Approval Letter ☐ Expenditure records begin on or after approval date	**Pertains to:** ▪ 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.	☐	☐	☑	☐ eGrants SOS and Nonpublic Section and budget line item on eGrants ☐ Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	**Pertains to:** ▪ 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.	☐	☐	☑	☐ Semi-annual time certifications	**Pertains to:** ▪ 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	☐	☐	☑	☐ Logs ☐ Staff Calendars ☐ Staff Schedules	**Pertains to:** ▪ 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	☑	☐	☐		**Pertains to:** ▪ 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	☐	☐	☑	☐ Invoices ☐ Purchase orders ☐ 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.	☐	☐	☑	☐ ARRA 1512 survey ☐ Payroll ☐ Invoices ☐ SWP ☐ 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	☐	☐	☑	☐ 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

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: **June 23, 2014**

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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. **FSA-ASSISTIVE TECHNOLOGY AND SERVICES** **Standard:** The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. **FSA-HEARING AIDS** **Standard:** Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						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	D K	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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			
					3	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					2	Always			
					0	Sometimes			
					0	Rarely			
					2	Never			
					0	Don't Know			
					0	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	D K	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	D K	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)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					3	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	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	D K	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			
						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.			
					4 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						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.			
					4 0 0 0 0 0	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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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.			
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	D K	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	D K	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	D K	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.	01/15/2014
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	D K	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.	01/15/2014
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	D K	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.	01/15/2014
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.	01/15/2014
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.	01/15/2014
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	D K	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	D K	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.	01/15/2014
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.	01/15/2014
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	D K	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	D K	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	D K	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.	01/15/2014
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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 0 0	a. General Education Teacher b. Special Education Teacher 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.	01/15/2014
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	D K	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.	01/15/2014
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	D K	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.	01/15/2014
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.	01/15/2014
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	D K	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	D K	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	D K	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	D K	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	D K	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	D K	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	D K	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?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					4	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					4	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Need for direct instruction. Need for direct instruction. Need for direct instruction. Need for direct instruction. Need for direct instruction. 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	D K	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	D K	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	D K	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?			
						P 59. I am satisfied with the transition services developed for my child.			
					1	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					3	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					4	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	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	D K	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.	01/15/2014
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	D K	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?			
						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.			
					4	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					4	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
					1	d. staff's knowledge, training			
					1	i. support services			
					1	l. more inclusion			
					2	n. other			
						Mastery of skills, confidence.			
						Challenges the student, but takes into account individual needs.			
		3	0			P 67. Tell me anything you would like to change about the program.			
					1	g. staff open to suggestions, good communication			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					1	a. Very strongly agree			
					1	b. Strongly agree			
					2	c. Agree			
						P 69. Additional comments about your child's program.			

Y	N	NA	D K	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?			
						S 128. How satisfied are you with your high school educational program?			
					0	Very			
					0	Somewhat			
					0	A Little			
					0	Not at All			
					0	Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
						S 131. How satisfied are you with your special education supports/services?			
					0	Very			
					0	Somewhat			
					0	A Little			
					0	Not at All			
					0	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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 0 0 0 0	Too Much Enough A Little Not Enough 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	D K	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	D K	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.	06/20/2014
						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.	06/20/2014
						Posting this Improvement Plan will allow closure of FR #202.	The Charter School will develop a written procedure to ensure that Reevaluation Waivers, if requested, are agreed to in writing with the parents not more than 3 years from the date of the most recent evaluation report or reevaluation report or reevaluation waiver. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor before the due date a copy of the written procedure.	06/30/2014 Charter School resources	06/20/2014