

Chester Co Family Academy CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

323 E Gay St

West Chester, PA 19380

(610)696-5910

Phase:

Phase 1

CEO Name:

Susan Flynn

CEO E-mail address:

ceo@ccfaschool.org

Governance and Staff

Leadership Changes

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

- Rachel Stabb became the Chief Administrative Officer in January 2014.
- Daniel Woody- new Board Member and elected Vice President.
- Kristin Trueblood, new Board Member effective 2013-2014 School year.
- Patrick Scott resigned in May 2014 is now on the Foundation Board.

Board of Trustees Meeting Schedule

Location	Date and Time
Chester County Justice Center	9/18/2013 5:30 PM
Chester County Justice Center	10/16/2013 5:30 PM
Chester County Justice Center	11/20/2013 5:30 PM
Chester County Justice Center	12/11/2013 5:30 PM
Chester County Justice Center	1/8/2014 5:30 PM
Chester County Justice Center	2/12/2014 5:30 PM
Chester County Justice Center	3/12/2014 5:30 PM
Chester County Justice Center	4/16/2014 5:30 PM
Chester County Justice Center	5/14/2014 5:30 PM
Chester County Justice Center	6/11/2014 5:30 PM

Professional Staff Member Roster

Jennifer Jefferson	
PA Certified	Yes
Areas of Certification	Elementary and ESL
Grades Teaching or Serving	K/1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	488
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nicole Riess	
PA Certified	Yes
Areas of Certification	Early Childhood and Elementary/Master's Special Ed
Grades Teaching or Serving	1st and 2nd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	1624
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Anne Guidotti	
PA Certified	Yes
Areas of Certification	Elementary and Master's in Reading
Grades Teaching or Serving	K
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	1624
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amy Jacobs	
PA Certified	Yes
Areas of Certification	Elementary and Special Ed
Grades Teaching or Serving	K/1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	1136
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Anne Nowoswiat	
PA Certified	Yes
Areas of Certification	Special Ed and ESL
Grades Teaching or Serving	K/2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed/ESL
Number of Hours Annually Worked in Assignment	975

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

Jynelle Sass	
PA Certified	Yes
Areas of Certification	Special Ed
Grades Teaching or Serving	K/2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	165
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

No file has been uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00	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)	4.00	4.00	0.00	0.00	1.00	3.00
Specialty Teacher (including Master Teachers)	0.00	0.00	0.00	0.00	0.00	0.00
Special Education Teacher (including Master Teachers)	2.00	2.00	0.00	0.00	1.00	1.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00
Psychologist	1.00	1.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	0.00	0.00
Totals	9.00	9.00	0.00	0.00	2.00	5.00

Further explanation:

- The School Psychologist is a part-time sub-contracted vendor.
- The School Nurse is a part-time sub-contracted vendor.
- The Speech Pathologist is a part-time sub-contracted vendor.
- The Occupational Therapist is a part-time sub-contracted vendor.

Fiscal Matters

Major Fundraising Activities

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

Chester County Family Academy has major funding support from the community with in-kind donations as well as with the following Organizations and Companies:

- West Chester Rotary Club- Submitted Grant Application
- Donors Choose Grant Program-Raised \$725.00 for classroom materials for the new garden program.
- 100 Women Who Care Grant Received- \$6800.00
- Clothes Mentor Consignment Store Fundraiser- \$32.00
- Target-\$700.00 Grant
- Whole Foods (planned for Fall 2014)
- Fund Raising Event for the new school site tentative date is March, 2015
- Recipient of Community Clothing Charity Fundraiser-October, 2014

Fiscal Solvency Policies

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

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews also include the balance sheet items, including accounts receivable and accounts payable.

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

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

There are no changes to accounting system. The accounting system is maintained by Charter Choices.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Maillie
 Date of Last Audit: 06/30/2013
 Fiscal Year Last Audited: 2013

Explanation of the Report

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

This narrative is empty.

Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: No

Date of Last Federal
Programs Consolidated
Review:

School Year Reviewed:

Federal Programs Consolidated Review Report

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

No file has been uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Teacher	Chester County Family Academy	0.4

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Bi lingual Speech and Language Pathologist	1 Hours	Outside Contractor	10 or fewer
Occupational Therapist	2 Hours	Outside Contractor	10 or fewer
Psychological Testing	1 Hours	Multiple LEA (School Districts or Charter Schools)	10 or fewer
School Psychologist	1 Hours	Outside Contractor	10 or fewer
Speech and Language	10 Hours	Outside Contractor	13

Pathologist			
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Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

10/17/2011

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

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Facilities

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

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

- No fixed assets were purchased last year.
- The school did not acquire significant FF&E during 2013-2014 school year.
- The school does not own its facility or real estate.

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

\$0.00

Facility Plans and Other Capital Needs

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

At this time the school has no plans to purchase a facility or to borrow funds for capital improvements.

Memorandums of Understanding

Organization	Purpose
Chester County Intermediate Unit 24	TitleIII Consortium to serve as the fiscal agent for members of the consortium.
Darlington Arts Center	To provide Suzuki violin lessons for all students at CCFA- K through 2nd grade.
RSVP- Retired and Senior Volunteer Program of Chester County	Provides volunteers to support academic services at CCFA.
West Chester Area Police Dept	School Safety

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 Gregg Shaffer on 7/29/2014

President, Board of Trustees

Affirmed by Susan Flynn on 7/23/2014

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 Gregg Shaffer on 7/29/2014

President, Board of Trustees

Affirmed by Susan Flynn on 7/17/2014

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 Gregg Shaffer on 7/29/2014

President, Board of Trustees

Affirmed by Susan Flynn on 7/17/2014

Chief Executive Officer

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

Name of School: Chester County Family Academy Charter School

Address of School: 323 East Gay Street, West Chester, PA 19380

CEO Signature *Susan Lynn*

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	701.22
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	9,890.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	833,247.82
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	

	7250	Migratory Children	
	7260		
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	51.16
	7340	Unassigned	681.71
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
+	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	24,074.54
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	5,922.67
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	50,125.46
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		ARRA Title 1	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	

9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			960,954.26

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

Name of School: Chester County Family Academy Charter School

Address of School: 323 East Gay Street, West Chester, PA 19380

CEO Signature *Susan Flynn*

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	365,354.10
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	49,561.45
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	
	2220 Technology Support Services	
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	
	2260 Instruction and Curriculum Development Services	
	2270 Instructional Staff Professional Development Services	
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	
	2360 Office of the Superintendent (Executive Director) Services	
	2370 Community Relations Services	
	2380 Office of the Principal Services	147,636.40
	2390 Other Administration Services	
2400	SUPPORT SERVICES - PUPIL HEALTH	5,967.60
2500	SUPPORT SERVICES - BUSINESS	
	2510 Fiscal Services	45,298.84
	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	120,750.00
	2610 Supervision of Operation and Maintenance of Plant Services	
	2620 Operation of Buildings Services	
	2630 Care and Upkeep of Grounds Services	
	2640 Care and Upkeep of Equipment Services	
	2650 Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660 Security Services	

	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	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	48,536.63
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	2,220.79
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		OTHER EXPENDITURES AND FINANCING USES	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			785,325.81

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

175,628.45

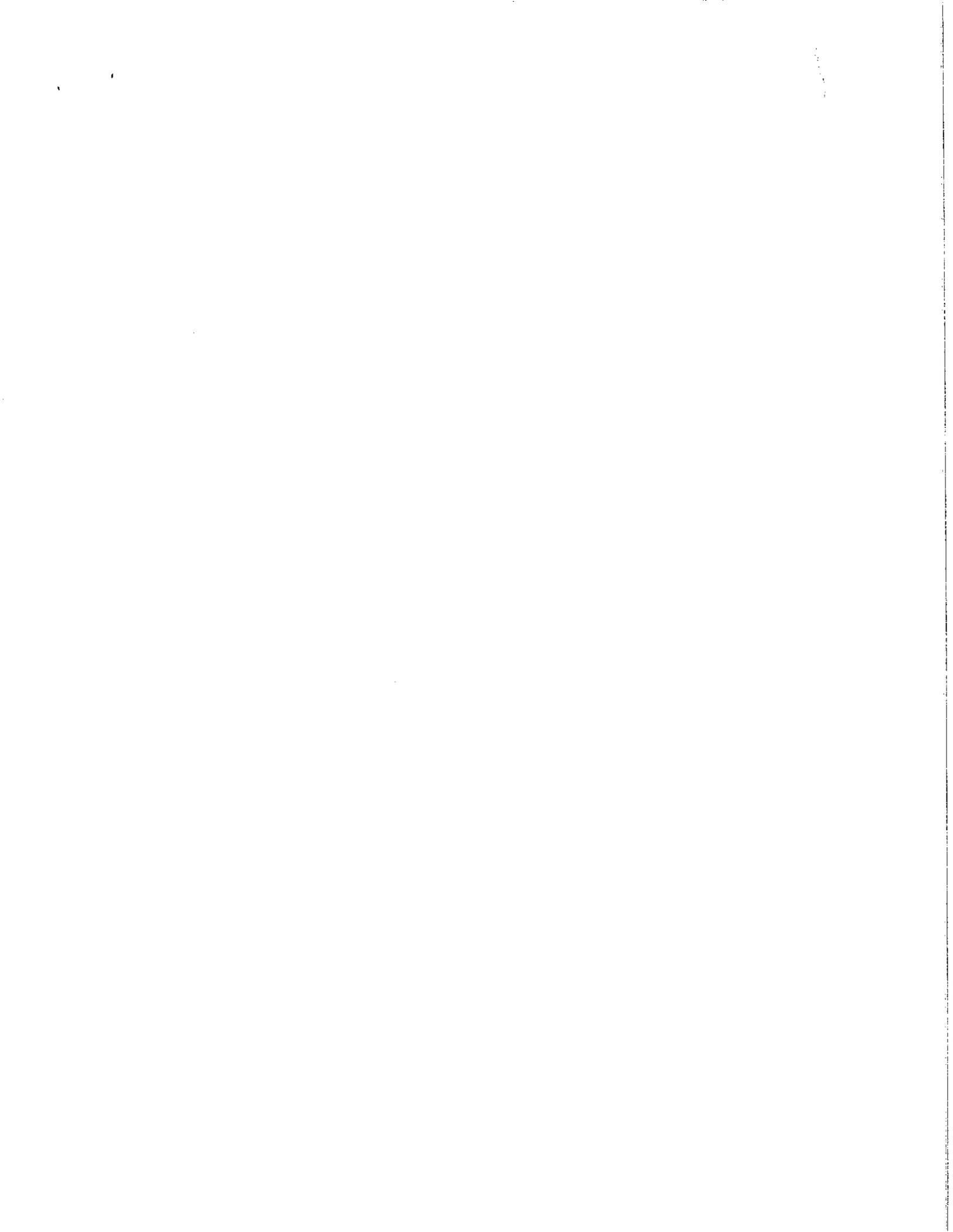
**CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL**

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

Years Ended June 30, 2013 and 2012



Certified Public Accountants and Business Consultants



Independent Auditors' Report

To the Board of Directors
Chester County Family Academy, Inc.
West Chester, Pennsylvania

We have audited the accompanying financial statements of the Chester County Family Academy, Inc. (a nonprofit organization), a Pennsylvania Charter School, which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities and cash flows for the years then ended and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

To the Board of Directors
Chester County Family Academy, Inc.
West Chester, Pennsylvania

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Chester County Family Academy, Inc. as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules of functional expenses on pages 9 and 10 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Maillie LLP

West Chester, Pennsylvania
November 14, 2013

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
ASSETS		
Cash and cash equivalents	\$ 145,260	\$ 159,412
Investments	171,374	247,154
Tuition receivable	12,866	7,724
Other receivables	16,589	12,569
Prepaid expenses	7,582	-
Security deposit	3,930	3,930
Furniture and equipment, net	<u>9,633</u>	<u>15,740</u>
TOTAL ASSETS	<u>\$ 367,234</u>	<u>\$ 446,529</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$ 26,250	\$ 21,586
Accrued salaries	<u>12,654</u>	<u>14,565</u>
TOTAL LIABILITIES	38,904	36,151
NET ASSETS		
Unrestricted	<u>328,330</u>	<u>410,378</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 367,234</u>	<u>\$ 446,529</u>

See accompanying notes.

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
UNRESTRICTED NET ASSETS		
Revenue and support		
Tuition, school districts	\$ 624,826	\$ 698,261
Federal subsidies	6,358	15,236
State subsidies	78,832	71,335
Interest income	1,396	3,207
Contributions	6,332	245
Net assets released from restrictions	-	1,570
TOTAL REVENUE AND SUPPORT	<u>717,744</u>	<u>789,854</u>
Expenses		
Program services		
Elementary school	542,721	571,290
Supporting services		
Management and general	257,071	267,639
TOTAL EXPENSES	<u>799,792</u>	<u>838,929</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>(82,048)</u>	<u>(49,075)</u>
TEMPORARILY RESTRICTED NET ASSETS		
Contributions	-	1,570
Net assets released from restrictions	-	(1,570)
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	<u>-</u>	<u>-</u>
CHANGE IN NET ASSETS	<u>(82,048)</u>	<u>(49,075)</u>
NET ASSETS AT BEGINNING OF YEAR	<u>410,378</u>	<u>459,453</u>
NET ASSETS AT END OF YEAR	<u>\$ 328,330</u>	<u>\$ 410,378</u>

See accompanying notes.

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ (82,048)	\$ (49,075)
Adjustments to reconcile change in net assets to net cash used by operating activities		
Depreciation	6,107	5,787
(Increase) decrease in		
Tuition receivable	(5,142)	12,848
Other receivables	(4,020)	2,297
Prepaid expenses	(7,582)	-
Increase (decrease) in		
Accounts payable	4,664	5,445
Accrued salaries	(1,911)	1,595
NET CASH USED BY OPERATING ACTIVITIES	<u>(89,932)</u>	<u>(21,103)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Sale of investments	75,780	44,520
Purchase of equipment	-	(4,799)
NET CASH PROVIDED BY INVESTING ACTIVITIES	<u>75,780</u>	<u>39,721</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(14,152)	18,618
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>159,412</u>	<u>140,794</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 145,260</u>	<u>\$ 159,412</u>

See accompanying notes.

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2013 and 2012

NOTE A ORGANIZATION

The Chester County Family Academy, Inc. (the "School"), a Pennsylvania Charter School, is an independently operated public school under a charter granted by the Commissioner of Education of the Commonwealth of Pennsylvania. The School was incorporated as a Pennsylvania nonprofit corporation on September 2, 1997. The School serves students from kindergarten through second grade who are at risk for academic, emotional and economic challenges. The School's mission is to provide a year-round academic work program for young learners and their families in a holistic approach that focuses on education, physical well-being and community linkages.

NOTE B SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements have been prepared on the accrual basis of accounting.

Basis of Presentation

Financial statement presentation follows the recommendations of Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205. Under FASB ASC 958-225-45, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the School considers all certificates of deposit with original maturities of three months or less to be cash equivalents. Cash and cash equivalents consist of funds in the School's checking and money market accounts.

Concentrations of Credit Risk

Cash deposits that potentially subject the School to concentrations of credit risk consist of cash accounts in excess of FDIC insurance limits. The School has not experienced any loss in such accounts. There was no uninsured balance as of June 30, 2013. The uninsured balance was \$33,649 as of June 30, 2012. The School believes it is not exposed to any significant credit risk on its cash balances.

Investments

Investments are reported at fair value and consist of various certificates of deposit with original maturities greater than three months.

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2013 and 2012

Furniture and Equipment

Furniture and equipment are stated at cost and depreciated over estimated useful lives of five years using the straight-line method of depreciation.

Tuition Revenue, School Districts

Tuition revenue represents tuition paid by local school districts for the students enrolled in the School who reside within that school district.

Restricted and Unrestricted Revenue

Contributions received are recorded as increases in unrestricted, temporarily restricted, or permanently restricted net assets, depending on the existence and/or nature of any donor restrictions.

Donated Services

A number of volunteers have made significant contributions of their time to the School. The value of this contributed time is not reflected in these financial statements because it does not satisfy the criteria for recognition under FASB ASC 958-605.

Functional Expenses

The costs of providing programs and other activities have been summarized on a functional basis in the statements of activities. Accordingly, the expenses directly related to the programs are combined with allocations of certain common costs of the School, which have been allocated based on estimates made by management.

Income Tax Status

The School has been granted tax-exempt status as a nonprofit organization under Section 501(c)(3) of the Internal Revenue Code and, accordingly, files federal tax Form 990 (Return of Organization Exempt From Income Tax) annually. The School's Form 990 for 2010, 2011 and 2012 is subject to examination by the IRS, generally for three years after the tax returns were filed. The School believes that it has appropriate support for any tax positions taken and, as such, does not have any uncertain tax positions that are material to the financial statements.

Use of Estimates

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

Date of Management's Review

Management has evaluated subsequent events through November 14, 2013, the date which the financial statements were available to be issued.

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2013 and 2012

NOTE C FURNITURE AND EQUIPMENT

Furniture and equipment consisted of the following:

	<u>2013</u>	<u>2012</u>
Furniture and equipment	\$ 46,691	\$ 46,691
Accumulated depreciation	<u>(37,058)</u>	<u>(30,951)</u>
	<u>\$ 9,633</u>	<u>\$ 15,740</u>

NOTE D PENSION PLAN

The School is required to participate in the Commonwealth of Pennsylvania Public School Employees' Retirement System (PSERS), a defined contribution plan that covers substantially all employees. The School contributes quarterly to the plan at a rate established annually by PSERS. Pension expense was \$44,968 in 2013 and \$35,382 in 2012. The employer contribution rate was increased to 12.36% in 2013 from 8.65% in 2012.

NOTE E OPERATING LEASE COMMITMENT

The School has entered into an agreement to lease its facilities through June 30, 2015. Future minimum rental payments under this lease are \$51,090 annually through 2015. In addition, a common area maintenance fee is charged. Rent expense was \$67,554 in 2013 and \$69,129 in 2012, including common area maintenance fees of \$16,464 in 2013 and \$18,039 in 2012.

NOTE F BUSINESS SERVICES AGREEMENT

In June 2013, the School entered into a business services agreement to engage a management company to perform bookkeeping, accounting and compliance reporting services. The terms of the agreement are effective on July 1, 2013, and expire on June 30, 2014. Management fees are \$25,200 annually and payable in equal monthly installment of \$2,100.

NOTE G CONCENTRATIONS OF REVENUE

In 2013, two school districts accounted for 55% and 25% of total revenue and support. In 2012, the same two school districts accounted for 45% and 29% of total revenue and support.

SUPPLEMENTARY INFORMATION

CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL
SCHEDULES OF FUNCTIONAL EXPENSES
Years Ended June 30, 2013 and 2012

	2013	
	Program Services	Supporting Services
	Elementary School	Management and General
FUNCTIONAL EXPENSES		
Salaries	\$ 250,686	\$ 138,811
Payroll taxes	20,257	11,359
Employee benefits	57,722	3,777
Arts and dance programs	7,070	-
Board services	133	321
Classroom materials and supplies	13,290	-
Clothing	120	-
Contracted food service	44,544	-
Depreciation	6,107	-
Financial accounting services	-	26,468
Insurance	7,647	-
Karate program	8,000	-
Language program	652	-
Legal services	-	2,245
Office and administrative	4,846	8,263
Parent program	346	-
Pension contributions	28,942	16,026
Pupil health services	702	-
Rent	43,479	24,075
Repairs and maintenance	-	21,375
Special program testing	8,692	-
Speech pathology and audiology	21,700	-
Staff development	3,697	-
Telephone	-	1,171
Transportation	6,585	-
Utilities	5,744	3,180
Yoga and sense awareness	1,760	-
	<u>542,721</u>	<u>257,071</u>
TOTAL FUNCTIONAL EXPENSES	\$ 542,721	\$ 257,071

2012			
<u>Totals</u>	<u>Program Services Elementary School</u>	<u>Supporting Services Management and General</u>	<u>Totals</u>
\$ 389,497	\$ 272,620	\$ 143,808	\$ 416,428
31,616	21,808	11,290	33,098
61,499	35,639	8,343	43,982
7,070	10,070	-	10,070
454	-	177	177
13,290	12,149	-	12,149
120	-	-	-
44,544	51,084	-	51,084
6,107	5,787	-	5,787
26,468	-	28,279	28,279
7,647	6,951	1,750	8,701
8,000	8,000	-	8,000
652	4,816	-	4,816
2,245	-	247	247
13,109	375	15,602	15,977
346	1,791	-	1,791
44,968	23,163	12,219	35,382
702	2,261	-	2,261
67,554	45,256	23,873	69,129
21,375	-	15,811	15,811
8,692	31,821	-	31,821
21,700	18,200	-	18,200
3,697	5,375	-	5,375
1,171	-	3,340	3,340
6,585	6,227	-	6,227
8,924	5,497	2,900	8,397
1,760	2,400	-	2,400
<u>\$ 799,792</u>	<u>\$ 571,290</u>	<u>\$ 267,639</u>	<u>\$ 838,929</u>

**CHESTER COUNTY FAMILY ACADEMY, INC.
A PENNSYLVANIA CHARTER SCHOOL**

SCHEDULES OF FUNCTIONAL EXPENSES TOTALS

Years Ended June 30, 2013, 2012 and 2011

	<u>2013</u>	<u>2012</u>	<u>2011</u>
FUNCTIONAL EXPENSES			
Salaries	\$ 389,497	\$ 416,428	\$ 385,180
Payroll taxes	31,616	33,098	29,983
Employee benefits	61,499	43,982	46,482
Arts and dance programs	7,070	10,070	12,779
Board services	454	177	275
Classroom materials and supplies	13,290	12,149	14,864
Clothing	120	-	-
Contracted food service	44,544	51,084	45,670
Depreciation	6,107	5,787	5,147
Financial accounting services	26,468	28,279	25,361
Insurance	7,647	8,701	8,854
Karate program	8,000	8,000	8,299
Language program	652	4,816	458
Legal services	2,245	247	1,749
Office and administrative	13,109	15,977	16,887
Parent program	346	1,791	1,941
Pension contributions	44,968	35,382	21,354
Pupil health services	702	2,261	2,235
Rent	67,554	69,129	70,858
Repairs and maintenance	21,375	15,811	14,922
Special program testing	8,692	31,821	18,898
Speech pathology and audiology	21,700	18,200	17,530
Staff development	3,697	5,375	2,522
Telephone	1,171	3,340	1,999
Transportation	6,585	6,227	5,767
Utilities	8,924	8,397	8,780
Yoga and sense awareness	1,760	2,400	2,000
	<u>799,792</u>	<u>838,929</u>	<u>770,794</u>
TOTAL FUNCTIONAL EXPENSES	\$ <u>799,792</u>	\$ <u>838,929</u>	\$ <u>770,794</u>

School District Individual Corrective Action Plan - Bureau of Special Education

CONFIDENTIAL

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

School District: Chester County Family Academy CS

Superintendent: Mrs. Lorraine Andersen

Special Education Director/Coordinator: Lorraine Andersen

BSE Special Education Adviser: Stephen Weitzenhoffer

Date of Report: October 17, 2011

Student Name: Amir Singletary PA Secure ID: 5940569838 Grade: 0 Disability:				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 163. Demographic data	Develop the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
FR 164. Date report was provided to parent	Develop the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
FR 173. Lack of appropriate instruction in reading	Develop the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
FR 174. Lack of appropriate instruction in math	Develop the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
FR 175. Limited English proficiency	Develop the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
FR 180. Disability Category	Develop the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
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	Revise the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>
FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	Revise the document and provide to BSE Adviser for review	04/10/2012	10/06/2011	<input checked="" type="checkbox"/>

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: Chester County Family Academy CS

Chief Executive Officer: Mrs. Lorraine Andersen

Special Education Director/Coordinator: Lorraine Andersen

BSE Special Education Adviser: Stephen Weitzenhoffer

Date of Report: April 03, 2012

Date Final Report Sent to LEA: April 11, 2011

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

First Visit Date: May 13, 2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y					1.	FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y					1A.	FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
	N				2.	FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The LEA will develop a positive behavior support policy. This policy must address the charter school's intent to comply with all sections and subsections of 22 Pa. Code 711.46 Positive Behavior Support. Evidence of change: The LEA will make the policy available for the BSE Advisor's review by October 8, 2011.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff.	10/06/2011

Y	N	NA	D	K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					3.	FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.	<p>The LEA will develop written policy and procedures for child find. This policy must address the charter school's intent to comply with all sections and subsections of 22 Pa.Code 711.21(a) Child Find.</p> <p>Evidence of change: The LEA will make the policy available for the BSE Advisor's review by October 8, 2011.</p>	<p>04/10/2012 The LEA will work closely with Charter School staff, IU TAC staff, PaTTAN Staff and BSE Staff.</p>	10/06/2011
Y						4.	FSA-CONFIDENTIALITY Standard: The LEA is in compliance with confidentiality requirements.			
Y						5.	FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8.	FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						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.			
Y						12.	FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13.	FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					<p>15. FSA-PARENT TRAINING</p> <p>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.</p>	<p>The LEA will submit an improvement plan so that the LEA provides parents opportunities for training and information sharing, address the special knowledge, skills, and abilities to serve the unique needs of the children with disabilities.</p> <p>Evidence of Change: The Improvement Plan submitted to BSE Advisor by October 8, 2011.</p>	<p>04/10/2012 The LEA will work closely with Charter School staff, IU TAC staff, PaTTAN Staff and BSE Staff.</p>	10/06/2011
						INTERVIEW RESULTS (Parent)			
					<p>P 62.</p> <p>8 Always 0 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply</p>	<p>My school district/charter school makes available training related to the needs of students with disabilities that I could attend.</p>			
					<p>P 63.</p> <p>7 Always 0 Sometimes 0 Rarely 0 Never 1 Don't Know 0 Does not Apply</p>	<p>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.</p>			
Y						<p>18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</p> <p>Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.</p>			
Y						<p>19. FSA-PERSONNEL TRAINING</p> <p>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.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
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?			
6	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will submit an improvement plan so that the LEA's percentage of children with disabilities served in special education is comparable to state data. Evidence of Change: The Improvement Plan submitted to BSE Advisor by October 8, 2011.	04/10/2012 The LEA will work closely with Charter School staff, IU TAC staff, PaTTAN Staff and BSE Staff.	10/06/2011
		X				17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
10	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
10	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
1	0	9		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
10	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
10	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
7	0	3		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
					8 0 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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? Peers, small groups, projects with peers. Peer modeling, using expressive language with peers. Peer tutoring, expressive language during circle time, group projects. Academically Academically Academically Progress in academic & behavior areas. Peer support & modeling correct behavior. Student is very bright. Peer support.			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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? Speech & language, intensive instruction. More intensive instruction needed. More intensive instruction, needs speech & language. Speech & language class. Speech & language class. Speech & language class. Needs more intensive instruction. Needs more intensive instruction. Needs more intensive instruction.			
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. Decided by IEP team. Reviewed by team & calculated by IEP. IEP team decided 30 minutes weekly was adequate. 30 minutes per week was considered adequate by the team. The team decided 30 minutes weekly were adequate. By IEP team. Decided by team & calculated on IEP. Decided by IEP team & calculated by IEP on last page.			
10	0	0				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	0	3				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						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.			
		X				16A. FSA-DISTRICT-WIDE ASSESSMENT			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
10	0	0				FR 153. PTE-Consent Form is present in the student file			
10	0	0				FR 154. Demographic data			
10	0	0				FR 155. Reason(s) for referral for evaluation			
10	0	0				FR 156. Proposed types of tests and assessments			
10	0	0				FR 157. Contact person's name and contact information			
10	0	0				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
10	0	0				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
0	0	10				FR 194. PTRE-Consent Form is present in the student file			
0	0	10				FR 195. Demographic data			
0	0	10				FR 196. Reason for reevaluation			
0	0	10				FR 197. Types of assessment tools, tests and procedures to be used			
0	0	10				FR 198. Contact person's name and contact information			
0	0	10				FR 199. Parent has selected a consent option			
0	0	10				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
10	0	0				FR 160. ER is present in the student file			
10	0	0				FR 161. Evaluation was completed within timelines			
7	3	0			30%	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)	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
9	1	0			10%	FR 163. Demographic data	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
9	1	0			10%	FR 164. Date report was provided to parent	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
10	0	0				FR 165. Reason(s) for referral			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form.	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
10	0	0				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 168. Teacher observations and observations by related service providers, when appropriate			
10	0	0				FR 169. Recommendations by teachers			
10	0	0				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			
10	0	0				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.			
3	0	7				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)			
5	2	3			29%	FR 173. Lack of appropriate instruction in reading	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 174. Lack of appropriate instruction in math	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
6	2	2			25%	FR 175. Limited English proficiency	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
10	0	0				FR 176. Present levels of academic achievement			
10	0	0				FR 177. Present levels of functional performance			
8	0	2				FR 178. Behavioral information			
10	0	0				FR 179. Conclusions			
9	1	0			10%	FR 180. Disability Category	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
10	0	0				FR 181. Recommendations for consideration by the IEP team			
10	0	0				FR 182. Evaluation Team Participants documented			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
6	0	4				FR 184. Documentation that the student does not achieve adequately for age, etc.			
6	0	4				FR 185. Indication of process(es) used to determine eligibility			
6	0	4				FR 186. Instructional strategies used and student-centered data collected			
6	0	4				FR 187. Educationally relevant medical findings, if any			
6	0	4				FR 188. Effects of the student's environment, culture, or economic background			
6	0	4				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
6	0	4				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
6	0	4				FR 191. Observation in the student's learning environment			
5	0	5				FR 192. Other data if needed			
6	0	4				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
0	0	10				FR 207. RR is present in the student file			
0	0	10				FR 208. Reevaluation was completed within timelines			
0	0	10				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)			
0	0	10				FR 210. Demographic data			
0	0	10				FR 211. Date IEP team reviewed existing evaluation data			
0	0	10				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 213. Evaluations and information provided by the parent (or documentation of I.E.A.'s attempts to obtain parent input)			
0	0	10				FR 214. Aptitude and achievement tests			
0	0	10				FR 215. Current classroom based assessments and local and/or state assessments			
0	0	10				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
0	0	10				FR 217. Teacher recommendations			
0	0	10				FR 218. Lack of appropriate instruction in reading			
0	0	10				FR 219. Lack of appropriate instruction in math			
0	0	10				FR 220. Limited English proficiency			
0	0	10				FR 221. Conclusion regarding need for additional data is indicated			
0	0	10				FR 222. Reasons additional data are not needed are included			
0	0	10				FR 223. Determination whether the child has a disability and requires special education			
0	0	10				FR 224. Disability category(ies)			
0	0	10				FR 225. Summary of findings includes student's educational strengths and needs			
0	0	10				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
0	0	10				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
0	0	10				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
0	0	10				FR 239. Documentation of Evaluation Team Participants			
0	0	10				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	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	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	0	7	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	7	1			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	7	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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)			
9	1	0			10%	FR 241. Invitation is present in the student file	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
9	0	1				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)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
0	0	10				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			
0	0	10				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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: 0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative 0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
5	5	0			50%	FR 258. IEP was completed within timelines	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	0	7				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			
0	0	10				FR 264. Student			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
1	0	9				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			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
6	0	4				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
3	0	7				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
0	0	10				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	0	1				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
0	0	10				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
0	0	10				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
0	0	10				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
0	0	10				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
0	0	10				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
0	0	10				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
0	0	10				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
0	0	10				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				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			
2	0	8				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			
9	0	1				FR 305. Documentation of progress reporting on Annual Goals			
4	0	6				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
3	7	0			70%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PATTAN Staff and BSE Staff.	03/28/2012
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			
9	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	1				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			
9	0	1				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			
10	0	0				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			

Y	N	NA	D.K.	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	7	1			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you?			
7	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
6	0	2	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
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)			

Y	N	NA	D/K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
7	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
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?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
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 child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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 child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
2	0	8				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? Group projects, expanding speech. Highly motivating atmosphere. Benefits from participating in general ed. Academics Socialization Socialization Student benefits because there is more time to work on expressive language skills with non-disabled peers. Student benefits from participating in the general ed curriculum. Receives accommodations & SDI to be successful. Other students are good peer models to help student reach social & classroom goals. Receives accommodations so that student can learn the same academic concepts as non-disabled peers.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	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 your child 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? Speech & language. Speech & language, reading asst, ESL. Speech & language, ESL, reading assistance. Speech & language class. Speech & language class. Speech & language class. For speech & language therapy. To get extra help. Speech & language, reading, ESL.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	1				<p>GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?</p> <p>By needs. By needs determined. By child's needs. 30 minutes weekly was decided at the meeting. The IEP team decided that 30 minutes weekly would be adequate. IEP team decided 30 minutes weekly. 30 minutes per week by IEP team. Based on student's needs. Based on IEP.</p>			
10	0	0				<p>GE 79c. 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?</p>			
3	0	7				<p>GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP</p>			
10	0	0				<p>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?</p>			
10	0	0				<p>SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?</p>			
10	0	0				<p>SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?</p>			
10	0	0				<p>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?</p>			
10	0	0				<p>SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?</p>			
5	0	5				<p>SE 113. If required, were the testing accommodations included in this student's current IEP implemented?</p>			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	5	1			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?			
7	0	0	1			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?			
7	0	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	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	8	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?			
3	0	7				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if child is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if child is enrolled in a charter school) involved with the planning and implementation of this student program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with their same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
0	0	7	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
8	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?			
7	0	0	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	0	1			P 50c. If yes, what reasons were discussed for recommending removal? One on one speech. Needed speech. Speech & language class. Speech & language class. Speech & language class. To get extra help. IEP is based on needs of child.			
0	0	0	1			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Team How much help the child needed. Teachers said 30 minutes weekly was adequate. The team decided on 30 minutes weekly. Group at meeting decided on 30 minutes weekly. Not sure how much time. Don't remember.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
8	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Child is regular kid. Child is with regular students. Good attitude. Socialization Pronunciation I don't know. Social environment helps the child. Child is eager to learn and impress peers. Increased self-esteem.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 0 0 0 0 6	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
0	0	10				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
4	0	6				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
9	1	0			10%	FR 332. An explanation of why the LEA proposed or refused to take the action	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff	03/28/2012
0	10	0			100%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff	03/28/2012
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	2	0			20%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDE review. PDE will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff	03/28/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 336. Educational placement recommended (including amount and type)			
8	2	0			20%	FR 337. Signature of school district superintendent or charter school CEO or designee	The LEA will issue a memorandum to all relevant staff to include the mandated information as required on student documents. Evidence of Change: The LEA will make a copy of the memorandum available for PDF review. PDF will conduct an on-site record review to verify implementation of corrective action.	04/10/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff.	03/28/2012
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)									
1	0	7	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?			
					8 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
Topical Area 7: Additional Interview Responses									
INTERVIEW RESULTS (Parent & Special Education Teacher)									
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	1		2 1 3 2	P 66. Tell me anything you really like about your child's special education program. g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Learning with other kids. The way the child is learning.			
		0	0		8	P 67. Tell me anything you would like to change about the program. n. other Nothing Nothing Nothing Nothing Nothing Nothing Nothing			
		1	0		4 1 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Child is learning.			
7	3	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					0 0 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
					0 0 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
					0 0 0 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			

Y	N	NA	D.K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Improvement Plan 2011 - 2012 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.	<p>1. The LEA will plan and conduct a series of parent trainings related to special education. The trainings will include but is not limited to Child Find, Evaluation Reports, IEP's, Placement, Annual Goals and Progress reporting and, Transition. The LEA will maintain a copy of agendas and sign in sheets as verification of the same. Joint training sessions offered to parents and staff counts as same.</p> <p>2. The LEA will review the data and, if needed, revise the IP for the following year.</p> <p>Evidence of Change:</p> <p>1. The PDE Adviser will review the agendas and sign in sheets as verification of this corrective action.</p> <p>2. The LEA will revise IP for the following year, if needed.</p>	<p>07/15/2012</p> <p>The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff.</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Improvement Plan 2011 - 2012 17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	<p>1. The LEA will meet all IDEA regulations in the area of Child Find and to ensure that a comprehensive intervention and evaluation process is in place. The LEA will work toward Pennsylvania's State Performance Plan goals.</p> <p>Evidence of Change: The LEA will submit a summary of the universal screening report for grades K-2.</p> <p>2. The LEA will hold training on differentiation to include all teachers at CCFA.</p> <p>3. The LEA will hold training on the requirements of Special Education Referrals, with a focus on Child Find.</p> <p>4. Professional Development training will be held for all teachers to clarify guidelines of a Special Education Referral and Child Find requirements through the CCIU.</p> <p>Evidence of Change: 1. Provide PDE advisor with summary of meetings and sign-in sheets of trainings provided to staff members. 2. Revise IP, if needed, and submit revised IP to PDE advisor.</p>	07/15/2012 The LEA will work closely with Charter school staff, IU TAC staff, PaTTAN Staff and BSE Staff.	