

Collegium CS

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

535 James Hance Court
Exton, PA 19341
(610)903-1300

Phase:

Phase 2

CEO Name:

William D. (Bill) Winters

CEO E-mail address:

bwinters@ccs.us

Governance and Staff

Leadership Changes

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

Administration

: We added a 4th building, our "150 Building" to our campus in 2012-2013 with just one grade level (3rd) attending school in our new building. As such, Mrs. Pam Wight-Mahoney served a dual role in 2012-2013. She was our Director of Student Services and the Principal of the 150 Building. We appointed Mrs. Kate Pacitto as the Assistant Director of Student Services. Mr. Dave Simpson retired on November 30, 2013 from the position of Principal, 515 Building. Mr. Ted Sterious was appointed, effective December 1, 2013, as Principal, 515 Building. Filling his former role as the Assistant Principal, 535 Building, was Mrs. Patricia O'Brien.

Board of Trustees:

The board accepted the resignations of members, Dr. Steve Xia and Dr. John Thelman, both for personal reasons, during the 2012-2013 school year. Mr. Jeffrey Gribben left the Board in June of 2013 at the end of his term. Mrs. Nicole Anderson and Mrs. Sehr Rana joined the Board of Trustees during the 2012-2013 school year.

Board of Trustees Meeting Schedule

Location	Date and Time
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	8/16/2012 7:00 PM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	9/20/2012 7:00 PM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	9/25/2012 2:00 PM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	9/27/2012 7:00 PM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	10/4/2012 7:00 PM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	10/18/2012 7:00 PM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	11/9/2012 9:00 AM
Collegium Charter School - 150 Oaklands Boulevard, Exton, PA 19341	11/15/2012 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	12/20/2012 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	1/9/2013 12:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	1/17/2013 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	1/25/2013 12:00

	PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	2/21/2013 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	3/21/2013 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	4/18/2013 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	5/16/2013 7:00 PM
Collegium Charter School - 535 James Hance Court, Exton, PA 19341	6/13/2013 7:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLS file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00					
Principal	4.00	4.00				
Assistant Principal	2.00	2.00	1.00			
Classroom Teacher (including Master Teachers)	104.00	104.00				
Specialty Teacher (including Master Teachers)	37.00	37.00				
Special Education Teacher (including Master Teachers)	15.00	15.00				
Special Education Coordinator	1.00	1.00				
Counselor	4.00	4.00				
Psychologist	1.00	1.00				
School Nurse	1.00	1.00				
IST Coordinators	2	2				
504 Coordinator	1	1				
Speech & Language Therapists	5	5				
RtII	1	1				
Mentor Teacher	1	1				
Math Coach	1	1				
Librarian/Media Specialists	2	2				

Totals	183.00	182.00	1.00	0	0	0
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Further explanation:

Collegium Charter School does not have contracts for any of our employees.

Fiscal Matters

Major Fundraising Activities

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

Collegium Charter School's Home and School Association's (CCSHSA) annual event, the *Cougar Challenge*, a walk and exercise fundraiser, raised over \$34,000 to benefit our students and faculty. The other fundraising efforts of the CCSHSA raised an additional \$35,000 during the 2012-2013 school year. Student groups held a variety of smaller fundraisers to benefit their groups' activities and to raise money for charity groups (American Heart Association, Alex's Lemonade Stand, Soles4Souls, etc.). The amounts raised by each group ranges from a few dollars to thousands of dollars.

The CCSHSA again is planning its *Cougar Challenge* for 2013-2014, along with a few other smaller fundraisers. At the time of this report, student groups have not yet shared their fundraising plans for the 2013-2014 school year.

Fiscal Solvency Policies

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

An annual audit is conducted by an independent accounting firm.

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:

We have not made changes to our accounting system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

XLS file uploaded.

Financial Audits

Basics

Audit Firm: Umbreit Korengel & Associates, P.C.
 Date of Last Audit: 09/01/2012
 Fiscal Year Last Audited: 2011-2012

Explanation of the Report

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

Our complete 2011-2012 audit report was submitted. Our 2012-2013 audit is currently being conducted.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status:
 Date of Last Federal
 Programs Consolidated Review: 12/23/2012
 School Year Reviewed: 2011-2012

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Director of Student Services	Collegium Charter School	100
Director of Student Services	Collegium Charter School	50
Paraprofessionals (10 total, each at 100% FTE)	Collegium Charter School	100
School Psychologist	Collegium Charter School	100
Special Education Teachers (14 total, each at 100% FTE)	Collegium Charter School	100
Speech Therapist (1 at 100% FTE)	Collegium Charter School	100
Speech Therapist (1 at 60% FTE)	Collegium Charter School	60

Speech Therapist (1 at 80% FTE)	Collegium Charter School	80
Speech Therapist (2 each at 40% FTE)	Collegium Charter School	40

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Hearing Support	0.3 Hours	Intermediate Unit	10 or fewer
Occupational Therapy	11.25 Hours	Outside Contractor	29
Occupational Therapy Assistant	6.75 Hours	Outside Contractor	20
Orientation and Mobility	0.2 Hours	Intermediate Unit	10 or fewer
Physical Therapy	4.5 Hours	Outside Contractor	10 or fewer
Vision Therapy	0.2 Hours	Intermediate Unit	10 or fewer

Special Education Cyclical Monitoring

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

12/04/2007
Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

Building at 500 James Hance Ct
Textbooks and Library books
AED and Optec 5500
Cafeteria Tables
Folding Tables
Folding Chairs

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

\$14,127,840.00

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:

Collegium Charter School currently owns two buildings totaling 118,000 square feet that house the middle and high school in one building and the kindergarten and first grades in the other. Second and third grade students are located on the third and fourth floors of a leased four-story building (20,000 square feet per floor), and the fourth through sixth grades are located in a second leased building (60,000 square feet). Collegium's lease on the four-story building includes adding the second floor for the 2014-2015 academic year and the first floor for the 2015-2016 academic year to accommodate planned growth in enrollment. Current enrollment is 2260 students spread among the four buildings with plans to expand to approximately 3000 students by 2020.

Both leased buildings include annual increases in rent, thus requiring the school to purchase these buildings as soon as possible to ensure future financial solvency. Each lease includes an option to purchase the building in 2017, and Collegium plans to issue additional municipal bonds in 2017 for this purpose.

The 60,000 square foot building housing the fourth through sixth grades will require additional internal modifications to include an auditorium, gymnasium, and two additional classrooms within the next five years. Current plans call for paying for these modifications with operating funds deposited in a restricted fund.

Memorandums of Understanding

Organization	Purpose
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West Whiteland Township Police Department	Pennsylvania Safe Schools Requirement
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**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2012

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UMBREIT
KORENGEL
& ASSOCIATES, P. C.
Certified Public Accountants

Timothy D. Umbreit, CPA
Bonnie W. Korengel, CPA

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF SCHOOL DIRECTORS
COLLEGIUM CHARTER SCHOOL
EXTON, PENNSYLVANIA

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Collegium Charter School, as of and for the year ended June 30, 2012, which collectively comprise the school's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Collegium Charter School's administration. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the administration, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

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

In accordance with Government Auditing Standards, we have also issued our report dated August 23, 2012, on our consideration of the Collegium Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

714 E. Baltimore Pike, Kennett Square, PA 19348
831 N. Tatnall Street, Suite 200, Wilmington, DE 19801
PH: 610-444-3222 • FX: 610-444-9341

Member AICPA • PICPA • DSCPA

E-MAIL: uka@ukacpa.com

www.ukacpa.com

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Umbreit, Korengel & Associates, P.C.

August 23, 2012
Kennett Square, Pennsylvania

Collegium Charter School
Chester County, Pennsylvania

535 James Hance Court
Exton, PA 19341
610-903-1300

Management's Discussion & Analysis
For the Fiscal Year Ended June 30, 2012

This discussion and analysis of the Collegium Charter School's financial performance provides an overall review of the School's financial activities for the fiscal year ended June 30, 2012. The intent of this discussion and analysis is to view the School's financial status and performance as a whole and should be considered in conjunction with the General Purpose Financial Statements and the Single Audit Report.

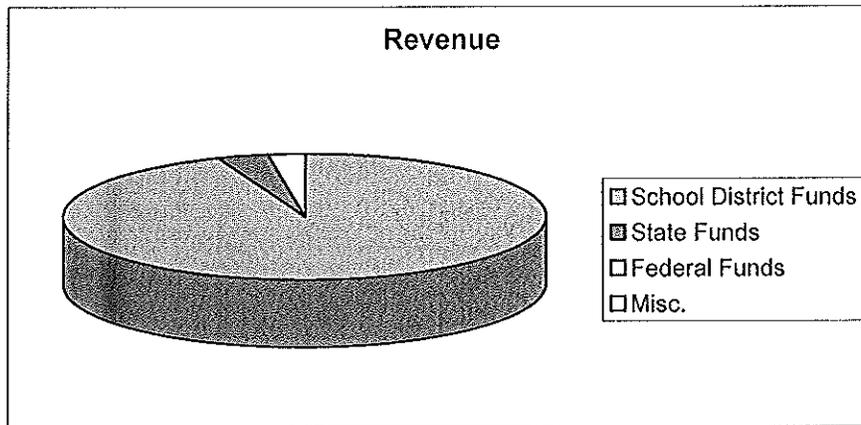
Financial Statements

The accompanying financial statements have been prepared in accordance with the Governmental Accounting Standards Board Statement Number 34 and present government-wide and fund level financial statements using both the accrual and modified accrual basis of accounting respectively.

Revenue

Collegium Charter School receives 97% (\$20,468,947) of its total revenue from school districts from which CCS receives students. An additional 2% (\$505,284) is received from PDE in the form PSERS reimbursements. Federal funds account for 1% (\$239,579).

Changes in CCS's revenues from year to year occur primarily due to enrollment increases, as the school receives approximately 80% of the per student allocation for student expenses from each sending school district. CCS is currently a K to 12 school, but enrollment is heavily weighted toward the lower grades providing significant potential for growth in total enrollment. The second major impact upon revenues is directly related to changes in each school district's per pupil allocation, which is in turn related to tax revenues and the cost of educating district students. As enrollment begins to stabilize in the next eight to ten years, CCS's revenues will begin to follow a pattern closer to that of the aggregate of sending school districts. However, the current economic climate has dictated that CCS continue aggressive enrollment increases in primary grades for the next few years to offset potential near term decreases in per-capita receipts from sending school districts. CCS has contracted to add 20,000 square feet of additional space per year for the next four years to support enrollment increases

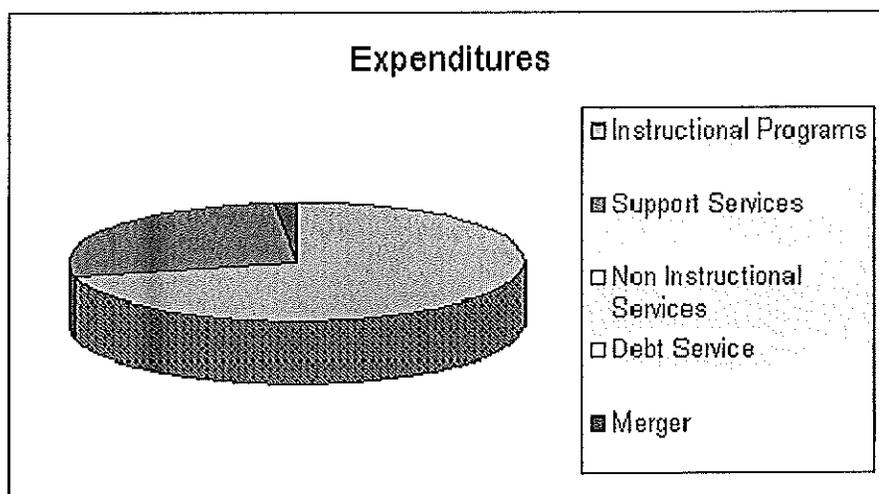


Collegium Charter School achieved a positive cash balance of \$410,888 for the fiscal year. The cash balance will be used to offset forecasted decreases in per-capita funding.

Expenses

The revenues received during 2011-2012 were used to pay expenses of \$19,977,141. The programs supported by the school's expenses and the variances from budget are listed below.

<u>Program</u>	<u>2011-2012 Expenses</u>	<u>% of Total</u>	<u>Increase From 2010-2011</u>	<u>% of Increase</u>	<u>Variance From Budget</u>
Instruct. Programs	\$13,117,456	66%	\$460,222	4%	\$749,681
Support Services	\$ 5,207,861	26%	\$199,107	4%	\$815,027
Non Instructional Services	\$ 160,546	1%	\$ 19,220	14%	\$621,323
Debt Service	\$1,491,278	7%	(\$889,719)	(37%)	(\$734,976)
TOTAL	\$19,977,141	100%	(\$211,170)	(1%)	\$1,451,055



Collegium Charter School increased enrollment by 14% for the year due to continued expansion of the lower elementary grades and retention of students moving to middle school and provided four additional classrooms to accommodate this increased enrollment.

Assets, Liabilities, and Net Assets

On June 30, 2012, Collegium Charter School had assets of \$16,357,882 with \$2,119,722 or 13% in cash, \$353,898 or 2% in receivables, and \$13,078,344 or 80% in buildings and equipment and \$804,389 unamortized bond costs or 5%.

Liabilities totaled \$15,613,165 with long-term debt of \$13,155,000; \$1,641,680 in accrued salaries, benefits, and withholdings; and \$816,485 in payables and other current liabilities.

At June 30, 2012, the net equity consisted of \$744,717 with (\$526,656) invested in capital assets and \$1,271,373 as unrestricted equity. The current year increase in net assets was \$1,331,021.

Major Financial Issues

Collegium Charter School currently occupies three buildings in its campus with grades k through 3 in the 500 building, grades 4 through 6 in its 515 building (two first grade classes are currently included in the 515 building), and grades 7 through 12 in its 535 building. The 515 building remains only 33% permanently fit out and will require fit out of the additional 67% within the next six to seven years. Additionally, a gymnasium annex is planned for the 535 building, and an eight-classroom annex is planned for the 515 building. The school is currently investigating sources for these construction projects including an additional bond issue. The estimated cost for all construction projects is \$12,400,000 at this time. Revenues for the 2011-2012 year have come in significantly below projections based upon historic trends and are expected to continue to remain level or decrease during the next few years. There are no other major financial issues facing the school, other than projected decreases in per capita funding.

Strategic Plan

Collegium Charter School continues to be guided by its mission statement, which includes preparing students for post secondary education. CCS has completed its redesign of curriculum to meet the requirements of this mission and continues to fine-tune its academic program. CCS was invited to join the second cohort of PA LEADS, a PDE program designed to designate a few exemplary schools to aid schools or districts that are in danger of failing due to performance. CCS has joined PA LEADS and is currently developing programs to use in supporting the PA LEADS mission. The key focus for the next few years is to provide appropriate and competitive facilities to support the academic functions of the school and to continue enrollment gains as facilities allow.

Mission Statement

The Collegium Community will work tirelessly to ensure the brightest possible futures for our students, to nurture them, to empower them to recognize in themselves uniqueness and talent, to instill in them a firm academic foundation, critical thinking, and respect for diversity, to foster in them scholarship and responsibility, and to develop in them the desire for a lifetime filled with optimism, generosity, character, and confidence. Our goal will continually be to prepare each student for the rigors of college life, and to hold ourselves and our students accountable for our mutual success.

COLLEGIUM CHARTER SCHOOL

STATEMENT OF NET ASSETS
JUNE 30, 2012

ASSETS	GOVERNMENTAL ACTIVITIES	BUSINESS-TYPE ACTIVITIES	TOTAL
CURRENT ASSETS			
Cash	\$ 385,269	\$ 25,619	\$ 410,888
Restricted Investments	1,708,834	-	1,708,834
Internal Balances	(255,167)	255,167	-
Intergovernmental Receivables	213,355	10,420	223,775
Inventories/Other	130,123	1,529	131,652
TOTAL CURRENT ASSETS	<u>2,182,414</u>	<u>292,735</u>	<u>2,475,149</u>
CAPITAL ASSETS			
Land, Building and Equipment	18,704,227	81,012	18,785,239
Less: Accumulated Depreciation	(5,644,573)	(62,322)	(5,706,895)
Capital Assets, Net	<u>13,059,654</u>	<u>18,690</u>	<u>13,078,344</u>
OTHER ASSETS			
Unamortized Bond Costs, Net	<u>804,389</u>	<u>-</u>	<u>804,389</u>
TOTAL ASSETS	<u>\$ 16,046,457</u>	<u>\$ 311,425</u>	<u>\$ 16,357,882</u>
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable	\$ 143,715	\$ 2,517	\$ 146,232
Accrued Salaries and Benefits	1,619,280	22,400	1,641,680
Bonds Payable - Current	450,000	-	450,000
Accrued Interest	147,700	-	147,700
Deferred Revenues	3,031	30,831	33,862
TOTAL CURRENT LIABILITIES	<u>2,363,726</u>	<u>55,748</u>	<u>2,419,474</u>
LONG-TERM LIABILITIES			
Bonds Payable	13,155,000	-	13,155,000
Compensated Absences	38,691	-	38,691
TOTAL LONG-TERM LIABILITIES	<u>13,193,691</u>	<u>-</u>	<u>13,193,691</u>
TOTAL LIABILITIES	<u>15,557,417</u>	<u>55,748</u>	<u>15,613,165</u>
NET EQUITY (DEFICIENCY)			
Invested in Capital Assets, Net of Related Debt	(545,346)	18,690	(526,656)
Unrestricted	1,034,386	236,987	1,271,373
TOTAL EQUITY	<u>489,040</u>	<u>255,677</u>	<u>744,717</u>
TOTAL LIABILITIES AND EQUITY	<u>\$ 16,046,457</u>	<u>\$ 311,425</u>	<u>\$ 16,357,882</u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

**STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2012**

FUNCTIONS	Program Revenues		Net (Expense) Revenue and Changes in Net Assets			
	Expenses	Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-Type Activities	Total
GOVERNMENTAL ACTIVITIES						
Instruction	\$ 13,455,578	\$ 20,348,185	\$ -	\$ (6,892,607)	\$ -	\$ (6,892,607)
Support Services	5,432,440	-	41,363	5,391,077	-	5,391,077
Non-instructional Services	160,538	-	-	160,538	-	160,538
Unallocated Depreciation Expense	224,573	-	-	224,573	-	224,573
Interest on Long-Term Debt	774,893	-	-	774,893	-	774,893
TOTAL GOVERNMENT ACTIVITIES	<u>20,048,022</u>	<u>20,348,185</u>	<u>41,363</u>	<u>(341,526)</u>	<u>-</u>	<u>(341,526)</u>
BUSINESS-TYPE ACTIVITIES						
Food Service	673,937	411,846	229,430	-	32,661	32,661
Other Enterprise Fund	183,085	375,506	5,293	-	(197,714)	(197,714)
TOTAL ACTIVITIES	<u>857,022</u>	<u>787,352</u>	<u>234,723</u>	<u>-</u>	<u>(165,053)</u>	<u>(165,053)</u>
TOTAL FUNCTIONS	<u>\$ 20,905,044</u>	<u>\$ 21,135,537</u>	<u>\$ 276,086</u>	<u>(341,526)</u>	<u>(165,053)</u>	<u>(506,579)</u>
GENERAL REVENUES						
Grants and Subsidies				703,680	-	703,680
Investment Earnings				388	-	388
Other Income				120,374	-	120,374
TOTAL GENERAL REVENUES				<u>824,442</u>	<u>-</u>	<u>824,442</u>
CHANGE IN NET EQUITY				1,165,968	165,053	1,331,021
NET EQUITY (DEFICIENCY) - Beginning of Year				(676,928)	90,624	(586,304)
NET EQUITY (DEFICIENCY) - End of Year				<u>\$ 489,040</u>	<u>\$ 255,677</u>	<u>\$ 744,717</u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

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BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2012

	GENERAL FUND
ASSETS	
Cash	\$ 385,269
Restricted Investments	1,708,834
Interfund Receivables	88,789
Intergovernmental Receivables	213,355
Other Assets	130,123
TOTAL ASSETS	\$ 2,526,370
LIABILITIES AND FUND EQUITY	
LIABILITIES	
Accounts Payable	\$ 143,715
Accrued Salaries and Benefits	1,619,280
Interfund Payables	343,956
Other	3,032
TOTAL LIABILITIES	2,109,983
FUND EQUITY	
Unassigned	416,387
TOTAL FUND EQUITY	416,387
TOTAL LIABILITIES AND FUND EQUITY	\$ 2,526,370

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

4

RECONCILIATION OF THE GOVERNMENTAL FUND BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
JUNE 30, 2012

TOTAL FUND BALANCE - GOVERNMENTAL FUNDS	\$	416,387
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$19,508,617 and the accumulated depreciation is \$5,644,573.		13,864,044
Long-term liabilities, are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
Bonds		(13,605,000)
Compensated Absences		(38,691)
Accrued Interest		(147,700)
TOTAL NET - GOVERNMENTAL ACTIVITIES	\$	<u>489,040</u>

COLLEGIUM CHARTER SCHOOL

5

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2012

	<u>GENERAL FUND</u>
REVENUES	
Local Sources	\$ 20,468,947
State Sources	505,284
Federal Sources	<u>239,759</u>
TOTAL REVENUES	<u>21,213,990</u>
EXPENDITURES	
Instruction	13,117,456
Support Services	5,207,861
Non-instructional Services	160,546
Capital Outlay	320,991
Debt Service	<u>1,170,287</u>
TOTAL EXPENDITURES	<u>19,977,141</u>
EXCESS OF REVENUES OVER EXPENDITURES	1,236,849
FUND BALANCE - Beginning of Year	<u>(820,462)</u>
FUND BALANCE - End of Year	<u>\$ 416,387</u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

6

RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCE
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2012

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUNDS \$ 1,236,849

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost is allocated over their useful lives as estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period:

Capital Outlays 320,991
Less: Depreciation/Amortization Expense (791,381)

Accrued Interest 3,200
Bond Payments 435,000

In the statement of activities, certain operating expenses-compensated absences (paid time off) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used. This amount represents the difference between the amount earned versus the amount used.

(38,691)

CHANGES IN NET DEFICIENCY OF GOVERNMENTAL ACTIVITIES \$ 1,165,968

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

7

**STATEMENT OF NET ASSETS - PROPRIETARY FUNDS
JUNE 30, 2012**

	<u>Food Service Fund</u>	<u>Other Enterprise Fund</u>	<u>Total Enterprise Funds</u>
ASSETS			
CURRENT ASSETS			
Cash	\$ 25,619	\$ -	\$ 25,619
Due from Other Funds	31,864	312,091	343,955
Due from Other Governments	10,420	-	10,420
Inventories/Other	<u>1,529</u>	<u>-</u>	<u>1,529</u>
TOTAL CURRENT ASSETS	<u>69,432</u>	<u>312,091</u>	<u>381,523</u>
Property and Equipment	81,012	-	81,012
Accumulated Depreciation	<u>(62,322)</u>	<u>-</u>	<u>(62,322)</u>
TOTAL ASSETS	<u><u>\$ 88,122</u></u>	<u><u>\$ 312,091</u></u>	<u><u>\$ 400,213</u></u>
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable	\$ 2,517	\$ -	\$ 2,517
Accrued Liabilities	17,217	5,183	22,400
Due to Other Funds	88,788	-	88,788
Deferred Revenue	<u>949</u>	<u>29,882</u>	<u>30,831</u>
TOTAL CURRENT LIABILITIES	<u>109,471</u>	<u>35,065</u>	<u>144,536</u>
LONG-TERM LIABILITIES	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL LIABILITIES	<u>109,471</u>	<u>35,065</u>	<u>144,536</u>
NET ASSETS (DEFICIENCY)			
Invested in Capital Assets (Net)	18,690	-	18,690
Unrestricted (Deficit)	<u>(40,039)</u>	<u>277,026</u>	<u>236,987</u>
TOTAL NET ASSETS (DEFICIENCY)	<u>(21,349)</u>	<u>277,026</u>	<u>255,677</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 88,122</u></u>	<u><u>\$ 312,091</u></u>	<u><u>400,213</u></u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN NET ASSETS - PROPRIETARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2012**

	<u>Food Service Fund</u>	<u>Other Enterprise Fund</u>	<u>Total Enterprise Funds</u>
OPERATING REVENUES			
Food Service	\$ 411,846	\$ -	\$ 411,846
Child Care	-	375,506	375,506
TOTAL OPERATING REVENUES	<u>411,846</u>	<u>375,506</u>	<u>787,352</u>
OPERATING EXPENSES			
Salaries and Benefits	339,775	126,381	466,156
Other Purchased Services	7,474	30,092	37,566
Supplies	351,209	-	351,209
Depreciation	2,796	-	2,796
Other	1,640	26,612	28,252
TOTAL OPERATING EXPENSES	<u>702,894</u>	<u>183,085</u>	<u>885,979</u>
OPERATING INCOME (LOSS)	<u>(291,048)</u>	<u>192,421</u>	<u>(98,627)</u>
NON-OPERATING REVENUES			
Interest	-	-	-
State Sources	28,674	5,293	33,967
Federal Sources	229,713	-	229,713
	<u>258,387</u>	<u>5,293</u>	<u>263,680</u>
NET INCOME (LOSS)	(32,661)	197,714	165,053
NET ASSETS (DEFICIENCY)			
Beginning of Year	<u>11,312</u>	<u>79,312</u>	<u>90,624</u>
NET ASSETS (DEFICIENCY)			
End of Year	<u>\$ (21,349)</u>	<u>\$ 277,026</u>	<u>\$ 255,677</u>

COLLEGIUM CHARTER SCHOOL

STATEMENT OF CASH FLOWS - PROPRIETARY FUND
FOR THE YEAR ENDED JUNE 30, 2012

	Food Service Fund	Other Enterprise Fund	Total Enterprise Funds
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash Received	\$ 392,031	\$ 161,087	\$ 553,118
Payments for Expenses	<u>(624,881)</u>	<u>(166,380)</u>	<u>(791,261)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>(232,850)</u>	<u>(5,293)</u>	<u>(238,143)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
State Sources	28,674	5,293	33,967
Federal Sources	<u>229,713</u>	<u>-</u>	<u>229,713</u>
NET CASH PROVIDED BY NONCAPITAL FINANCING ACTIVITIES	<u>258,387</u>	<u>5,293</u>	<u>263,680</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Purchase of Equipment	<u>(5,150)</u>	<u>-</u>	<u>(5,150)</u>
NET CASH USED IN FINANCING ACTIVITIES	<u>(5,150)</u>	<u>-</u>	<u>(5,150)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Earnings on Investments	<u>-</u>	<u>-</u>	<u>-</u>
NET CHANGE IN CASH	20,387	-	20,387
CASH - BEGINNING OF YEAR	<u>5,232</u>	<u>-</u>	<u>5,232</u>
CASH - END OF YEAR	<u>\$ 25,619</u>	<u>\$ -</u>	<u>\$ 25,619</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES			
Operating Income (Loss)	\$ (291,048)	\$ 192,421	\$ (98,627)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used In) Operating Activities:			
Depreciation and Amortization	2,796	-	2,796
(Increase) Decrease In:			
Interfund Receivables	(22,937)	(214,419)	(237,356)
Other Current Assets	3,122	-	3,122
Increase (Decrease) In:			
Accounts Payable	(106)	-	(106)
Accrued Liabilities	12,486	16,705	29,191
Interfund Payable	<u>62,837</u>	<u>-</u>	<u>62,837</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>\$ (232,850)</u>	<u>\$ (5,293)</u>	<u>\$ (238,143)</u>

There were no material non-cash, non-cash investing, capital or financing activities during the reporting period.

COLLEGIUM CHARTER SCHOOL

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STATEMENT OF NET ASSETS - FIDUCIARY FUND
JUNE 30, 2012

	<u>AGENCY FUND</u>
ASSETS	
CURRENT ASSETS	
Cash and Cash Equivalents	<u>\$ 206,052</u>
TOTAL ASSETS	<u><u>\$ 206,052</u></u>
LIABILITIES	
CURRENT LIABILITIES	
Due to Student Groups	<u>\$ 206,052</u>
TOTAL LIABILITIES	<u><u>\$ 206,052</u></u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

Collegium Charter School (the “School”) was granted a charter to operate a public school, by the Commonwealth of Pennsylvania, on September 29, 1999 and its current charter is in effect March 1, 2012 through February 29, 2017.

The School is located in and around Exton, Pennsylvania, and currently provides a full range of educational services appropriate to grade levels kindergarten through twelve for students from surrounding districts, including parochial and private schools. The School has a five to nine member appointed board of trustees who oversees the operations of the School. The School has approximately 1,700 students at June 30, 2012.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the School conform to generally accepted accounting principles in the United States of America as applicable to governments. The following is a summary of the more significant policies and practices of the School.

Fund Accounting and Measurement Focus

The accounts of the School are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each are accounted for with a separate set of self-balancing accounts which are comprised of each fund’s assets, liabilities, fund equity, revenues and expenditures or expenses. The funds are grouped into three types. The following is a description of the fund types used by the School in the accompanying basic financial statements.

Governmental Fund Type

Governmental funds are used to account for the School’s expendable financial resources and related liabilities (except those accounted for in the proprietary funds). The measurement focus is upon determination of changes in financial position. The following is the School’s governmental fund type:

General Fund – This is the general operating fund of the School. The general fund is used to account for all financial resources not accounted for and reported in another fund. This fund is reported as a major fund.

Proprietary Fund Types

Proprietary funds are used to account for activities that are similar to those often found in the private sector. The measurement focus is upon determination of net income and capital maintenance. The following are the School’s proprietary fund types:

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

Enterprise Funds – Enterprise funds are used to account for the School's operations that are financed and operated in a manner similar to private business enterprises – where the intent of the governing body is that the cost of providing goods or services to the students on a continuing basis be financed or recovered primarily through user charges or cost reimbursement plans. The School's enterprise funds are comprised of the following funds:

Food Service Fund – The fund accounts for all revenues, food purchases, and other costs and expenses for its Food Service Program. This fund is reported as a major fund.

After Care Fund – The fund accounts for all revenues and expenses for the Child Care Program. This fund is classified as other enterprise fund in the statement of net assets – proprietary funds, as it does not meet the major fund percentage criteria.

Fiduciary Fund Type

Agency funds are used to account for assets held by the School as an agent. Agency funds are custodial in nature and do not involve measurement or results of operations. The following is the School's agency fund:

Student Activity Fund – The fund accounts for student activities.

Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The government-wide financial statements include the statement of net assets and the statement of activities. These statements report financial information for the School as a whole excluding fiduciary activities such as the agency fund. Individual funds are not displayed but the statements distinguish governmental activities and general revenues, from business-type activities, generally financed in whole or in part with fees charged for services.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Program revenues include: (1) charges for services which report fees and other charges to users of the School's services; (2) operating grants and contributions which fund the

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

acquisition, construction, or rehabilitation of capital assets. These revenues are subject to externally imposed restrictions to these program uses. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements

Fund financial statements are provided for governmental, proprietary and fiduciary funds. Major individual governmental and enterprise funds are reported in separate columns with composite columns for non-major funds.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The financial statements of the School are prepared in accordance with accounting principles generally accepted in the United States of America. The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) pronouncements. The government-wide and proprietary fund financial statements apply Financial Accounting Standards Board pronouncements and Accounting Principles Board opinions issued on or before November 30, 1989, unless those pronouncements conflict with or contradict GASB pronouncements, in which case, GASB prevails.

The government-wide statements report using the economic resources measurement focus and the accrual basis of accounting generally including the reclassification or elimination of internal activity (between or within funds). Proprietary and fiduciary fund financial statements also report using the same focus and basis of accounting although internal activity is not eliminated in these statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Available means collectible within the current period or soon enough thereafter to pay current liabilities. Expenditures are recorded when the related fund liability is incurred.

Major revenue sources susceptible to accrual include: intergovernmental revenues, investment income, rent and certain miscellaneous revenues. In general, other revenues are recognized when cash is received.

Operating income reported in proprietary fund financial statements includes revenues and expenses related to the primary, continuing operations of the fund. Principal operating revenues for proprietary funds are charges for services. Principal operating expenses are

COLLEGIUM CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

the costs of providing goods or services and include administrative expenses and depreciation of capital assets. Other revenues and expenses are classified as non-operating in the financial statements.

Property and Equipment and Depreciation

The School's property, plant, and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. Proprietary fund capital assets are also reported in their fund financial statements. Donated assets are stated at fair value on the date donated. The School generally capitalizes assets with a cost of \$2,000 or more as purchase and construction outlays occur. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Estimated useful lives, in years, for depreciable assets are generally as follows:

Buildings	40 years
Land improvements and building improvements	20 years
Furniture, fixtures, and equipment	5 – 12 years
Vehicles	8 years
Textbooks and library books	5 years
Computer hardware	3 years

Debt

In the government-wide and proprietary financial statements, outstanding debt is reported as liabilities.

Budgetary Data

The School follows the following procedures in establishing the budgetary data reflected in the basic financial statements:

- A. Prior to May 31, the Board submits a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them for the General Fund.
- B. Prior to June 30, the budget is legally enacted through passage of a resolution.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

- C. Legal budgetary control is maintained by the Board at the departmental level. Transfers between departments, whether between funds or within a fund, or revisions that alter the total revenues and expenditures of any fund must be approved by the Board. Budgetary information in the combined operating statements is presented at or below the legal level of budgetary control.
- D. Budgetary data is included in the School's management information system and is employed as a management control device during the year.
- E. The budget for the General Fund is adopted substantially on the modified accrual basis of accounting, which is consistent with accounting principles generally accepted in the United States of America.

Financial Reporting Entity

Generally accepted accounting principles require that the reporting entity include (1) the primary government, (2) organizations for which the primary government is financially accountable and (3) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete. Based on the foregoing criteria, there are no component units included in the reporting entity.

Investments

Investments are carried at fair value and are restricted by a trust indenture related to the bonds.

Inventories

Inventory of food and paper supplies within the Food Services Fund is carried at cost, using the first-in, first-out method of accounting and is subsequently charged to expense when consumed. Inventories of donated commodities are valued at fair market value as established by the Department of Agriculture.

Long-Term Debt, Deferred Debt Expense and Bond Discounts/Premiums

In the government-wide and proprietary financial statements, outstanding debt is reported as liabilities. Bond issuance costs, bond discounts or premiums, and the difference between the reacquisition price and the net carrying value of refunded debt are capitalized and amortized over the terms of the respective bonds.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

Net Assets

The School has implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions". This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on the School's fund balances more transparent. The following classifications describe the relative strength of the spending constraints:

Nonspendable fund balance-amounts that are not in spendable form (such as inventory) or are required to be maintained intact.

Restricted fund balance-amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.

Committed fund balance-amounts constrained to specific purposes by the School itself, using its highest level of decision-making authority (the Board of Directors). To be reported as committed, amounts cannot be used for any other purpose unless the School takes the same highest level action to remove or change the constraint.

Assigned fund balance-amounts the School intends to use for a specific purpose. Intent can be expressed by the Board of Directors or by an official or body to which the Board of Directors delegates the authority.

Unassigned fund balance-amounts available for any purpose. Positive amounts are reported only in the General Fund.

The Board of Directors establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This is typically done through adoption and amendment of the budget. A fund balance commitment is further indicated in the budget document as a designation or commitment of the fund. Assigned fund balance is established by the Board of Directors through adoption or amendment of the budget as intended for specific purposes (such as the purchase of fixed assets, construction, debt service, or for other purposes).

The School will typically use Restricted fund balances first, followed by Committed resources, and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 2 – FUND BALANCE

General Fund

The General Fund has Unassigned Fund Balance of \$416,387 at June 30, 2012.

NOTE 3 – CASH AND INVESTMENTS

Investment Policy

Under Section 440.1 of the Public School Code of 1949, as amended, the School is permitted to invest funds in the following types of investments:

Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

The deposit and investment policy of the School adheres to state statutes. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School.

Credit Risk

As of June 30, 2012, the School's investments in the Goldman Sachs Financial Square Government Funds were rated AAA by Standards & Poor's.

Concentration of Credit Risk

The School places no limit on the amount the School may invest in any one issuer. The School's investment type exceeds 5% of the School's total investments at June 30, 2012.

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 3 – CASH AND INVESTMENTS (Cont'd)

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a specific deposit policy for custodial credit risk. For disclosure purposes, deposits include certificates of deposit.

As of June 30, 2012, \$209,607 of the School's bank balance of \$410,888 is exposed to custodial credit risk of deposits uninsured and collateral held by the pledging bank but not in the School's name.

Investments

As of June 30, 2012, the School has the following investments:

<u>Investment Type</u>	<u>Percentage of Investments</u>	<u>Maturities</u>	<u>Fair Value</u>
Goldman Sachs Financial Square Government Funds	100%	Various	\$ 1,708,834

NOTE 4 – CAPITAL ASSETS

A summary of changes in the capital assets is as follows:

<u>Classification</u>	<u>Balance June 30, 2011</u>	<u>Additions (Deletions), Net</u>	<u>Balance June 30, 2012</u>
Governmental activities:			
Land and buildings	\$ 14,427,343	\$ -	\$ 14,427,343
Books and equipment	3,955,892	320,992	4,276,884
Accumulated depreciation	<u>(4,895,996)</u>	<u>(748,577)</u>	<u>(5,644,573)</u>
Governmental activities, net	<u>\$ 13,487,239</u>	<u>\$ (427,585)</u>	<u>\$ 13,059,654</u>

Depreciation expense was charged to governmental functions as follows:

Instruction	\$ 299,431
Support services	224,573
Unclassified	<u>224,573</u>
	<u>\$ 748,577</u>

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 4 – CAPITAL ASSETS (Cont'd)

Business-type activities:			
Equipment	\$ 75,862	\$ 5,150	\$ 81,012
	75,862	-	81,012
Accumulated depreciation	<u>(59,526)</u>	<u>(2,796)</u>	<u>(62,322)</u>
Business-type activities, net	<u>\$ 16,336</u>	<u>\$ 2,354</u>	<u>\$ 18,690</u>

NOTE 5– BONDS PAYABLE

The School issued \$16,000,000 of revenue bonds through the Chester County Industrial Development Authority to finance the acquisition and renovation of a school building. The loan agreement requires the School to meet certain financial covenants. The loan is secured by the assets of the School.

The School has \$13,605,000 of bonds outstanding with interest rates of 2.75% to 5.50% related to Series 2004 at June 30. During the year, the School made principal payments of \$435,000 and interest payments of \$724,315 related to the bonds outstanding. Bonds payable due within one year amount to \$450,000 and bonds payable due after one year amount to \$13,155,000.

Maturities on the revenue bonds are as follows:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 450,000	\$ 706,915	\$ 1,156,915
2014	470,000	688,915	1,158,915
2015	490,000	670,115	1,160,115
2016	510,000	650,000	1,160,000
2017	530,000	624,500	1,154,500
Subsequent	<u>11,155,000</u>	<u>5,068,500</u>	<u>16,223,500</u>
	<u>\$ 13,605,000</u>	<u>\$ 8,408,945</u>	<u>\$ 22,013,945</u>

NOTE 6 – LEASE OBLIGATIONS

The School leased equipment from various vendors on a month-to-month basis. These leases were classified as operating leases. Rent expense associated with the leases was \$203,226 for the year ended June 30, 2012.

COLLEGIUM CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 – LEASE OBLIGATIONS (Cont’d)

The School entered into three lease agreements for rental of school buildings. Rental payments were \$2,112,509 for the year ended June 30, 2012. Rental payments for the next five years are as follows:

2013	\$ 2,753,000
2014	3,017,000
2015	3,399,000
2016	3,488,000
2017	3,580,000

NOTE 7 – PENSION PLAN

The School contributes to the Public School Employees’ Retirement System (the “System”), a cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees’ Retirement System, which provides retirement and disability benefits, legislative mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees’ Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the Plan. A copy of the report may be obtained by writing to the Bureau of Fiscal Control, Public School Employees’ Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125.

Funding Policy

The contribution policy is established by the Code and requires contributions by active members and employers and the Commonwealth. In the past, most active members were required to contribute 5.25 percent of their compensation if they joined the plan before July 22, 1983, and 6.25 percent if they joined on or after that date. Members enrolled at July 1, 2001 had to elect to maintain the same contribution rate as stated above or change to a higher contribution rate that provides greater retirement benefits. The new higher contribution rates effective January 1, 2002, are 6.50 percent if the member joined prior to July 22, 1983 and 7.50 percent if they joined on or after that date. The contributions required of participating employers are based on an actuarial valuation and are expressed as a percentage of annual covered payroll during the period for which the amount is determined. The School is required to pay the entire employer contribution rate and is reimbursed by the Commonwealth in an amount equal to the Commonwealth’s share as determined by the income aid ratio (as defined in Act 29 of 1994), which is at least one-half of the total employer rate. The School’s contribution to PSERS for the year ending June 30 was \$829,640. That amount is equal to the required contribution for the year.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 8 – TAX STATUS

The School qualifies as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. Accordingly, no federal or state income tax has been recognized for the year ended June 30.

NOTE 9 – FUND BALANCE DEFICIT

The Food Service Fund has a deficit balance of \$(21,349) at June 30.

NOTE 10 – OTHER REQUIRED INDIVIDUAL FUND DISCLOSURES

Generally accepted accounting principles require disclosure, as part of the Combined Financial Statements, of certain information concerning individual funds.

The following interfund receivables and payables existed at June 30:

<u>Fund</u>	<u>Receivable</u>	<u>Payable</u>
General Fund:		
Business Type	\$ -	\$ 255,167
Business Type:		
General Fund	<u>255,167</u>	<u>-</u>
	<u>\$ 255,167</u>	<u>\$ 255,167</u>

NOTE 11 – RISK MANAGEMENT

The School is exposed to various risks of loss related to theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School has purchased various insurance policies to safeguard its assets from risk of loss.

NOTE 12 – CONTINGENT LIABILITIES AND SUBSEQUENT EVENTS

Grant Programs

The School participates in both state and federally assisted grant programs. These programs are subject to program compliance audits by the grantors or their representatives. The School is potentially liable for any expenditures which may be disallowed pursuant to the terms of these grant programs. Management is not aware of any material items of noncompliance which would result in the disallowance of program expenditures.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 12 – CONTINGENT LIABILITIES AND SUBSEQUENT EVENTS (Cont'd)

Purchase of School Building

The School is proposing to purchase a building, which is currently rented, for \$13,260,000 in fiscal 2013 to be funded by a loan or bond issuance.

REQUIRED SUPPLEMENTAL INFORMATION

COLLEGIUM CHARTER SCHOOL

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES
BUDGET AND ACTUAL - GENERAL FUND**

FOR THE YEAR ENDED JUNE 30, 2012

	Budget		Actual	Variance with Final Budget - Favorable (Unfavorable)
	Original	Final		
REVENUES				
Local Sources	\$ 21,319,348	\$ 21,319,348	\$ 20,468,947	\$ (850,401)
State Sources	977,039	977,039	505,284	(471,755)
Federal Sources	479,611	479,611	239,759	(239,852)
TOTAL REVENUES	<u>22,775,998</u>	<u>22,775,998</u>	<u>21,213,990</u>	<u>(1,562,008)</u>
EXPENDITURES				
Instruction	13,867,137	13,867,137	13,117,456	749,681
Support Services	6,022,888	6,022,888	5,207,861	815,027
Non-instructional Services	781,869	781,869	160,546	621,323
Debt Service/Facilities/Reserve	756,302	756,302	1,491,278	(734,976)
TOTAL EXPENDITURES	<u>21,428,196</u>	<u>21,428,196</u>	<u>19,977,141</u>	<u>1,451,055</u>
EXCESS (DEFICIENCY) OF REVENUES AND OTHER FINANCIAL SOURCES OVER EXPENDITURES	1,347,802	1,347,802	1,236,849	(110,953)
FUND BALANCE - Beginning of Year	<u>-</u>	<u>-</u>	<u>(820,462)</u>	<u>(820,462)</u>
FUND BALANCE - End of Year	<u>\$ 1,347,802</u>	<u>\$ 1,347,802</u>	<u>\$ 416,387</u>	<u>\$ (931,415)</u>

See Notes to Financial Statements

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

Name of School _____ Collegium Charter School _____

Address of School _____ 535 James Hance Ct, Exton, PA 19341 _____

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$12,909,131.91
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$1,242,145.00
1300	VOCATIONAL EDUCATION	\$0.00
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$0.00
1600	ADULT EDUCATION PROGRAMS	\$0.00
1700	HIGHER EDUCATION PROGRAMS	\$0.00
1800	PRE-KINDERGARTEN	\$0.00
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	\$418,433.85
	2120 Guidance Services	\$294,807.49
	2130 Attendance Services	\$0.00
	2140 Psychological Services	\$145,155.13
	2150 Speech Pathology and Audiology Services	\$351,192.81
	2160 Social Work Services	\$0.00
	2170 Student Accounting Services	\$0.00
	2190 Other Pupil Personnel Services	\$0.00
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	\$562,205.24
	2230	Educational Television Services	\$0.00
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	\$240,677.37
	2260	Instruction and Curriculum Development Services	\$316,393.29
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	\$346.77
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	\$213,035.85
	2360	Office of the Superintendent (Executive Director) Services	\$464,444.06
	2370	Community Relations Services	\$892,874.44
	2380	Office of the Principal Services	
	2390	Other Administration Services	\$311,859.01
2400		SUPPORT SERVICES - PUPIL HEALTH	\$199,022.53
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	\$304,627.73
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	\$290,988.79
	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	\$832,227.21
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	\$789,664.55
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	\$53,692.36
	3250	School Sponsored Athletics	\$154,326.97
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	\$179,096.13
	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	\$54,127.00
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	\$3,093,188.20
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	\$1,539,180.26
TOTAL EXPENDITURES		\$25,852,843.95

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2013 **\$200,000.00**

CERTIFICATION VERIFICATION FORM Collegium Charter School 2012-2013 08/31/2013

PDE-414

(Name of School) Collegium Charter School

(School Year) (Date of Report)

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PPID	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Adams	Judith	Early Childhood, Elementary/ II	7-12	Technology	1588 per 12-13 school year	100	0
2	Alleva	Rebecca	Math / I	7-12	Teacher, MS/HS Math	1588 per 12-13 school year	100	0
3	Annechino	Donna	School Psychologist/Educational Specialist II	K -12	School Psychologist	2080 per 12-13 school year	100	0
4	Antonucci	Kathleen	Elementary/I	4-6	Technology	1588 per 12-13 school year	100	0
5	Bainbridge	Kristin	Elementary/I	2-3	Elementary	1588 per 12-13 school year	100	0
6	Barr	Amanda	Elementary/II	4-5	Elementary	1588 per 12-13 school year	100	0
7	Benzinger	Corinne	Speech & Language Imparied PA License	K to 12	Speech	800 per 12-13 school year	100	0
8	Blankenhagen	John	Math / I	7-12	Teacher, MS/HS Math	1588 per 12-13 school year	100	0
9	Bogusch	Jessica	Elem & Spec Ed/I	4-5	Special Education	800 per 12-13 school year	100	0
10	Bogusch	Thomas	Biology / II	7-12	Biology	1588 per 12-13 school year	100	0
11	Bond	Jennifer	Speech/I	K-6	Speech	800 per 12-13 school year	100	0
12	Borucki	Emily	Elementary/II	K-1	Elementary	1588 per 12-13 school year	100	0
13	Bretherick	Robyn	Elementary/II	K-1	Elementary	1588 per 12-13 school year	100	0
14	Bruno	Luz Cheila	Spanish, Elem / II	K-6	Spanish	1588 per 12-13 school year	100	0
15	Burkett	Cathy	Elementary/Program Specialist ESL/I	K-6	Elementary	1588 per 12-13 school year	100	0
16	Busch	Maggie	Spanish/I	4-6	Spanish	1588 per 12-13 school year	100	0
17	Cardarelli	Kathryn	English 7 - 12/ II	7-12	Library	1588 per 12-13 school year	100	0
18	Carey	Eric	English 7 - 12/ II	7-12	English	1588 per 12-13 school year	100	0
19	Carmichael	Kristin	Special Education/II	7-12	Special Education	1588 per 12-13 school year	100	0
20	Cassner	Noreen	Elementary/II	4-5	Elementary	1588 per 12-13 school year	100	0
21	Christman	Kimberly	Spec Ed., Sec. LA/I	K-6	504 Coordinator	1588 per 12-13 school year	100	0
22	Cianci	Nicole	Elementary, Mid-level Citizenship, Mid-level Math, Mid-level Language Arts, Social Studies 7-12 / II	7-12	Social Studies	1588 per 12-13 school year	100	0
23	Ciarlo Siegfried	Andrea	Reading Spec, Sec LA/ II	7-12	Reading Specialist	500 per 12-13 school year	100	0
24	Cirillo	Ann Marie	Special Education N-12/ II	2-3	Special Education	1588 per 12-13 school year	100	0
25	Conlan	Mary Grace	Spanish/II	4-6	Spanish	1588 per 12-13 school year	100	0
26	Cordova	Alicia	Elementary /II	K-1	Elementary	1588 per 12-13 school year	100	0
27	Cortlessa	Virginia Kathleen	Elementary/II	2-3	Elementary	1588 per 12-13 school year	100	0
28	Danenhower	Lisa	Elementary, I	K-1	Elementary	1588 per 12-13 school year	100	0
29	Danielson	Colleen	Reading Specialist/I	K -6	Elementary	1588 per 12-13 school year	100	0
30	Davis	Isaac	Secondary Guidance/II	7-9	Guidance Counselor	1588 per 12-13 school year	100	0
31	Davis	Porsche	Library, Elementary /II	K-6	Library	1588 per 12-13 school year	100	0
32	DellaBadia	Amy	Spec Ed, Elem/I	2-3	Special Education	800 per 12-13 school year	100	0
33	DeTurck	Maryellen	Spanish/II	K-3	Elementary	1588 per 12-13 school year	100	0
34	Dryburgh	Graham	Health & Physical Educ. / I	7-12	Health and PE	1588 per 12-13 school year	100	0
35	Duffey	Marie	Elementary, Special Education N-12/ II	K-1	Elementary	1588 per 12-13 school year	100	0
36	Duffy	Shannon	Social Studies 7 - 12 / II	7-12	Social Studies	1588 per 12-13 school year	100	0
37	Dunn	Erin	Elementary /I	K-1	Elementary	1588 per 12-13 school year	100	0
38	Durkin	Richard	Elementary, Special Education N-12/ II	7-12	Special Education	1558 per 12-13 school year	100	0
39	Egolf	Kimberly	Elementary / II	2-3	Elementary	1588 per 12-13 school year	100	0
40	Elberti	Brent	Elementary/I	4-5	Elementary	1588 per 12-13 school year	100	0
41	Ely	Meredith	Early Childhood, Elementary/ II	K-1	Elementary	1588 per 12-13 school year	100	0
42	Endrey	Shelley	Elementary/II	2-3	Elementary	1588 per 12-13 school year	100	0

43	Erskine	Elizabeth		Elementary /II	K-1	Elementary	1588 per 12-13 school year	100	0
44	Esche	Richard		Health & Physical Educ. / I	7-12	Health and PE	1588 per 12-13 school year	100	0
45	Essick	Bruce		Elementary, Special Education N-12/ I	6	Special Education	500 per 12-13 school year	100	0
46	Farry	Kathleen		Elementary/II	2-3	Elementary	1588 per 12-13 school year	100	0
47	Fisher	Kerrene		Elementary/II	K-1	Elementary	1588 per 12-13 school year	100	0
48	Flokowski	Kathleen		Elementary & Special Education N-12 / II	K-1	Elementary	1588 per 12-13 school year	100	0
49	Fowlkes	Daniel		Elem/I	4-5	Elementary	1300 per 12-13 school year	100	0
50	Frank	Kristen		Elementary/I	K-1	Elementary	1588 per 12-13 school year	100	0
51	Freney	Maureen		Special Education N-12/ II	K-12	Coordinator, IST	1588 per 12-13 school year	100	0
52	Friend	Kristina		Elementary / I	4-5	Elementary	300 per 12-13 school year	100	0
53	Fuhrman	Amy		Elementary/I	K-1	Elementary	1588 per 12-13 school year	100	0
54	Garsils	Steven		Elementary & Special Education N-12 / II	K-6	Elementary, Bldg. Sub.	1588 per 12-13 school year	100	0
55	Gaspari	Natalie		English 7 - 12/ I	7-12	English	1588 per 12-13 school year	100	0
56	Gormley	Meghan		Elementary & Special Education N-12 / II	7-12	Special Education	1588 per 12-13 school year	100	0
57	Grandizio	Mary		Elem/I	K-1	Elementary	1588 per 12-13 school year	100	0
58	Grant	Alice		Elementary / I	2-3	Elementary	1588 per 12-13 school year	100	0
59	Guarente	Jonathan		Elementary / I	2-3	Elementary	1588 per 12-13 school year	100	0
60	Haberl	Mary Beth		Sec. LA / I	7-12	MS/HS LA	1588 per 12-13 school year	100	0
61	Haight	Amber		Elementary, II	2-3	Elementary	1588 per 12-13 school year	100	0
62	Haldeman	Christine		Elementary & Spec Ed./I	4-5	Elementary	1588 per 12-13 school year	100	0
63	Halpin	Thomas		Spanish / II	7-12	Spanish	1588 per 12-13 school year	100	0
64	Handley	Thomas		Sec. Math / I	7-12	Teacher, MS/HS Math	1588 per 12-13 school year	100	0
65	Harding	Carolyn		ESL, Elementary /I	7-12	ESL	1588 per 12-13 school year	100	0
66	Harding	Kathleen		Elementary / II	2-3	Elementary	1588 per 12-13 school year	100	0
67	Harkins	Paul		English 7 - 12/ II	7-12	English	1588 per 12-13 school year	100	0
68	High	Kassaundra		Elementary, ESL/I	2-3	Elementary	1588 per 12-13 school year	100	0
69	Hirst	Corinne		Elem Guidance, Sec. Guidance/I	K-6	Guidance Counselor	1588 per 12-13 school year	100	0
70	Hixson	Brian		Chemistry /I	7-12	Teacher, MS/HS Chemi	1588 per 12-13 school year	100	0
71	Hoffmann	P. Nicholas		Elementary/II	4-5	Elementary	1588 per 12-13 school year	100	0
72	Houdeshel	Katelyn		Elementary & Program Specialist ESL / I	K - 3	ESL	1588 per 12-13 school year	100	0
73	Humbert	Patrick		Art/I	7-12	Art	1588 per 12-13 school year	100	0
74	Ithier	Cindy		Elementary/II	K-1	Elementary	1588 per 12-13 school year	100	0
75	Johnson	Robert		Elementary/II	4-5	Elementary	1588 per 12-13 school year	100	0
76	Jones	Amanda		Elementary /I	K-6	Teacher, Bldg. Sub.	1588 per 12-13 school year	100	0
77	Kahl	Eileen		Elementary/II	4-5	Elementary	1588 per 12-13 school year	100	0
78	Kearney	Jennifer		Elementary, Spec. Ed. K-12 / II	K-12	Coordinator, IST	1588 per 12-13 school year	100	0
79	Kelley	Michael Sean		Mid-Level Science (7-9), Elementary/ II	7-9	Middle School Science	1588 per 12-13 school year	100	0
80	Kelsey	Elyse		Elem/I	K-1	Elementary	1588 per 12-13 school year	100	0
81	Kender	Nicole		Gudiance/I	7-9	Guidance Counselor	1588 per 12-13 school year	100	0
82	Kendrick	Raymond		Health/PE /I	7-12	Teacher, MS/HS Health	1588 per 12-13 school year	100	0
83	Koberg	Christine		Elementary, Spec. Ed. /I	K-1	Special Education	1588 per 12-13 school year	100	0
84	Kobernick	Jodi		PA Speech & Language License #SL005055L	K-6	Speech	1300 per 12-13 school year	100	0
85	Kopie	Mary Ann		Mathematics/II	7-12	Mathematics	1588 per 12-13 school year	100	0
86	Kowalski	Michael		Social Studies/I	7-12	Social Studies	1588 per 12-13 school year	100	0

87	Kowalsky	Colleen		Elementary /II	K-1	Elementary	1588 per 12-13 school year	100	0
88	Krausz	Jessica		Elementary /II	2-3	Elementary	1588 per 12-13 school year	100	0
89	Kutch	Kathleen		Spanish / I	7-12	Spanish	1588 per 12-13 school year	100	0
90	Lake	Alison		Elementary / I	2-3	Elementary	650 per 12-13 school year	100	0
91	Lake	Amanda		Principal, K-12/ Administrative & Elementary, Mid-	7-12	Principal	2080 per 12-13 school year	100	0
92	Lawler	Gavin		Biology & General Science /II	7-9	MS Science	1300 per 12-13 school year	100	0
93	Lewis	Melanie		Special Education & Elementary/II	2	Elementary	1588 per 12-13 school year	100	0
94	Loescher	Holly		Elementary / II	2-3	Elementary	1588 per 12-13 school year	100	0
95	Lombardo	Christine		Elementary & Spec Ed./II	6	Special Education	1588 per 12-13 school year	100	0
96	Makriniotis	Allison		Early Childhood, Elementary/ II	K-1	Elementary	1588 per 12-13 school year	100	0
97	Martin	Marissa		Sec. Math / I	7-12	Sec. Math	1588 per 12-13 school year	100	0
98	McAboy	Daniel		English 7 - 12/ II	7-12	English	1588 per 12-13 school year	100	0
99	McCain	Kathleen		Elementary, Special Education N-12/ I	2-3	Special Education	1588 per 12-13 school year	100	0
100	McCain	M. Eilleen		Elementary, Special Education N-12/ II	4	Elementary	1588 per 12-13 school year	100	0
101	McComb	Jamie		Health & Physical Educ. / I	K-6	Health and PE	1588 per 12-13 school year	100	0
102	McNamara	Colleen		Health & Physical Educ. / II	K-3	Health and PE	1588 per 12-13 school year	100	0
103	McQuillis	Leah		Spec. Ed, Elem, MS Sci, MS SS, ESL /II	7-12	Special Education	1588 per 12-13 school year	100	
104	Medvidik	Michael		Music K - 12 / II	7-12	Music	1588 per 12-13 school year	100	0
105	Mellone	Linda		School Nurse, II	K-12	School Nurse	1588 per 12-13 school year	100	0
106	Meyer	Bryan		Elem., ESL /I	K-6	Teacher, Elem ESL TEN	1588 per 12-13 school year	100	0
107	Minchak	Rebecca		Elementary / II	K-1	Elementary	1588 per 12-13 school year	100	0
108	Mitchell	Blake		MS Science/I	7-9	Science	1588 per 12-13 school year	100	0
109	Mitchell	Rebecca		Elementary / I	K-3	Elementary Spec. Ed.	1588 per 12-13 school year	100	0
110	Moore	Marcell		Elementary / II	4-5	Elementary	1588 per 12-13 school year	100	0
111	Morganstern	Rachael		Elementary/I	2-3	Elementary	1588 per 12-13 school year	100	0
112	Moyer	Shellene		Elementary / I	2-3	Elementary	950 per 12-13 school year	100	0
113	Mraz	Marguerite		Elementary Principal, Secondary Principal /	K-3	Principal	2080 per 12-13 school year	100	0
114	Mueller	Shannon		Special Education N-12, MS LA/ I	7-12	Special Education	1588 per 12-13 school year	100	0
115	Mullen	April		Music/ II	K-3	Music	1588 per 12-13 school year	100	0
116	Mullin	Trista		Elementary /I	6	Elementary	1588 per 12-13 school year	100	0
117	Murphy	Shaun		Elementary /II	6	Elementary	1588 per 12-13 school year	100	0
118	Naulty	Marie		Elementary /II	K-3	Technology	1588 per 12-13 school year	100	0
119	O'Brien	Patricia		Principal, Elementary, Social Studies, Reading	6 - 12	Asst. Principal, 7-12	2080 per 12-13 school year	100	0
120	Olivo	Jennifer		Elem, Spec. Ed. /I	K-1	Teacher, Kdg.	1588 per 12-13 school year	100	0
121	O'Malley	Colleen		Elementary /II	4-5	Elementary	1588 per 12-13 school year	100	0
122	O'Rourke	Kimberly		Sec. LA / I	7-12	Teacher, MS/HS LA	1588 per 12-13 school year	100	0
123	Pacella	Susan		Speech & Language/II	K-12	Speech	800 per 12-13 school year	100	0
124	Parfitt	Jennifer Grace		English 7 - 12/ II	7-12	English	1588 per 12-13 school year	100	0
125	Pautz	Tracy		Music/ II	K to 6	Music	1588 per 12-13 school year	100	0
126	Perez-Hoover	Summer		Physics/I	7 to 12	Physics	1588 per 12-13 school year	100	0
127	Petrillo	Paige		Spec. Ed., Elem	4-5	Special Education	1588 per 12-13 school year	100	0
128	Price	Melissa		Spanish, E.S.L., Elementary / I	7-12	ESL	950 per 12-13 school year	100	0
129	Quarino	Daniele		Mathematics 7 - 12 / II	7-12	Mathematics	1588 per 12-13 school year	100	0
130	Radway	Nicole		MS Math, Elem / II	K-6	Math Coach	1588 per 12-13 school year	100	0

131	Reed	Kathryn		Elementary / II	6	Elementary	1588 per 12-13 school year	100	0
132	Rege	Depali		Elementary / I	6	Teacher, 6th Grade	1588 per 12-13 school year	100	0
133	Riehl	Kimberly		Spanish/II	7-12	Spanish	1588 per 12-13 school year	100	0
134	Riley	Kristen		Social Studies 7 - 12 / II	7-12	Social Studies	1588 per 12-13 school year	100	0
135	Rivera	Tawana		Early Childhood N - 3 / I	K-1	Elementary	1588 per 12-13 school year	100	0
136	Roberts	Heather		Special Education N-12/ II	7-12	Special Education	1588 per 12-13 school year	100	0
137	Robison	Matthew		Health/PE / I	K-6	Teacher, Health/PE	1588 per 12-13 school year	100	0
138	Roggio	Abigail		Reading Specialist/II	4-7	Reading Specialist	1588 per 12-13 school year	100	0
139	Rudolph	Jeremy		Spanish/II	7-12	Spanish	1588 per 12-13 school year	100	0
140	Rudolph	Pamela		Spanish/I	K-6	Spanish	1588 per 12-13 school year	100	0
141	Ryan	Colleen		Elem. & Spec Ed/I	4-5	Special Education	1588 per 12-13 school year	100	0
142	Ryan	Matthew		Elementary / II	2-3	Elementary	1588 per 12-13 school year	100	0
143	Saks	Kimberly		Speech/I	K-12	Speech	1588 per 12-13 school year	100	0
144	Schneider	Josef		Social Studies 7 - 12 / I	7-12	Social Studies	1588 per 12-13 school year	100	0
145	Schultz	Thomas		Health & PE/ I	4-6	Health and PE	1588 per 12-13 school year	100	0
146	Shappell	Deirdre		Elementary / II	2-3	Elementary	1588 per 12-13 school year	100	0
147	Shaw	Kimberly		Elementary School Counselor, Secondary School	K-3	Guidance Counselor	1588 per 12-13 school year	100	0
148	Sherman	Lisa		Elementary/I	K-1	Elementary	1588 per 12-13 school year	100	0
149	Simpson	David		Principal, K-12/ Administrative, Supervisor	4-6	Assistant Principal	867 per 12-13 school year	100	0
150	Snape	Janet		Elementary, History, Curriculum Specialist / II	K-6	RTI Coordinator	1588 per 12-13 school year	100	0
151	Springer	Jason		Art K- 12/ II	7-12	Art	1588 per 12-13 school year	100	0
152	Stauffer	Lara		Elementary / II	K-1	Elementary	1588 per 12-13 school year	100	0
153	Steigerwalt	Jeannie		Art K- 12/ II	4-6	Art	1588 per 12-13 school year	100	0
154	Steines	Elisabeth		Art K- 12/ I	K-3	Art	1588 per 12-13 school year	100	0
155	Stell	Sara		Music K - 12 / II	3-12	Music	1588 per 12-13 school year	100	0
156	Sterious	Theodore		Elementary, MS Mathematics 7 - 9, Principal, K - 12,	4-6	Principal	2080 per 12-13 school year	100	0
157	Stevenson	Alyssa		Elem & EC/I	2-3	Elementary	1588 per 12-13 school year	100	0
158	Stevenson	Kristopher		Elem./I	Pre-1	Elementary	1588 per 12-13 school year	100	0
159	Stoughton	Jamie		Elementary / II	K-1	Elementary	1588 per 12-13 school year	100	0
160	Struebing	Connie		Elementary / II	K-6	Mentor Teacher	1588 per 12-13 school year	100	0
161	Sullivan	Caitlin		Elementary/I	K-1	Elementary	1588 per 12-13 school year	100	0
162	Sundwall	Theresa		Music K - 12 / II	3-6	Music	1588 per 12-13 school year	100	0
163	Teodecki	Geena		Art/I	K-6	Art	1588 per 12-13 school year	100	0
164	Tozer	Elizabeth		Music K - 12 / II	7-12	Music	1588 per 12-13 school year	100	0
165	Tripp	Laura		Elementary & Special Education / II	4-5	Elementary	1588 per 12-13 school year	100	0
166	Tull	Carlton		Elementary / I	6	Elementary	1588 per 12-13 school year	100	0
167	Tuoni	Hillary		Spanish/I	4-6	Spanish	1588 per 12-13 school year	100	0
168	Urbas	Jaclyn		Music / I	K-6	Teacher, Music	1588 per 12-13 school year	100	0
169	Vaughn	Michelle		Spanish & ESL/I	7-12	ESL	1300 per 12-13 school year	100	0
170	Vesper	Claire		Music/I	K-6	Music	1588 per 12-13 school year	100	0
171	Warrington	Elizabeth		Elementary / I	K-1	Elementary	1588 per 12-13 school year	100	0
172	Watson	Kristin		Elementary / I	K-6	Elementary	1588 per 12-13 school year	100	0
173	West	Lauren		Elementary / I	K-6	Elementary	1588 per 12-13 school year	100	0
174	Westmoreland	Anna		Elem/I	4-5	Elementary	1588 per 12-13 school year	100	0

175	Whisler	Vicki		Sec. Language Arts/I	7-12	English	1588 per 12-13 school year	100	0
176	Wight-Mahoney	Pamela		Principal, K-12/ Administrative & Supervisor Special	3	Principal	2080 per 12-13 school year	100	0
177	Williams	Timothy		Spanish / I	7-12	Spanish	1588 per 12-13 school year	100	0
178	Williford	Martina		Rdg. Spec., Spec Ed, MS LA/II	7-12	Reading	1100 per 12-13 school year	100	0
179	Wineland	Susan		Reading Specialist, Elementary, Early Childhood,	K-3	Reading Specialist	1588 per 12-13 school year	100	0
180	Winters	Allison		Elementary, I	4-6	Health and PE	1588 per 12-13 school year	100	0
181	Woodward	Noelle		Elementary / II	4-5	Elementary	1588 per 12-13 school year	100	0
182	Yaniviak	Megan		Elementary / I	K-1	Elementary	1588 per 12-13 school year	100	0

Total Number of Administrators (do not include CEO): 6

Total Number of Teachers: 157 Counselors: 4 School Nurses: 1 Others: 13

Total Number of Professional Staff: 181

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

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

**Division of Federal Program
Consolidated Program Review**

2011-2012 School Year

**Collegium CS
535 James Hance Court
Exton, Pa 19341**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	William Winters	610-903-1300 607	<input type="checkbox"/>
Business Manager:	Debbie McCabe	610-903-1300 611	<input type="checkbox"/>
Title I Coordinator:	Pam Wight-Mahoney	610-903-1300 109	<input type="checkbox"/>
Title II Part A Coordinator:	Pam Wight-Mahoney	610-903-1300 109	<input type="checkbox"/>
Title III Coordinator:	Pam Wight-Mahoney	610-903-1300 109	<input type="checkbox"/>
Fiscal Requirements Coordinator:	Debbie McCabe	610-903-1300 611	<input type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer/s:

Visit Date:

Title I Program Review

- I. Highly Qualified
- II. Parent Involvement
- III. LEA Improvement
- IV. School Improvement
- V. School Choice
- VI. Supplemental Educational Services (SES)
- VII. Schoolwide Programs
- VIII. Targeted Assistance
- IX. Nonpublic Schools
- X. Comparability

I. Highly Qualified

Component I: Highly Qualified						
The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.						
Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> LEA Plan		
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications. <input checked="" type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		

<p>3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of parent/guardian notification		<table border="1"> <tr> <th data-bbox="1589 89 1940 142">District Comments</th> </tr> <tr> <td data-bbox="1589 142 1940 344"> 2/24/2012 1:16:20 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school </td> </tr> </table>	District Comments	2/24/2012 1:16:20 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school
District Comments								
2/24/2012 1:16:20 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school								
<p>4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		<table border="1"> <tr> <th data-bbox="1589 354 1940 407">District Comments</th> </tr> <tr> <td data-bbox="1589 407 1940 605"> 2/24/2012 1:16:40 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school </td> </tr> </table>	District Comments	2/24/2012 1:16:40 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school
District Comments								
2/24/2012 1:16:40 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school								

II. Parent Involvement

Component II: Parent Involvement						
The LEA and schools meet parental involvement requirements.						
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input checked="" type="checkbox"/> Website posting.		
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		*See 6 Parent Involvement Plan requirements below	
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.		
c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		

d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input checked="" type="checkbox"/> documentation shared or distributed		
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> school-home compact <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda.		
6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		

8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		
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III. LEA Improvement

Component III: LEA Improvement						
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.						
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)						
<input checked="" type="checkbox"/> If the LEA is not identified for LEA Improvement, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). <input type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input type="checkbox"/> Website <input type="checkbox"/> Other	
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.	<p>If the LEA also has schools in improvement it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	
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IV. School Improvement

Component IV: School Improvement						
Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.						
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)						
<input checked="" type="checkbox"/> If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. (See <i>School Choice section and SES section for additional notification requirements.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:</p> <p>a. Number of students eligible and transferred due to Choice.</p> <p>b. Number of students who were eligible and participated in SES.</p> <p>c. List of available schools for transfer.</p> <p>d. List of available SES providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.		
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of school improvement plan <input type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities. ONLY School Improvement. not required for Corrective Action.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input type="checkbox"/> Sign-in sheets for professional development activities. <input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <input type="checkbox"/> Title I Budget		
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting agendas <input type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes		

V. School Choice

Component V: School Choice						
The LEA ensures that requirements for public school choice are met.						
Sec. 1116(b)(1)(D) and (E) Sec. 1112(g)(4)						
<input checked="" type="checkbox"/> If the LEA has no buildings in School Improvement I or choice can't be offered because there are no schools available for choice, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> As Part of a General Notification <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website prior to the beginning of the school year:</p> <p>a. Number of students eligible for transfer.</p> <p>b. Number of students who transferred.</p> <p>c. List of available schools for Choice transfers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.		
<p>3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.	Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.	
<p>4. The LEA set aside, at a minimum, an amount equal to 5% of its Title I allocation to pay for costs associated with school choice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.	• LEAs must set aside a minimum of 5%, but do not have to exceed 20%.	
<p>5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
<p>6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants		

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.

Sec. 1116(e)

If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider.	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. • SES may not replace other school programs (Supplement vs. Supplant) <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> Part of General Notification <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website: a. Number of students eligible for SES. b. Number of students participating in SES c. List of available SES providers</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Website <input type="checkbox"/> List of SES Providers including distance providers <input type="checkbox"/> Selection of Schools Low Income data	See List of providers on PDE/SES webpage.	
<p>3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input type="checkbox"/> Criteria for priority of services.		
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.		
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows. <input type="checkbox"/> Parents Asked	
<p>6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input type="checkbox"/> SES Provider agreements		
<p>7. If the LEA requested rollover of unused funds set aside for SES the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notification <input type="checkbox"/> LEA Website <input type="checkbox"/> FBO/CBO correspondence, phone logs or posters <input type="checkbox"/> DFP notification and Assurances for Rollover Form	Reviewers should ask parents if they were aware of the opportunity to request SES. <input type="checkbox"/> Parents Asked	

8. The LEA maintains records regarding the numbers of students participating in SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating. <input type="checkbox"/> SES data entered in eGrants.		
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VII. Schoolwide Programs

Component VII: Schoolwide Programs						
The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.						
Sec. 1114						
<input checked="" type="checkbox"/> If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		
2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schoolwide agenda/minutes. <input type="checkbox"/> School wide plan that includes goals. <input type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.		

2a. Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2b. Schoolwide reform strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2c. Instruction by highly qualified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2d. High quality and ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2f. Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2h. Teacher input in assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2j. Coordinated budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports. <input type="checkbox"/> SWP		

VIII. Targeted Assistance

Component VIII: Targeted Assistance							
The LEA targeted assistance programs meet all requirements.							
Sec. 1115							
<input type="checkbox"/> If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identification of scientifically-researched based instructional models. <input type="checkbox"/> School improvement plans. <input checked="" type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input checked="" type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input checked="" type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction. 			
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input checked="" type="checkbox"/> Documentation of scheduled team meetings. 			
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff schedules <input checked="" type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc. 			

4. Selection for eligible students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Selection criteria process/multiple selection criteria. <input checked="" type="checkbox"/> Student roster. <input checked="" type="checkbox"/> Teacher/parent recommendation <input checked="" type="checkbox"/> Assessment data of Title I student		
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IX. Nonpublic Schools

Component IX: Nonpublic Schools						
<p>The LEA provides Title I services to eligible children attending nonpublic schools.</p> <p>Sec. 1120 Sec. 9503</p> <p>34 CFR Part 200 §200.62 - 200.67, 200.77 §200.77(f) §200.78(a)</p>						
<p><input checked="" type="checkbox"/> If the LEA has no participating Nonpublic schools, this section can be skipped.</p>						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application		
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures		
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed		
4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data		

6. Nonpublic school children, families and teachers are receiving equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hired teachers to work with participating Title I students <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
7. The LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Quarterly Reports/Final Expenditure Reports		
8. The LEA has third party contract(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Name of Third Party Contractor <input type="checkbox"/> Payroll sheets <input type="checkbox"/> Written contract. <input type="checkbox"/> Consolidated application		
9. The LEA has complaint procedures for private school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedures		

X. Comparability

Component X: Comparability						
The LEA complies with the comparability provisions of Title I.						
Sec. 1120A(c)						
<input type="checkbox"/> If the LEA is exempt from Comparability requirements, this section can be skipped. For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input type="checkbox"/> Documentation maintained supports the report submitted by November 15th of each year <input type="checkbox"/> HR action documentation for any corrective actions taken <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during school year to meet the November 15th deadline.		District Comments
						3/9/2012 1:39:34 PM Director of Student Services Pamela wight-Mahoney We are charter school and have only one school.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified				
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:35:46 PM Director of Student Services Pamela wight-Mahoney Has maintained highly qualified teacher status for 2 years.</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:35:46 PM Director of Student Services Pamela wight-Mahoney Has maintained highly qualified teacher status for 2 years.
District Comments								
3/9/2012 12:35:46 PM Director of Student Services Pamela wight-Mahoney Has maintained highly qualified teacher status for 2 years.								
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c)) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented (this could vary from LEA to LEA)		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:35:52 PM Director of Student Services Pamela wight-Mahoney LEA has made AP and maintained 100% HQ</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:35:52 PM Director of Student Services Pamela wight-Mahoney LEA has made AP and maintained 100% HQ
District Comments								
3/9/2012 12:35:52 PM Director of Student Services Pamela wight-Mahoney LEA has made AP and maintained 100% HQ								

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings		
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices		
6. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.		
7. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters		
8. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan		

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		District Comments 3/9/2012 12:41:30 PM Director of Student Services Pamela wight-Mahoney We are a charter school and have only one building per grade.
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE		
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		District Comments 3/9/2012 12:42:33 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public school children

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 		

Title III Program Review

This LEA participates in a Title III Consortium and Title III data will be supplied by the IU or the LEA has declined to accept Title III funds.

- I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners
- II. Assessment
- III. Accountability
- IV. Evaluation
- V. Required Subgrantee Activities for LEP
- VI. Authorized Subgrantee Activities for LEP
- VII. Authorized Subgrantee Activities for Immigrant Children and Youth
- VIII. Parental Notification
- IX. Implementation of the Title III Application - Local Plans
- X. Post Exit Student Monitoring
- XI. Comments

I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners

Section 3113(b)(2) and Section 1111(b)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA curriculum in Reading/Language Arts, Science, Math, and Social Studies includes the PA ELPS and is aligned to state academic content standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Content curriculum alignment <input checked="" type="checkbox"/> Lesson plans		
2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Professional development proof	Agendas, sign-in sheets, training schedule, Act 48 credit hour <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Training Schedule <input type="checkbox"/> Act 48 Credit Hour	

II. Assessment

Section 3113(b)(3)(C)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All LEP students have been annually assessed for English language proficiency (ELP) using the required state annual ELP assessment (ACCESS for ELLs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Completion of on-line ELP assessment ordering system via MetriTech (required), UPS receipt verifying return of state annual ELP assessment, LEA performance score reports, and inclusion of performance results in students permanent record folder	<input checked="" type="checkbox"/> LEA database records of LEP students and assessment scores <input checked="" type="checkbox"/> eMetric system reports	
2. The LEA uses the state screening and placement tool (WAPT) for entry into an ESL program and for the determination of the assessment tier for the state annual ELP assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> WAPT screening and placement assessment results are included in the student's permanent record folder		
3. The LEA assesses students within 30 days of the beginning of the school year or within 14 days of initial school entry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT).	<input checked="" type="checkbox"/> LEA database records	
4. The LEA has in place a procedure to ensure that all teachers who administer the ACCESS for ELLs have taken and passed the online WIDA ACCESS test administrator training course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator	<input checked="" type="checkbox"/> Proof of completion of on-line teacher training for test administration with proof of 80% or better teacher score	
5. LEP students are assessed using the PSSA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PSSA results for the LEP subgroup (grades 3-8 and 11)	<input checked="" type="checkbox"/> LEA database records <input type="checkbox"/> eMetric system reports	

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of AMAO Status Report and letter received from the SEA				
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years. <i>(This has not yet been implemented by PDE.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:48:58 PM Director of Student Services Pamela wight-Mahoney Have met AMAO for 2-4 consecutive years</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:48:58 PM Director of Student Services Pamela wight-Mahoney Have met AMAO for 2-4 consecutive years
District Comments								
3/9/2012 12:48:58 PM Director of Student Services Pamela wight-Mahoney Have met AMAO for 2-4 consecutive years								
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification and AMAO Improvement Planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:48:52 PM Director of Student Services Pamela wight-Mahoney Collegium Charter School is not members of a consortium</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:48:52 PM Director of Student Services Pamela wight-Mahoney Collegium Charter School is not members of a consortium
District Comments								
3/9/2012 12:48:52 PM Director of Student Services Pamela wight-Mahoney Collegium Charter School is not members of a consortium								

IV. Evaluation

Section 3121

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA completes the LEP SYSTEM on or before the State provided due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the Accuracy Certification Statement (ACS) for the LEP SYSTEM	Refer to the PDE website for State due dates	
2. The LEA completes the PIMS on or before the State provided due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the ACS for PIMS	Refer to the PDE website for State due dates	
3. The LEA performs regular Program evaluations based on multiple criteria that measure student progress in attaining English proficiency and attainment of academic and achievement standards. LEA implements improvements based on this evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of LEP System Report <input type="checkbox"/> Written program evaluation		

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs.</p> <p>The LEA/Consortia bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student records and grades <input checked="" type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input checked="" type="checkbox"/> ACCESS for ELLs Score Report data <input checked="" type="checkbox"/> PSSA Score Report data <input checked="" type="checkbox"/> District AMAO Status Reports 		
<p>2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELLs</p> <p>b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies.</p> <p>c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency</p> <p>d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input checked="" type="checkbox"/> Completion of eGrant System subgrantee professional development activities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agenda <input checked="" type="checkbox"/> Training schedule <input checked="" type="checkbox"/> Teacher Act 48 lists 	

VI. Authorized Subgrantee Activities for LEP

Section 3115(d)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Authorized Activities:</p> <p>a. Upgrading program objectives and effective instruction strategies. Improving the instruction materials, education software, and assessment procedures</p> <p>b. Providing tutorials and academic or vocational education for ELLs; and intensified instruction</p> <p>c. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services. Improving the ELP and academic achievement of ELLs</p> <p>d. Providing community participation programs, family literacy services, and parent outreach and training activities to ELLs and their families.</p> <p>e. Improving the instruction of ELLs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication; and incorporation of the resources</p> <p>f. Other activities</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title III application</p> <p><input checked="" type="checkbox"/> A record of students being served</p> <p><input checked="" type="checkbox"/> The type of programs being implemented</p>		

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. Authorized Activities:</p> <p>"(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;</p> <p>"(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;</p> <p>"(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p> <p>"(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;</p> <p>"(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;</p> <p>"(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and</p> <p>"(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title III application</p> <p><input type="checkbox"/> A record of students being served</p> <p><input type="checkbox"/> The type of programs being implemented</p>		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/9/2012 1:41:56 PM</p> <p>Director of Student Services Pamela wight-Mahoney</p> <p>Do not receive immigrant funding</p> </td> </tr> </tbody> </table>	District Comments	<p>3/9/2012 1:41:56 PM</p> <p>Director of Student Services Pamela wight-Mahoney</p> <p>Do not receive immigrant funding</p>
District Comments								
<p>3/9/2012 1:41:56 PM</p> <p>Director of Student Services Pamela wight-Mahoney</p> <p>Do not receive immigrant funding</p>								

VIII. Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA/Consortia provides notifications to parents in an understandable uniform format, and, to the extent practical, in a language that the parent can understand. Notification includes basis for placement, level of proficiency, method of instruction, how the program will meet the student's needs, and exit criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent letters for placement in Title III programs	<input type="checkbox"/> Use of Transact for translations			
2. The LEA/Consortia has parent notification provisions for identification and placement for Title III supplemental programs within 30 days of the beginning of school or 2 weeks after school begins.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent letters for placement in Title III programs				
3. The LEA/Consortia sends parent notification for failure to meet AMAOs, of such failure not later than 30 days after such failure occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Parent letter for AMAO status	<input type="checkbox"/> Use of Transact for translations	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:43:55 PM Director of Student Services Pamela wight-Mahoney We have not failed AMAO</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:43:55 PM Director of Student Services Pamela wight-Mahoney We have not failed AMAO
District Comments								
3/9/2012 1:43:55 PM Director of Student Services Pamela wight-Mahoney We have not failed AMAO								
4. Parental participation and outreach provisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent participation policies are distributed to parents on a regular basis <input checked="" type="checkbox"/> Evidence of outreach with parents of ELL students about how they can be involved in their child's education	<input type="checkbox"/> Written in the application			

IX. Implementation of the Title III Application - Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Submission of annual Title III application, implementation of application, and evaluation of success of Title III Implementation Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of signed rider and application				
2. The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III. The LEA/Consortia provides: a. Policies and procedures for provision of services to eligible children attending private schools b. Third party contract(s) c. Copies of local application and budgets that document appropriate set asides (LEA) d. Evidence that consultation occurred between LEA and private school officials e. Evidence that private school children and teachers are receiving equitable services f. Evidence that the LEA is evaluating the Title III program serving private school students g. Evidence the LEA regularly supervises the provision of Title III services to private school children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written policies and procedures, letters, emails or meeting agendas of LEA consultation with non-publics schools. Written agreement of equitable services to be provided. Evaluation plan for private school, program success, Supervisory consultation.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:45:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools.</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:45:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools.
District Comments								
3/9/2012 1:45:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools.								
3. The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher fluency assessment results				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:46:34 PM Director of Student Services Pamela wight-Mahoney We do not have teachers in the Title III program teaching in any language other than English</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:46:34 PM Director of Student Services Pamela wight-Mahoney We do not have teachers in the Title III program teaching in any language other than English
District Comments								
3/9/2012 1:46:34 PM Director of Student Services Pamela wight-Mahoney We do not have teachers in the Title III program teaching in any language other than English								
5. The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Verification of difference between core program budget and expenditures, and Title III budget and expenditures	Evidence of budget/expenditures for ESL in state and local funds Time & effort logs			

X. Post Exit Student Monitoring

Section 3121 (a)(4)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEAs have evidence of monitoring former ELLs exited from an ESL language instruction educational program for the 1st and 2nd years after exit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Student Progress Reports <input checked="" type="checkbox"/> Teacher Reports <input type="checkbox"/> PDE Sample post-monitoring tool (available spring 2009)		

Component XI: Fiscal Requirements

Ed-Flex Waiver Review

Ed-Flex is a program that delegates to PA the authority to grant waivers of certain federal requirements to improve education.
Section 4 of the Education Flexibility Partnership Act of 1999

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		District Comments 3/9/2012 1:25:37 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 2 Waiver Application		District Comments 3/9/2012 1:26:58 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		District Comments 3/9/2012 1:27:14 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 4 Waiver Application		District Comments 3/9/2012 1:27:28 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		District Comments 3/9/2012 1:27:44 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 6 Waiver Application		District Comments 3/9/2012 1:28:05 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE		District Comments 3/9/2012 1:28:27 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application

Title VI-B REAP

Allocating Funds for SRSA								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for SRSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Uses of Funds: <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title II-D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:38:23 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:38:23 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B
District Comments								
3/9/2012 1:38:23 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B								
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: • Title II-A • Title II-D • Title IV-A Uses of Applicable Funding <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title II-D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:38:28 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:38:28 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B
District Comments								
3/9/2012 1:38:28 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B								

<p>3. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for RLIS</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	<p>Uses of Funds:</p> <input type="checkbox"/> Teacher Recruitment and Retention <input type="checkbox"/> Teacher Professional Development <input type="checkbox"/> Educational Technology <input type="checkbox"/> Parent Involvement Activities <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title I-A <input type="checkbox"/> Title III	<table border="1"> <thead> <tr> <th data-bbox="1564 94 1950 142">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1564 142 1950 342"> <p>3/9/2012 1:38:38 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</p> </td> </tr> </tbody> </table>	District Comments	<p>3/9/2012 1:38:38 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</p>
District Comments								
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Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
A. Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. OMB Circular A-87	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/27/2012 12:29:49 PM Director of Student Services Pamela wight-Mahoney Single audits are not required if funds are under \$300,000 and we are under that amount. </td> </tr> </tbody> </table>	District Comments	3/27/2012 12:29:49 PM Director of Student Services Pamela wight-Mahoney Single audits are not required if funds are under \$300,000 and we are under that amount.
	District Comments								
3/27/2012 12:29:49 PM Director of Student Services Pamela wight-Mahoney Single audits are not required if funds are under \$300,000 and we are under that amount.									
2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/9/2012 12:52:49 PM Director of Student Services Pamela wight-Mahoney Have not utilized carryover </td> </tr> </tbody> </table>	District Comments	3/9/2012 12:52:49 PM Director of Student Services Pamela wight-Mahoney Have not utilized carryover	
District Comments									
3/9/2012 12:52:49 PM Director of Student Services Pamela wight-Mahoney Have not utilized carryover									
B. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I Budget section on eGrants.				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
C. Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113 34 CFR Part 200 §200.77-§200.78	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentati on detailing the poverty data used to determine eligibility				
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:55:06 PM Director of Student Services Pamela wight-Mahoney We do not have a poverty rate of 75% or greater</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:55:06 PM Director of Student Services Pamela wight-Mahoney We do not have a poverty rate of 75% or greater
	District Comments								
	3/9/2012 12:55:06 PM Director of Student Services Pamela wight-Mahoney We do not have a poverty rate of 75% or greater								
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:55:20 PM Director of Student Services Pamela wight-Mahoney We are a charter school and have only one school.</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:55:20 PM Director of Student Services Pamela wight-Mahoney We are a charter school and have only one school.
	District Comments								
3/9/2012 12:55:20 PM Director of Student Services Pamela wight-Mahoney We are a charter school and have only one school.									
4. The allocation to each eligible school and the per pupil allocation match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Per pupil expenditures at building level matches consolidated application					
5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input checked="" type="checkbox"/> System tracking expenditure reports.					
6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:56:33 PM Director of Student Services Pamela wight-Mahoney We do not have any students attending school under 5 years old</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:56:33 PM Director of Student Services Pamela wight-Mahoney We do not have any students attending school under 5 years old	
District Comments									
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
D. Supplement / Supplant The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First *Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.	
Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		District Comments 3/9/2012 12:57:47 PM Director of Student Services Pamela wight-Mahoney We are targeted assistance
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.-	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:58:32 PM Director of Student Services Pamela wight-Mahoney We do not use funds for equipment</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:58:32 PM Director of Student Services Pamela wight-Mahoney We do not use funds for equipment
	District Comments								
3/9/2012 12:58:32 PM Director of Student Services Pamela wight-Mahoney We do not use funds for equipment									
2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:58:46 PM Director of Student Services Pamela wight-Mahoney We do not us funds for equipment</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:58:46 PM Director of Student Services Pamela wight-Mahoney We do not us funds for equipment	
District Comments									
3/9/2012 12:58:46 PM Director of Student Services Pamela wight-Mahoney We do not us funds for equipment									
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds.Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 			

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		<table border="1" data-bbox="1073 365 1606 511"> <thead> <tr> <th data-bbox="1073 365 1606 406">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 406 1606 511"> 3/9/2012 1:01:17 PM Director of Student Services Pamela wight-Mahoney not in school improvement </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:01:17 PM Director of Student Services Pamela wight-Mahoney not in school improvement
District Comments									
3/9/2012 1:01:17 PM Director of Student Services Pamela wight-Mahoney not in school improvement									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	<table border="1" data-bbox="1079 371 1610 513"> <thead> <tr> <th data-bbox="1079 371 1610 407">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 407 1610 513">3/9/2012 1:01:42 PM Director of Student Services Pamela wight-Mahoney we receive less than %500,000</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:01:42 PM Director of Student Services Pamela wight-Mahoney we receive less than %500,000
District Comments									
3/9/2012 1:01:42 PM Director of Student Services Pamela wight-Mahoney we receive less than %500,000									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1"> <thead> <tr> <th data-bbox="1083 371 1612 407">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1083 407 1612 516"> 3/9/2012 1:02:07 PM Director of Student Services Pamela wight-Mahoney We are not in school improvement </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:02:07 PM Director of Student Services Pamela wight-Mahoney We are not in school improvement
District Comments									
3/9/2012 1:02:07 PM Director of Student Services Pamela wight-Mahoney We are not in school improvement									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on expenditure records (invoices; purchase orders, etc) begin on or after program approval date (Approval date can be found on Grant Approval Letter)	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 			
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/9/2012 1:03:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:03:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools
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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

Bureau of Special Education
717-783-6913

FAX: 717-783-6139

January 3, 2008

Mr. Bill Winters
Chief Executive Officer
Collegium CS
535 James Hance Court
Exton, PA 19341

Dear Mr. Winters:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Collegium CS the week of December 4, 2007.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Corrective Action Verification/Charter School Compliance and Improvement Plan developed with the Single Point of Contact (SPOC). Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The SPOC will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Notification to the entity granting the charter of the failure of the charter school to comply with federal regulations.
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Lisa Irgang, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

John J. Tommasini
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required
CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary Of the Compliance Monitoring Review of the Collegium CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 4, 2007 the Collegium CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The Charter School was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. These techniques included:

- Interviews of administrative and instructional staff
- Review of policies, notices, plans, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies of students (including interviews of regular and special education staff, interviews of parents, and student file reviews).

B. General Findings

In reaching compliance determinations, Bureau of Special Education monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711 (Charter School Services and Programs for Children with Disabilities)
- 34 CFR Part 300

Commendations

In addition to reporting the status of compliance the Bureau of Special Education wishes to recognize the Collegium CS for the following:

- The Charter School is commended for its very complete, comprehensive initial evaluation report.
- The Charter School is commended for its excellent support services - ESL - teacher assistants and supervisors.

This report focuses on compliance with requirements and also contains some descriptive information (such as interview results) which is intended to provide feedback to assist in program planning.

C. Overall Findings of the Three Major Sections of the Compliance Monitoring Instrument

1. FACILITATED SELF-ASSESSMENT

The team reviewed the FSA submitted by the Charter School and conducted on-site verification activities of the information submitted in the FSA. The on-site verification activities included review of policies, notices, procedures, and charter school file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Exclusions: Suspensions and Expulsions (Policies and Procedures)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	3	0
Parent Training	0	1
Surrogate Parents (Students Requiring)	1	0
Training	0	1
Intensive Interagency Approach	0	1

IMPROVEMENT PLAN REQUIRED	Yes	No
Dispute Resolution	0	1
Graduation Rates	0	1
Drop Out Rates	0	1
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA	0	1
Public School Enrollment	0	1

2. **FILE REVIEW** (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the Charter School complied with essential requirements.

The status of compliance of the Collegium CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	58	3	19
Evaluation/Reevaluation: Process and Content	149	0	271
Individualized Education Program: Process and Content	264	6	120
TOTALS	471	9	410

3. **TEACHER AND PARENT INTERVIEWS**

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the Local Education Agency (LEA) involves parents and professionals in required processes (e.g., Evaluation, IEP development), whether programs and services are being provided, and whether the Charter School provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: Regular Ed Teacher Interviews	66	0	4
Program Implementation: Special Ed Teacher Interviews	141	0	29
Program Implementation: Parent Interviews	80	4	4
TOTALS	287	4	37

4. **STUDENT INTERVIEWS**

Results of the student interviews are reflected on the Corrective Action Verification and Improvement Planning document.

**PART II
CORRECTIVE ACTION PROCESS**

PART I of this report presented an overall summary of findings in each major area reviewed by the team. In the Appendix to the report, we have provided you with detailed findings for each of the criteria of the 3 major sections of the compliance monitoring instrument, i.e. FSA, File Review, and Parent and Teacher Interviews. The detailed report of findings in the Appendix includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, was not met, or was not applicable
- Statements of corrective action required for those criteria not met

Upon receipt of this report, the Charter School should review the corrective actions and improvement planning required. The Report is formatted so that findings from all components of the monitoring are consolidated by topical area. The Report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from Charter School to Charter School. For example, if the finding is that the Charter School lacks a specific required policy, it is

reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the Charter School based on their own unique circumstances and goals. The Single Point of Contact (SPOC) will schedule an on-site visit with the Charter School within 60 days following issuance of the monitoring report. The SPOC, Charter School, and PaTTAN staff will develop a Charter School Compliance Plan for corrective action. The Charter School will recommend a corrective action strategy and timeline. All corrective action for findings of non-compliance must be accomplished within one year of the date of the monitoring report. PaTTAN and IU CSPD staff is available to assist the Charter School. The Charter School proposes corrective action activities and the SPOC and Charter School mutually agree upon the Compliance Plan for Corrective Action. With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the SPOC will select students at random and not focus on those students in the original sample. Consequently, the Charter School should approach corrective action on a systemic basis. Exceptions are found in the Special Education Teacher Interview, item #64, and Parent Interview, item #39. If there has been a finding of noncompliance regarding the appropriateness or implementation of an individual student's program, the individual students are identified by student number and, because of the significance of the provision of a free appropriate public education (FAPE) to these students, the Charter School must take immediate, individual corrective action.

Upon conclusion of the corrective action process, the Charter School will be notified of its successful completion of the monitoring process.

Corrective Action Verification/Charter School 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: Collegium CS

Chief Executive Officer: Mr. Bill Winters

Special Education Director/Coordinator:

BSE Special Education Adviser: Lisa Irgang

Date of Report: January 3, 2008

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Report of Findings Date.

First Visit Date: _____

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				Topical Area: Policies and Procedures			
Y				1a. FSA-ASSISTIVE TECHNOLOGY Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.			
Y				1b. FSA-ASSISTIVE TECHNOLOGY – HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.			
Y				8. FSA-SUSPENSIONS/EXPULSIONS Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
Y				3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			
Y				4. FSA-CONFIDENTIALITY Standard: The LEA is in compliance with confidentiality requirements.			
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				18. FSA-SURROGATE PARENTS Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N			20. FSA-INTENSIVE INTERAGENCY Standard: The LEA identifies, reports, and provides for the provision of FAPE (free appropriate public education) for all students with disabilities including those students needing intensive interagency approaches.			
				Topical Area: Training			
	N			14. FSA-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.			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
	N			19. FSA-Training Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
				Topical Area: Evaluation and Reevaluation of Students			
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.		
4	0	6		65. Permission to Evaluate			
7	0	3		65a. Permission to Reevaluate/Agreement to Waive Reevaluation			
3	1	6	25%	66. Initial Evaluation Report			
6	0	4		66a. Reevaluation Report (<i>valid for three years; students identified with a disability of mental retardation valid for two years</i>)			
				PERMISSION TO EVALUATE The following information exists:			
5	0	5		70. Demographic data			
5	0	5		71. Reason(s) for referral for evaluation			
5	0	5		72. Proposed assessment tools, tests, and procedures to be used			
5	0	5		73. Date(s) of proposed evaluation			
5	0	5		74. Contact person			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
5	0	5		75. Phone number of contact person			
5	0	5		76. Parent signature			
				PERMISSION TO REEVALUATE/AGREEMENT TO WAIVE REEVALUATION			
4	0	6		70aa. Demographic data			
3	0	7		71aa. LEA recommended reevaluation is unnecessary at this time			
3	0	7		71bb. Reason for Reevaluation is indicated			
3	0	7		72aa. Proposed assessment tools, tests and procedures to be used			
3	0	7		73aa. Date(s) of proposed reevaluation			
3	0	7		74aa. Contact person			
3	0	7		75aa. Phone number of contact person			
3	0	7		76aa. Parent signature or documentation of reasonable efforts to obtain consent			
				INITIAL EVALUATION REPORT (ER) The following information exists:			
4	0	6		77. Demographic data			
4	0	6		78. Reason(s) for referral			
4	0	6		79. Present levels of academic achievement			
4	0	6		79a. Related developmental needs of the child			
4	0	6		80. Evaluation data results of direct intervention. Physical, social, or cultural background information relevant to the child's disability and need for special education.			
4	0	6		81. Current classroom-based assessments and observations, local and/or state assessments, and observations by teachers and related service providers.			
4	0	6		82. Evaluations and information provided by the parents of the child (<i>or documentation that the charter school attempted to obtain parent input</i>).			
1	0	9		83. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions.			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
4	0	6		84. Summary of findings/interpretation of aptitude and achievement assessment results.			
4	0	6		85. Involvement and progress in the general education curriculum.			
0	0	10		86. Relevant functional and development evaluation (<i>ecological evaluation if appropriate</i>)			
0	0	10		87. Vocational Technical Education Assessment Results (<i>when appropriate</i>)			
2	0	8		88. Interests, Preference, Aptitudes (<i>when appropriate</i>)			
1	0	9		89. Functional Behavioral Assessment Results (<i>if appropriate</i>)			
3	0	7		90. Statement regarding students suspected of having a specific learning disability.			
4	0	6		91. Conclusions – disability determination and need for specially designed instruction (<i>including recommendations regarding special education and related services needed to enable the student to meet the goals and participate as appropriate in the general curriculum.</i>)			
4	0	6		91a. Evaluation Team Participants documented			
3	0	7		91b. For students evaluated for LD documentation of Agree/Disagree			
4	0	6		91c. Documentation that report was provided to parent.			
				REEVALUATION REPORT (RR)			
4	0	6		77aa. Demographic Data			
4	0	6		92. Date IEP team reviewed existing evaluation data			
4	0	6		92aa. Summary of Findings/Interpretation of Additional Data			
4	0	6		93. Determination of Need for Additional Data			
4	0	6		93aa. Conclusion regarding disability determination and continued eligibility for specially designed instruction.			
4	0	6		94aa. Evaluation Team Participants documented			
3	0	7		95aa. For students evaluated for LD documentation of Agree/Disagree			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
4	0	6		96aa. Documentation that report was provided to the parent			
				Topical Area: IEP			
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.		
9	1	0	10%	67. Invitation to Participate in IEP Team Meeting or Meeting			
9	1	0	10%	68. Individualized Education Program <i>(valid for one year)</i> <i>(No more than 30 calendar days from final ER date to complete IEP or no more than 1 year from the date of the last IEP)</i>			
				INDIVIDUALIZED EDUCATION PROGRAM (IEP) The following information exists:			
10	0	0		97. Demographic data Signature			
10	0	0		98. Parent(s) <i>(or documented efforts to have them attend)</i>			
10	0	0		99. Regular Education Teacher <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>			
10	0	0		100. Special Education Teacher <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>			
8	0	2		101. Local Education Agency Representative <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
2	0	8		102. Community Agency Representative (<i>if appropriate for transition planning</i>) (<i>or documented parent and LEA agreement to participate in another manner or excused</i>)			
0	0	10		103. Career/Technical Education Representative (<i>if appropriate</i>) (<i>or documented parent and LEA agreement to participate in another manner or excused</i>)			
4	0	6		104. Student (<i>The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.</i>)			
10	0	0		105. Procedural Safeguards Notice was given during the school year.			
				Part I Special Considerations			
8	1	1	11%	106. Special considerations the IEP team must consider before developing the IEP. Any factors checked must be addressed in the IEP.			
				Part II Present Levels of Academic Achievement and Functional Performance			
10	0	0		107. Student's present levels of academic achievement and functional performance.			
10	0	0		108. How the student's disability affects involvement and progress in the general education curriculum.			
				Part III Annual Goals and Objectives			
10	0	0		109. Annual Goals are Measurable			
5	0	5		110a. Short Term Objectives (<i>Required for children with disabilities who take the alternate assessment aligned to alternate achievement standards - PASA.</i>)			
10	0	0		111. Method of Evaluation of Progress on Annual Goals			
10	0	0		111a. Indicate when periodic reports on progress will be provided to parents			
10	0	0		112. Documentation of Progress Reporting on Annual Goals			
				Part IV Special Education/Related Services/Supplementary Aids and Services/Program Modifications			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
10	0	0		113. Program Modifications and Specifically-Designed Instruction			
10	0	0		113a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP?			
10	0	0		113b. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and duration of services are included.			
5	0	5		114. Related Services (<i>if on IEP, includes location, frequency, projected beginning date, and duration of services</i>) (<i>N/A only if related services not required by IEP.</i>)			
5	0	5		114a. 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		115. Supports for school personnel provided for the child			
9	0	1		115a. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the child, did the IEP team address those recommendations in development of this IEP?			
9	0	1		115b. If Supports for the child provided for school personnel are included on the IEP, the location, frequency, projected beginning date and duration of services are included.			
10	0	0		116. The IEP contains a statement of the specific ESY services or programs to be provided to the student or documentation that the IEP team considered and discussed ESY.			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
0	0	10		116a. Where ESY services were deemed appropriate, the type, amount, location, frequency, projected beginning date and duration of services are included on the IEP.			
				Part V Participation in State and Local Assessment			
9	0	1		117. Did the IEP team document the team's decision regarding participation in charter school or state-wide assessment with or without accommodations? <i>(Applicable to statewide assessment of students in grades 3 through 8 and 11 only)</i>			
9	0	1		117a. Did the IEP team document the team's decision regarding participation in local assessment with or without accommodations? <i>(Applicable to those grades in which a local assessment was administered) (If a charter school administers a local assessment in any grade, the charter school is required to offer a local alternate assessment)</i>			
1	0	9		118. If the IEP team indicated the student participated in an alternate assessment <i>(PASA for statewide assessments)</i> did they provide an explanation of why?			
				Part VI Least Restrictive Environment			
10	0	0		119. Educational placement			
9	0	1		120. Explanation of the extent, if any, the student will not participate with children without disabilities in the regular class, or in the general education curriculum.			
				Part VII Transition Planning			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.		
3	1	6	25%	121. Evidence of age-appropriate transition assessment(s)			
3	1	6	25%	122. Measurable post secondary goals (outcomes) for education or training and employment, and, as needed, independent living.			
3	0	7		122a. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Agency Responsible for Activity/Service identified			
2	1	7	33%	123. Transition activity/services (including courses of study) that focus on improving academic and functional achievement of the child to facilitate their movement from school to post school			
1	2	7	67%	124. Measurable annual goals that will reasonably enable the child to meet the desired post-school goals.			
0	0	10		125. For transition services that are likely to be provided or paid for by other agencies, evidence that representatives of the agency(ies) were invited to attend the IEP meeting			
0	0	10		125a. Summary of student performance was completed. <i>(Required for students who are graduating or aging out)</i>			
				Topical Area: Educational Placement			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
Y				<p>11. FSA-LOCATION OF INTERVENTION – CONTINUUM OF SERVICES</p> <p>Standard-Continuum</p> <p>The LEA’s continuum of special education services support the availability of LRE under 34 CFR Part 300.</p> <p>Standard-Distribution of School-Aged Students</p> <p>Students with disabilities are provided for in the least restrictive environment.</p>			
Y				11a. Provision of Extended School Year (ESY) Services			
Y				11b. Provision of Related Service Including Psychological Counseling			
				<p>File Review</p> <p>Report of Results by Frequency Count of Responses</p>	<p>LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.</p>		
10	0	0		69. Notice of Recommended Educational Placement <i>(Presented to parents at IEP meeting, mailed to parents, or documentation of date mailed must be available.)</i>			
10	0	0		69a. All required components of the NOREP are completed and reflective of the student’s current educational placement.			
				<p>Parent Interview</p> <p>Report of Results by Frequency Count of Responses</p>			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date											
Y				11.1 FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA demonstrates progress toward the State Performance Plan in the provision of FAPE in the least restrictive environment. 34 CFR 300.600														
Y				15. FSA-PSSA & PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) AND DISTRICT WIDE ASSESSMENT Standard: The LEA's population of students who participate in state assessment is comparable with the state data.														
Y				16. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.														
				Topical Area: Training														
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.													
				38. My charter school makes available training related to the needs of students with disabilities that I could attend. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	5	0	0	0	3	0		
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply													
5	0	0	0	3	0													
				Topical Area: Evaluation and Reevaluation of Students														

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.		
8	0	0		22. I have been asked to provide information for my child's evaluation/reevaluation.			
				40. If you did not participate in your child's IEP meeting, what kept you from participating?			
			0	a. transportation issue			
			0	b. held at an inconvenient time			
			0	c. not enough notice given			
			0	d. don't understand the IEP process			
			0	e. afraid to go (would be uncomfortable)			
			0	f. no child-care available			
			0	g. other			
				41. One thing I really like about my child's special education program is			
			0	a. modifications			
			0	b. progress reports			
			0	c. staff-aide ratios			
			0	d. staff's knowledge, training			
			0	e. instructional materials			
			0	f. less inclusion			
			1	g. staff open to suggestions, good communication			
			1	h. follow the IEP			
			2	i. support services			
			0	j. student ratios			
			3	k. staff's understanding and attitude			
			1	l. more inclusion			
			0	m. services provided outside neighborhood school			
			0	n. other			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				42. One thing I would like to change is			
			0	a. modifications			
			0	b. progress reports			
			0	c. staff-aide ratios			
			0	d. staff's knowledge, training			
			0	e. instructional materials			
			0	f. less inclusion			
			0	g. staff open to suggestions, good communication			
			0	h. follow the IEP			
			0	i. support services			
			0	j. student ratios			
			0	k. staff's understanding and attitude			
			0	l. more inclusion			
			1	m. services provided outside neighborhood school			
			7	n. other Need middle school separate. Nothing More writing time. Son's own abilities. More meetings. Nothing Nothing			
				42a. The school explains what options parents have if they disagree with a decision of the school			
			8	a. Very strongly agree			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
			0	b. Strongly agree			
			0	c. Agree			
			0	d. Disagree			
			0	e. Strongly disagree			
			0	f. Very strongly disagree			
				<p>43. Additional comments about child's program Would like staff recognized for their good work.</p> <p>School staff is very helpful to me. I never had problems when I was growing up. This is new to me. The school personnel have gone out of their way to help.</p>			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.		
9	0	1		45. Do you adapt and modify the general education curriculum based on the student's IEP?			
10	0	0		49. Are necessary supplemental aids and services as required in the student's IEP provided to support this student in regular education?			
10	0	0		55. Is the specially designed instruction in the IEP appropriate to meet this students educational needs?			
10	0	0		55a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations; did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3		55b. 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?			
8	0	2		55c. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided to 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?			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date											
10	0	0		56. Is this student receiving the type and amount of special education instruction and related services specified on their IEP?														
5	0	5		57. If supports for the school personnel were included in the student's IEP, has the charter school provided those necessary supports (aids, personnel, resource materials, training, equipment)?														
10	0	0		62. Is the student making progress in meeting the annual goals of their IEP?														
1	0	9		63. If the student is not making progress, has the student been reevaluated or has the IEP been reviewed?														
				Topical Area: Educational Placement														
				FSA-Least Restrictive Environment														
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.													
				32. My child does classroom work with students without disabilities. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>7</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	7	1	0	0	0	0		
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply													
7	1	0	0	0	0													
				33. My child participates or has the opportunity to participate in school activities other than classroom work with children without disabilities. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	8	0	0	0	0	0		
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply													
8	0	0	0	0	0													

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date											
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.													
10	0	0		50. Is the student making progress within the general education curriculum?														
10	0	0		59. Was the placement decision made by the IEP team after the annual goals and specially designed instruction and related services were developed?														
				Topical Area: Discipline														
Y				8a. FSA-SUSPENSIONS/EXPULSIONS Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.														
				Topical Area: Procedural Safeguards														
Y				5. FSA-DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.														
				37. When I don't understand my child's educational rights, someone from the school takes the time to explain them to me. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>7</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	7	0	0	0	1	0		
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply													
7	0	0	0	1	0													
				Topical Area: IEP														

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.		
8	0	0		23. I participated or had an opportunity to participate in planning my child's education program.			
8	0	0		24. The IEP was developed at the IEP meeting.			
8	0	0		25. The special education teacher, the general education teacher and the district representative were all at the IEP meeting or participated as agreed upon by the parent and LEA.			
8	0	0		25a. The IEP team considered the recommendations that were made in my 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.			
8	0	0		25b. The IEP team accepted or rejected the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services).			
7	0	1		25c. My child's IEP includes psychological counseling as a related service, and he/she receives these services, including transportation if needed at no cost to me.			
3	4	1		26. My child's needs for extended school year (ESY) were discussed at an IEP meeting.			
8	0	0		27. I am not charged any cost for the special education and related services included in my child's IEP.			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date											
				31. I am a partner when we plan my child's educational program. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	8	0	0	0	0	0		
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply													
8	0	0	0	0	0													
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.													
10	0	0		44. Are you familiar with the content of the student's IEP including accommodations and annual goals? <i>NA only if the student's IEP shows no involvement in regular education.</i>														
10	0	0		46. Are you and the special education personnel working together toward meeting measurable annual goals? <i>NA only if the student's IEP shows no involvement in regular education.</i>														
10	0	0		47. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team regarding this student?														
7	0	3		48. If supports for school personnel were included in the student's IEP, has the charter school provided those necessary supports (aids, resource materials, training, equipment)?														
10	0	0		51. Is this student participating in the regular class and the general education curriculum with children without disabilities to the maximum extent possible?														
10	0	0		52. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?														

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date											
10	0	0		53. Are you and the related service personnel and regular education staff working together toward meeting measurable annual goals?														
10	0	0		54. Do you hold the required certification to implement this student's program?														
10	0	0		58. Was it an IEP team decision as to whether the student would participate in the PSSA, PASA, and other charter school-wide assessments?														
				Topical Area: IEP Implementation														
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.													
				34. When all students in the school receive a report card, I also received a progress report on my child's IEP goals. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	8	0	0	0	0	0		
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply													
8	0	0	0	0	0													
				Topical Area: Secondary Transition														
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.													
6	0	2		30. My child is age 16 or older and he/she was invited to participate in transition planning.														

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date								
				Special Education Student Interview	LEA will review and consider the data responses in their development of the LEA improvement plan.										
			4 0 0 0 0 0 0 0 0	126. What kind of support are you currently receiving? a. Learning Support b. Speech/Language Support c. Visual Support d. Life Skills Support e. Autistic Support f. Hearing Impaired Support g. Multi-handicapped Support h. Emotional Support i. Other											
4	0			127. Is this support enough to help you be successful in your school program?											
				128. How satisfied are you with your high school educational program? <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Very</td> <td style="text-align: center;">Somewhat</td> <td style="text-align: center;">A Little</td> <td style="text-align: center;">Not at All</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </table>	Very	Somewhat	A Little	Not at All	3	1	0	0			
Very	Somewhat	A Little	Not at All												
3	1	0	0												

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				<p>129. What do you like best about the program?</p> <p>Case manager is nice.</p> <p>I can choose to do stuff.</p> <p>They are willing to help.</p> <p>When there is assistance needed, receive it in a timely fashion. There is someone to help whenever I need help.</p>			
				<p>130. What do you like least about the program?</p> <p>I don't know.</p> <p>Don't know.</p> <p>Choices where to take tests.</p> <p>Really nothing.</p>			
				<p>131. How satisfied are you with your special education supports/services?</p> <p>Very Somewhat A Little Not at All</p> <p>4 0 0 0</p>			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				<p>132. What do you like best about the special education supports/services?</p> <p>The help I receive.</p> <p>Teachers help me.</p> <p>More time to take tests, multiple choice reductions.</p> <p>When there is assistance needed, receive it in a timely fashion. There is someone to help whenever I need help.</p>			
				<p>133. What do you like least about the special education supports/services?</p> <p>Don't know.</p> <p>More time with spec ed teacher.</p> <p>Nothing</p> <p>Really nothing.</p>			
				<p>134. How much time do you spend with students who do not have disabilities?</p> <p>Too Much Enough A Little Not at All 0 4 0 0</p>			
4	0			135. Do you participate in any extra-curricular activities?			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				136. If yes, which ones: Yearbook Jazz band, school drama club. Basketball, soccer, LaCross. Baseball & academic team.			
				137. If no, why not:			
4	0		0	138. Were you invited to participate in the last IEP meeting? Other:			
4	0		0	139. Did you participate in the last IEP meeting? Other:			
4	0		0	140. Do you have a post secondary transition program? Other:			
3	1		0	141. Do you have an employment transition program? Other:			
3	1		0	142. Do you have a community living transition program? Other:			
4	0		0	143. Did you assist in the development of the transition program? Other:			
4	0		0	144. Is that transition plan being followed? Other:			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
4	0		0	145. Did you discuss what you would do after graduation or finishing high school? Other:			
			0 0 0 0 4 0	146. Which of the following agencies participate in your IEP development? a. Office of Vocational Rehabilitation b. County Mental Health/Retardation Service c. Office of Children Youth Agency d. Probation and Parole e. None f. Other Agencies (List)			
0	0		0	147. If any agency participated in your IEP did they assist you or provide services? Other:			
				148. Comments I plan to be an auto mechanic. I plan to go to cook school. They will help.			
3	1			149. Do you participate in any activities in the community?			
				150. If yes, which ones? Ice hockey Church activities. Township baseball league.			

Y	N	NA	% #	Citation	Required Corrective Action/ Evidence of Change	Timelines and Resources	Closed Date
				<p>151. If no, why not?</p> <p>Not enough time recently. This should be changing in the near future.</p>			
				<p>152. Are there any other agencies that could help you within the community?</p> <p>Not that I know.</p> <p>No</p> <p>Possibly, but no need to look at this point.</p>			

