

Commonwealth Connections Academy CS

**Charter Annual Report**

07/01/2012 - 06/30/2013

# School Profile

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## Demographics

4050 Crums Mill Road  
Suite 303  
Harrisburg, PA 17112  
(717)651-7200

Phase:

Phase 2

CEO Name:

Maurice Flurie

CEO E-mail address:

[mflurie@connectionseducation.com](mailto:mflurie@connectionseducation.com)

# Governance and Staff

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## *Leadership Changes*

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

- Tom Longenecker was hired as the Assistant CEO
- Jennifer Clarke was hired as the Director of Administrative Services
- Vincent Harper was promoted from Assistant Director of Special Education to High School Principal
- Michael Schatz was hired as High School Assistant Principal
- Tony Rusnak was promoted to High School Principal
- Dan Ladislaw was hired as Assistant High School Principal
- Dana Mack was hired as Assistant Middle School Principal
- Mary Manning was hired as Special Education Manager

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
Crums Mill Office	8/28/2013 12:00 PM
Seven Fields Office	9/25/2013 12:00 PM
Teleconference (Room for Public at Crums Mill Office)	10/23/2013 8:00 AM
Teleconference (Room for Public at Crums Mill Office)	11/20/2013 8:30 AM
Philadelphia (Location TBD)	1/22/2014 12:00 PM
Teleconference (Room for Public at Crums Mill Office)	2/25/2014 8:30 AM
Teleconference (Room for Public at Crums Mill Office)	3/26/2014 8:30 AM
Crums Mill Office	5/28/2014 12:00 PM
Teleconference (Room for Public at Crums Mill Office)	6/25/2014 8:30 AM

## *Professional Staff Member Roster*

*There are no professional staff members.*

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

DOCX file uploaded.

### *Quality of Teaching and Other Staff*

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Academic Officer/Director	1.00	1.00				
Principal	6.00	6.00				
Assistant Principal	12.00	12.00				
Classroom Teacher (including Master Teachers)	242.00	241.00				
Specialty Teacher (including Master Teachers)	10.00	10.00				
Special Education Teacher (including Master Teachers)	37.00	37.00				
Special Education Coordinator	5.00	4.00				
Counselor	4.00	4.00				
Psychologist	1.00	1.00				
School Nurse	1.00	1.00				
Other School Administrators	11	4				
<b>Totals</b>	<b>330.00</b>	<b>321.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Further explanation:

None of our staff is on contract and therefore no one was “contracted” for the following year. However, none were terminated either.

# Fiscal Matters

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## *Major Fundraising Activities*

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

Giant Rewards \$2,789.72

Box Tops \$2,918.30

## *Fiscal Solvency Policies*

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

There have been no changes to our policies and procedures regarding fiscal solvency.

### **Fiscal Solvency Policies**

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

### **Files uploaded:**

- Expense Report Submission Instructions.docx

## *Accounting System*

Changes to the accounting system the charter school uses:

No changes to report.

## *Preliminary Statements of Revenues, Expenditures & Fund Balances*

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

*PDF file uploaded.*

## *Financial Audits*

### **Basics**

Audit Firm: SD Associates, P.C.

Date of Last Audit: 02/22/2013

Fiscal Year Last Audited: 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:

The FY2013 audit is scheduled to begin 8/23/13.

### **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: 04/14/2011

School Year Reviewed: 2010-11

### **Federal Programs Consolidated Review Report**

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

*PDF file uploaded.*

### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
Issue: The LEA has entered into a written agreement	Corrective Action: The district

with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. Section (2141(c) \*This applies to LEAs that have not made AYP and maintained 100%

will submit an approved written agreement to the Division of Federal Programs.

Submitted to Div. of Federal Programs on 9/16/2011

# Special Education

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## *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**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
LEA Admin. Support Staff	CCA	7
School Admin. Support Staff	CCA	46.5

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
Assistive Technology	30 Minutes	Outside Contractor	10 or fewer
Behavioral Support	5215 Minutes	Outside Contractor	13
Consult	180 Minutes	Outside Contractor	10 or fewer

Counseling	3420 Minutes	Outside Contractor	87
Direct	2220 Minutes	Outside Contractor	10 or fewer
Hearing	30 Days	Intermediate Unit	10 or fewer
Hearing	142.5 Minutes	Outside Contractor	10 or fewer
Occupational Therapy	9110 Minutes	Outside Contractor	210
Occupational Therapy	105 Minutes	Intermediate Unit	10 or fewer
Physical Therapy	1348.75 Minutes	Outside Contractor	31
Physical Therapy	30 Minutes	Intermediate Unit	10 or fewer
Social Skills	48.75 Minutes	Intermediate Unit	10 or fewer
Social Skills	312.5 Minutes	Outside Contractor	10 or fewer
Speech/Language	390 Minutes	Intermediate Unit	10 or fewer
Speech/Language	23635 Minutes	Outside Contractor	468
Vision	11.25 Minutes	Intermediate Unit	10 or fewer
Vision	361.25 Minutes	Outside Contractor	10 or fewer

### ***Special Education Cyclical Monitoring***

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

06/06/2013  
Not Provided

### **Special Education Cyclical Monitoring Report**

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings  
*PDF file uploaded.*

# Facilities

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

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

Dickson City Building – purchased in February; 529 Scranton Carbondale Road  
Dickson City, PA 18508; Amount \$1.3 Million

Lehighon Building purchased in May; 195 Cold Spring Road , Andreas, PA 18211; \$1.125  
Million

Equipment for Harrisburg Midtown Center - \$195,000

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

*not answered*

## *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:

CCA recently hired a Director of Facilities to ensure all CCA owned facilities and all leased facilities meet required standards set forth by federal, state, and local authorities. CCA recently purchased two buildings that are scheduled to be renovated over the next three years. CCA plans to renew the lease agreements of the current leased locations. Adequate facility space will be acquired as enrollment necessitates.

Plans for any facilities improvements - To start the renovation of the two facilities recently purchased by CCA, a committee consisting of employees and a board member are meeting to develop a concept for the space. CCA plans to have both facilities completed by 2016.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Lower Paxton Police Department	Establish procedures to be followed when certain incidents (violent or drug related) occur on school property.

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

Name of School Commonwealth Connections Academy

Address of School 4050 Crums Mill Road, Suite 303, Harrisburg, PA 17112

CEO Signature 

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	15,483
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700			
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820		
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942		
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	74,377,355
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	

	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961		
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	104,120
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100			
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		<b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240		
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		<b>REVENUES FOR NON-EDUCATIONAL PROGRAMS</b>	
	7310		
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		<b>VOCATIONAL TRAINING OF THE UNEMPLOYED</b>	-
7500		<b>STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS</b>	-
	7502	Dual Enrollment Grants	
	7503		
	7599		
7600			-
7800		<b>REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS</b>	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	1,055,531
7900		<b>REVENUE FOR TECHNOLOGY</b>	
	7910	Educational Technology	
	7990	Other Technology Grants	191,054
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	

8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	2,994,656
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560		
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	-
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	*
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	

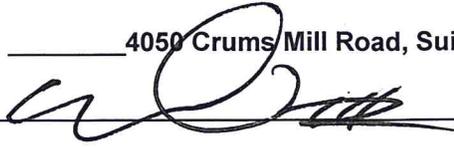
<b>9000</b>		<b>OTHER FINANCING SOURCES</b>	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	

	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
<b>TOTAL REVENUES</b>			<b>78,738,199</b>

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

Name of School Commonwealth Connections Academy

Address of School 4050 Crums Mill Road, Suite 303, Harrisburg, PA 17112

CEO Signature 

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	38,169,625
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	8,732,760
1300	VOCATIONAL EDUCATION	128,061
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	
2120	Guidance Services	
2130	Attendance Services	
2140	Psychological Services	
2150	Speech Pathology and Audiology Services	
2160	Social Work Services	
2170	Student Accounting Services	467,150
2190	Other Pupil Personnel Services	715,809
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	
2220	Technology Support Services	2,061,603
2230	Educational Television Services	
2240	Computer-Assisted Instruction Support Services	
2250	School Library Services	
2260	Instruction and Curriculum Development Services	
2270	Instructional Staff Professional Development Services	1,521,041
2280	Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
2310	Board Services	21,054
2320	Board Treasurer Services	
2340	Staff Relations and Negotiations Services	
2350	Legal Services	106,168
2360	Office of the Superintendent (Executive Director) Services	
2370	Community Relations Services	

	2380	Office of the Principal Services	6,227,317
	2390	Other Administration Services	7,817,513
2400		SUPPORT SERVICES - PUPIL HEALTH	1,750
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	1,438,779
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	51,254
	2590	Other Support Services - Business	654,382
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	2,662,191
	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)	118,701
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	603,191
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	2,986,848
3400		SCHOLARSHIPS AND AWARDS	

<b>4000</b>	<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100	SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200	EXISTING SITE IMPROVEMENT SERVICES	
4300	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	25,735
4400	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	2,485,995
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	5,153,279
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>		<b>82,150,204</b>

**BALANCE AS OF JUNE 30, 2012** 14,687,199  
**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND** (3,412,006)  
**BALANCE AS OF JUNE 30, 2013** 11,275,193



# Expense Report Instructions

**STOP!** Be Sure To Complete the Pre-Approval Form before Spending Any School Funds!

The Pre-Approval Form and Instructions can be found in the VL – My School Pennsylvania > Teacher Resources

## Expense Reports can be found in the Virtual Library (VL)

- Home > My School: Pennsylvania > Teacher Resources then under Resources
- School credit card expense reports can be found in the same location

## Pre-Approval Forms and Expense Reports are now submitted for approval through an IA

- This new process will provide an opportunity for expedited reimbursement.
- Paper form is no longer accepted

### Creating the IA:

- To create an IA for pre-approval and expense reimbursement, please use the following systems and components:
  - Name: Employee Name – “Expense Report” – Date created
    - For example: John Smith – Expense Report – 2/28/2013
  - System: Schools
  - Component: CCA
  - Type: Expense Reports
  - Make the IA Private
- BEFORE any expense is incurred or an event takes place, complete and upload your Pre-Approval form(s) to the IA.
- Assign the IA to your manager for approval by clicking the “Add User” button. You can then search for your manager by entering their name in the search text box.
- If you are using funds from any of the below categories please seek approval by assigning the IA to the following individuals after getting your manager’s approval.
  - Marketing – by office location
    - Doug Miedel – Lehighton, Scranton, Bryn Mawr, BLC-Philly
    - Tom Schaaf – Harrisburg, Williamsport
    - Shannon Clarke – Seven Fields
  - Title I – Amy Boyd
  - Special Ed such as IDEA – Chris Moser
  - Clubs – Tony Rusnak
  - Any expense over \$5,000 needs Dr. Flurie’s approval
- Once all necessary pre-approvals are obtained, you may then incur the approved expense.

- After the expense(s) have been incurred, attach your completed expense report and supporting documentation, such as receipts, to the IA and assign IA to your manager for approval. \* Keep original receipts for **one year** from the date of purchase.
  - Reminder: Master teachers may not approve expense reports. If your lead is a Master Teacher please assign the IA to your lead's manager for approval.
- Your manager is then responsible for reviewing your expense report to ensure it is in accordance with current company policy and all supporting documentation is attached.
  - If corrections need to be made to your expense report, your manager will assign the IA back to you listing the corrections that need made.
- Your manager will approve the expense report within the IA by leaving a comment such as "expense report approved."
- Your manager will assign the IA to Janna Colechio to audit and submit for payment.
- After payment has been issued, the IA will be sent back to you to verify payment was received and to close IA.
- It is your responsibility to keep all supporting documentation such as original receipts for **one year** from the date of purchase.
- You may have multiple pre-approvals in one IA but **ONLY one expense report per IA.**

## Expense Reports: Walkthrough, Things to Remember, and Mileage Calculation

- Always use the expense report template entitled "School Staff-Expense Report" found in the Virtual Library (VL).
  - Whenever creating an expense report, please open the "School Staff-Expense Report" directly from the VL; do not save the template to your computer for further use. Accounts Payable is continually updating the expenditure coding system and mileage reimbursement rate and automatically updating the file in the VL. If you use an older template you have previously saved to your computer, your expense report will be missing vital information and may be returned to you to resubmit on the updated form.
- Expense reports must be completed within 60 days from the date the expense was incurred.
- List your home address - make sure entire address is visible within the cell. If address is too long, please decrease the font size.
- Always complete the "Home or Office Employee" and "Home Department" sections at the top of the expense report. If this information is missing the expense report will be returned to you to correct.
- If you lost a receipt or you do not have an itemized receipt for meals please complete the Missing Receipt Form found in the VL – Employee Resources>Accounting-Vendor payments-Travel Info-Expns Rpts>Travel Expense Reimbursement Policies and Forms.
- Only list one expense per line.
- For drop downs - choose the most appropriate category.
- **IMPORTANT:** Please provide a **detailed description** of each expense in the "Detailed Business Explanation" section.
  - Good detailed description example: "Lunch for John Smith and Jane Doe at Panera Bread while attending Learning Support Conference."
  - Bad detailed description example: "Meal for two"
- If you purchased meals for other CCA employees or guests, list the names of each person in the bottom left section of the expense report.
- Only breakfast, lunch, and dinner are reimbursable. Items such as snacks and additional drinks that are not part of the meal are not reimbursable.
  - If you leave from your home or the office for a work related event, breakfast should not be expensed. Exceptions can be made if you leave very early in the morning. Please seek pre-approval from your manager.

- When returning from a work related event, dinner should only be expensed if you return late in the evening.
- **Meals should be kept around \$10 for breakfast, \$15 for lunch, and \$25 for dinner.** This does not mean you should strive to spend up to this amount. **Tips should not exceed 20%.** Again, this does not mean you should always give a 20% tip.
- Remember: You are accountable for spending taxpayer dollars wisely!
- Itemized meal receipts showing what was ordered must accompany the receipt of payment. An itemized receipt will show what specific meals and drinks were purchased. A receipt of payment such as the credit card receipt without the itemized receipt will not be accepted. The receipt of payment must match the amount requested for reimbursement.
- Splitting one itemized meal receipt (checks) between employees is not acceptable. Either request separate checks or determine who will pay the full check.
- Alcoholic beverages and tips on alcoholic beverages are not reimbursable.
- Please make sure that all receipts are visible in the IA.
- Be sure to enter mileage in the correct column. The mileage reimbursement formula will not calculate correctly if # of miles is listed in the wrong column.
- Remember to deduct your daily commute mileage when necessary (more instructions below under Mileage Calculation and Reimbursement).
- Please do not alter the excel template form. Adding rows will cause errors in some excel calculations. If more lines are needed to document all expenses, please complete a second report.

## Travel Guidelines:

Here are some guidelines to help you determine when to reserve a CCA owned vehicle, request a rental, or use your personal vehicle.

- Always car pool when possible.
- Always use a CCA owned vehicle before renting or driving your own vehicle.
  - Check vehicle availability by going to Outlook, click on Public Folders, and then CCA
  - Reserve a CCA owned vehicle as soon as possible using the IA system.
    - System: Schools    Component: CCA Vehicle    Type: Flex Reservation
- If no CCA vehicle is available, it is a day trip, and the distance you are traveling is **more than 75 miles each way**, please request a rental vehicle.
  - Complete the Enterprise Car Rental Request Form found in the VL.
    - Home > My School: Pennsylvania > Teacher Resources > Enterprise Car Rental Request
  - E-mail approved form to either:
    - Shannon Ulsh (General Acct/Marketing Acct)
    - Marta Woodworth (Testing Account)
    - Sara Bingaman (Title I Acct)
  - They will make the reservation and send you a confirmation email.
    - Please take the confirmation email to the rental site when you pick up the vehicle.
- If no CCA vehicle is available and the distance you are traveling is **less than 75 miles each way**, please take your personal vehicle.
  - Again, whenever possible please carpool with co-workers.

## Mileage Calculation and Reimbursement

- All employees will be assigned a work location for mileage reimbursement purposes as follows:
  - Office based employees – the office they normally report to on a daily basis will be considered their work location.

- Work from Home (WFH) employees – their residence will be considered their work location.
- Cube Share employees – the office they regularly report to for part of the week will be considered their work location.
- All mileage incurred by employees for school purposes, as measured starting from an employee’s work location, will be reimbursed. However, mileage incurred by WFH employees to travel to their assigned office location is not reimbursable. For example, travel to the office to pick up a company vehicle, to attend meetings, or to attend school functions is not reimbursable.
- If you are an office based employee traveling directly from your residence to a school activity, you must subtract your normal commuting mileage to and from work from the total miles driven. For example, if you normally commutes 30 miles round trip to work, but travel 100 miles roundtrip one day directly from your residence to a school function (e.g., a field trip), then 70 miles are eligible for reimbursement. For additional clarity, WFH employees will be reimbursed for all mileage incurred as their normal commuting distance is zero. The goal is that the employee is being reimbursed for the mileage incurred for school purposes above and beyond the normal commuting distance they regularly experience.
- Any mileage driven unrelated to the official school purpose is not eligible for reimbursement, even if it occurred in conjunction with a school activity.

### **Daily Commute Mileage Calculation**

- Your daily commute mileage is the distance you travel to and from the office each day. Therefore, if your home is 10 miles away from the office, your daily commute deduction will be 20 miles (10 miles for your trip from your home to the office and 10 miles for your trip from the office to home.) If you go to a conference and leave from your home, and the conference is 50 miles from your home, the total number of miles you may be reimbursed for is 40 miles for a one way trip (50 miles from home to conference – 10 miles home to office = 40 reimbursable miles.) In this case, the round trip total mileage reimbursement you are entitled to would be 80 miles (100 mile round trip to and from conference - 20 miles round trip to and from your office = 80 miles.)
- Please provide supporting documentation to support any mileage reimbursement request. Supporting documentation would include MapQuest directions from your home to the office and MapQuest directions from your home to the destination.
- All work-from-home employees may claim mileage from their home to their destination.
- Cube-share employees (even if travel is on a day you work from home) and office-based employees must deduct their actual daily commute.

### **Exceptions to Daily Commute Mileage Deduction**

- There will be times when you do not need to deduct your daily commute to and from the office. If you are traveling on the weekend, school holiday, or in the evening after you have already traveled to and from the office, you do not need to deduct your daily commute mileage from your total mileage. Please be sure to indicate if travel occurs during a non-work day or after work hours.

### **Additional Information**

#### **PA Tax Exempt Certificate and Tax Exempt Store Account Numbers**

CCA is a non-profit institution and is not required to pay sales tax. When purchasing items for the school, please provide a copy of our Tax Exempt Certificate or the tax exempt account number for that particular store to the salesperson prior to checking out to ensure that sales tax is waived from the purchase. Please be aware that there are some stores that will not acknowledge our tax exempt status.

A copy of CCA's Tax Exempt Certificate can be found in Sharepoint: CCA > Harrisburg > Tax Exempt Form

A copy of tax exempt account numbers for stores frequently used can be found in Sharepoint: CCA> Harrisburg > Tax Exempt Store Account Numbers

### Documentation

- All expenses must be supported by a pre-approval form and supporting documentation.
- In the event an original receipt is not available, lost, or destroyed, please complete a Missing Receipt Form found in the VL. This form must be signed/approved by your manager.

### Processing

- Please allow 1-2 weeks for processing.
- If you have selected to receive your reimbursement by Electronic Fund Transfer (EFT), your reimbursement will be directly deposited into your bank account. If you have not selected the ETF option, you will receive your reimbursement by check.
- You will receive your funds more quickly through EFT. For instructions on how to sign up for direct deposit see Direct Deposit Authorization for Reimbursements below.

### Direct Deposit Authorization for Reimbursements

- To create an IA for Direct Deposit of Expense Report Reimbursements, please use the following systems and components:
  - Name: Employee Name – New Direct Deposit Request
  - System: Accounts Payable
  - Component: Direct Deposit – Expense Reimbursements
  - Type: Direct Deposit – New Request
  - Status: New
  - Urgency: Important
  - Private? : **The IA MUST be private to protect your banking information.**
- Hit Save. Verify that Sally Wagner is the Default Owner. Click Save and Finish.
- Sally will attach the necessary form for you to complete.
- Complete the form, attached to IA, and make Sally the owner.
- Sally will enter information and send to you to verify.
- If the data entered is correct, hold onto the IA until you receive a direct deposit payment for expenses into your account.
- Once verified, please close the IA promptly

**Commonwealth Connections Academy Charter School**

**Financial Statements  
And  
Independent Auditors' Report**

**Year Ended June 30, 2012**

**Commonwealth Connections Academy Charter School  
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Year Ended June 30, 2012**

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## **Independent Auditors' Report**

To the Board of Trustees  
Commonwealth Connections Academy Charter School  
Harrisburg, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of Commonwealth Connections Academy Charter School (the School), as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Commonwealth Connections Academy Charter School's management. Our responsibility is to express an opinion 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 management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Commonwealth Connections Academy 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 February 22, 2013, on our consideration of Commonwealth Connections Academy 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 the 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.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of 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.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic financial statements of Commonwealth Connections Academy Charter School. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

*SD Associates P.C.*

Certified Public Accountants  
Elkins Park, Pennsylvania

February 22, 2013

# Commonwealth Connections Academy Charter School

## Management's Discussion and Analysis

### June 30, 2012

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The Board of Trustees of Commonwealth Connections Academy Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2012. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

#### **Financial Highlights**

- Total revenues increased approximately \$13,000,000 due mainly to increased student enrollment and increased rates.
- At the close of the current fiscal year, the School reports an ending fund balance of \$14,687,199. This balance was the result of a \$2,988,951 surplus for the year ended June 30, 2012.
- The School's cash balance at June 30, 2012 was \$5,896,189, representing an increase of \$2,146,258 from June 30, 2011.

#### **Overview of the Financial Statements**

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

#### ***Government-Wide Financial Statements***

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

#### ***Fund Financial Statements***

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has only one fund type, the governmental general fund.

**Commonwealth Connections Academy Charter School  
Management's Discussion and Analysis  
June 30, 2012**

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**Overview of the Financial Statements (continued)**

*Notes to the Financial Statements*

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

*Supplementary Information*

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis.

**Government-Wide Financial Analysis**

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	<u>2012</u>	<u>2011</u>
<b>Assets</b>		
Other assets	\$20,335,053	\$15,429,111
Capital assets, net	<u>6,848,989</u>	<u>5,539,247</u>
	27,184,042	20,968,358
<b>Liabilities</b>	<u>5,647,854</u>	<u>3,730,863</u>
<b>Net Assets</b>	<u>\$21,536,188</u>	<u>\$17,237,495</u>

As noted earlier, net assets may serve over time as a useful indicator of a school's financial position. In the case of the School, assets exceeded liabilities by \$21,536,188 as of June 30, 2012, an increase of \$4,298,693 from June 30, 2011.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2011, the School's total revenues of \$66,591,247 exceeded expenditures of \$62,292,554 by \$4,298,693, a decrease of \$690,971 as compared to the preceding year.

**Commonwealth Connections Academy Charter School  
Management's Discussion and Analysis  
June 30, 2012**

**Government-Wide Financial Analysis (continued)**

	2012	2011
<b>Revenues</b>		
Program revenues		
Local educational agency assistance	\$ 63,564,324	\$ 49,867,964
State sources	563,516	684,402
Federal sources	2,287,382	2,769,584
General revenues		
Other revenues	176,025	140,176
Total revenues	66,591,247	53,462,126
<b>Expenditures</b>		
Instruction	52,395,707	41,280,702
Support services	6,680,055	5,030,269
Noninstructional services	833,037	717,004
Unallocated depreciation	2,383,755	1,444,487
Total expenditures	62,292,554	48,472,462
Change in net assets	4,298,693	4,989,664
Net assets, beginning	17,237,495	12,247,831
Net assets, ending	\$ 21,536,188	\$ 17,237,495

**Governmental Fund**

The focus of the School's *governmental fund* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the General Fund) reported an ending fund balance of \$14,687,199.

**Budget Variations**

The actual revenues represents an increase from budgeted revenues of \$11,970,366, due mainly to an increase in funding from local school districts of \$12,560,398 net of a decrease in state sources of \$670,054.

Actual expenditures increased \$7,949,410 from the budget due to an increase in instructional services of \$7,214,889, an increase in noninstructional services of \$393,816, and an increase in capital outlay of \$3,693,781, net of a decrease in support services of \$3,353,076.

# Commonwealth Connections Academy Charter School Management's Discussion and Analysis June 30, 2012

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## **Capital Asset and Debt Administration**

### ***Capital Assets***

As of June 30, 2012, the School's investment in capital assets for its governmental activities totaled \$6,848,989 (net of accumulated depreciation). This investment in capital assets includes equipment, furniture, and building improvements.

Major capital assets purchases during the year included the following:

- Capital expenditures of \$3,647,524 for equipment and computers
- Capital expenditures of \$66,900 for vehicles
- Capital expenditures of \$124,357 for furniture and fixtures

Equipment costing \$430,589 with a net book value of \$145,284 was disposed of during the year ended June 30, 2012.

Additional information on the School's capital assets can be found in Note 4 of this report.

### ***Long-Term Debt***

The School does not have any long-term liabilities at this time.

## **Economic Factors and Next Year's Budgets and Rates**

The School's primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately \$10,500,000 due to anticipated growth from approximately 5,890 to approximately 6,900 students.

## **Future Events That Will Financially Impact the School**

Except as listed above, there are no known future events that will financially impact the School.

## **Contacting the School's Financial Management**

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Commonwealth Connections Academy Charter School, 4050 Crums Mill Road, Suite 303, Harrisburg, PA 17112.

**Commonwealth Connections Academy Charter School**  
**Statement of Net Assets**  
**June 30, 2012**

	Governmental Activities
<b>Assets</b>	
Current assets	
Cash and cash equivalents	\$ 5,896,189
Local receivable, net of allowance	13,067,290
State subsidies receivable	149,764
Federal subsidies receivable	508,389
Prepaid expenses and other current assets	659,729
Total current assets	20,281,361
Property and equipment, net	6,848,989
Deposits	53,692
	27,184,042
<b>Liabilities</b>	
Current liabilities	
Accounts payable and accrued expenses	3,355,134
Due to Connections Academy	2,292,720
Total current liabilities	5,647,854
<b>Net Assets</b>	
Invested in capital assets, net	6,848,989
Unrestricted	14,687,199
	\$ 21,536,188

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
Statement of Activities  
Year Ended June 30, 2012**

<u>Functions</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Assets</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
<b>Governmental Activities</b>				
Instruction	\$ 52,395,707	\$ -	\$ 59,078,347	6,682,640
Support services	6,680,055	-	7,336,875	656,820
Noninstructional services	833,037	142,923	-	(690,114)
Depreciation and amortization	2,383,755	-	-	(2,383,755)
Total governmental activities	<u>\$ 62,292,554</u>	<u>\$ 142,923</u>	<u>\$ 66,415,222</u>	4,265,591
<b>General Revenues</b>				
Other revenues				<u>33,102</u>
<b>Change in net assets</b>				4,298,693
<b>Net Assets - Beginning of Year</b>				<u>17,237,495</u>
<b>Net Assets - End of Year</b>				<u>\$ 21,536,188</u>

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School**  
**Balance Sheet-Governmental Fund**  
**June 30, 2012**

	General Fund
<b>Assets</b>	
Cash and cash equivalents	\$ 5,896,189
Local receivables, net of allowance	13,067,290
State subsidies receivable	149,764
Federal subsidies receivable	508,389
Prepaid expenses and other current assets	659,729
Total current assets	20,281,361
Deposits	53,692
	\$ 20,335,053
<b>Liabilities</b>	
Accounts payable and accrued expenses	\$ 3,355,134
Due to Connections Academy	2,292,720
Total current liabilities	5,647,854
<b>Fund Balances</b>	
Nonspendable	657,809
Committed	12,400,000
Unassigned	1,629,390
	14,687,199
	\$ 20,335,053

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
 Reconciliation of the Balance Sheet of Governmental Funds  
 To the Statement of Net Assets  
 June 30, 2012**

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<b>Total Fund Balance for Governmental Funds</b>	\$ 14,687,199
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Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Building and improvements	137,474	
Machinery and equipment	10,059,087	
Furniture and fixtures	747,572	
Vehicles	488,523	
Accumulated depreciation and amortization	<u>(4,583,667)</u>	
		<u>6,848,989</u>

<b>Total Net Assets of Governmental Activities</b>	<b><u>\$ 21,536,188</u></b>
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See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
Statement of Revenues, Expenditures, and Changes in Fund Balance-  
Governmental Funds  
Year Ended June 30, 2012**

	<u>General Fund</u>
<b>Revenues</b>	
Local educational agency assistance	\$ 63,564,324
State sources	563,516
Federal sources	2,287,382
Other revenues	<u>176,025</u>
Total revenues	<u>66,591,247</u>
<b>Expenditures</b>	
Instruction	52,250,423
Support services	6,680,055
Noninstructional services	833,037
Capital outlay	<u>3,838,781</u>
Total expenditures	<u>63,602,296</u>
<b>Excess of Revenues Over Expenditures</b>	2,988,951
<b>Fund Balance - Beginning of Year</b>	<u>11,698,248</u>
<b>Fund Balance - End of Year</b>	<u>\$ 14,687,199</u>

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
Reconciliation of the Statement of Revenues, Expenditures, and  
Changes in Fund Balances of Governmental Funds to the  
Statement of Activities  
Year Ended June 30, 2012**

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**Net Change in Fund Balances - Total Governmental Funds** \$ 2,988,951

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

Capital outlays	3,838,781	
Depreciation and amortization expense	<u>(2,383,755)</u>	1,455,026

Asset impairments are not reported in governmental funds because governmental funds measure only the flow of current financial resources. (145,284)

**Change in Net Assets of Governmental Activities** \$ 4,298,693

# Commonwealth Connections Academy Charter School

## Notes to Financial Statements

### June 30, 2012

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**Note 1      Background and Summary of Significant Accounting Policies**

Commonwealth Connections Academy Charter School (the School) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The mission of Commonwealth Connections Academy Charter School is to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community. Every Commonwealth Connections Academy Charter School student has a Personalized Learning Plan and an entire team of adults (including a parent or other learning coach and a Pennsylvania-certified teacher) committed to the student's successful fulfillment of that plan. Commonwealth Connections Academy Charter School is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

The School operates under the direction of a six-member Board of Trustees (the Board). At least three Voting Trustees will be as follows:

- a) At least one Voting Trustee shall be the parent of one or more students enrolled in the Academy.
- b) At least one Voting Trustee shall be a generally recognized community leader in the area served by the Academy.
- c) At least one Voting Trustee shall be an educator or have experience in education.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

#### **Government-Wide and Fund Financial Statements**

The government-wide financial statements (the statement of net assets and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

Government-Wide Financial Statements:

The statement of net assets and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 90 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The government reports the following major governmental fund:

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

**Method of Accounting**

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets, a statement of activities and changes in net assets. It requires the classification of net assets into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Method of Accounting (Continued)**

- Invested in capital assets, net of related debt – This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
  
- Restricted – This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
  
- Unrestricted net assets – This component of net assets consists of net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed for the included program.

**Fund Balances - Governmental Funds**

The School elected to implement GASB No. 54, *Fund Balance Reporting and Governmental Type Definition* during the year ended June 30, 2011. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses as being nonspendable as these items are not expected to be converted to cash.
  
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
  
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
  
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Fund Balances - Governmental Funds (Continued)**

- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

**Budgets and Budgetary Accounting**

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

**Use of Estimates**

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

**Concentration of Credit Risk**

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's (FDIC) limit of \$250,000 for interest bearing accounts, with financial institutions. Effective January 1, 2013 the FDIC reduced coverage on non-interest bearing accounts for each bank to \$250,000.

**Cash and Cash Equivalents**

The School's cash is considered to be cash on hand and demand deposits.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Capital Assets**

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. The School established a threshold of \$10,000 for capitalization of depreciable assets. Similar items purchased in the same timeframe and items related to the same project or purchase can be pooled together for capitalization and depreciation. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; leasehold improvements (6-25 years) and furniture and equipment (3-5 years).

**Advertising Costs**

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

**Income Tax Status**

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of FASB ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2008, 2009, 2010 and 2011 are subject to examination by the IRS, generally for three years after they were filed.

**Note 2      Cash**

The School's cash and cash equivalents balance at June 30, 2012 was \$5,944,534. The actual amount of cash on deposit in the School's bank accounts at June 30, 2012 was \$6,327,403. Of the amount held at the bank, \$1,395,034 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$4,932,369 was uninsured and uncollateralized at June 30, 2012.

**Custodial Credit Risk-Deposits**

Custodial credit risk is the risk than in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

**Note 3 Receivables**

Receivables as of June 30, 2012 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$145,000.

**Note 4 Capital Assets**

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

	Balance, 7/1/2011	Additions	Deletions	Balance, 6/30/12
Equipment and furniture	\$ 7,886,988	\$ 3,838,782	\$ (430,589)	\$ 11,295,181
Building improvements	137,475	-	-	137,475
	8,024,463	3,838,782	(430,589)	11,432,656
Less: accumulated depreciation	2,485,216	2,383,755	(285,304)	4,583,667
	\$ 5,539,247	\$ 1,455,027	\$ (145,285)	\$ 6,848,989

Depreciation expense was \$2,383,755 for the year ended June 30, 2012.

**Note 5 Funding**

The School received funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis. The Commonwealth of Pennsylvania makes contributions on behalf of the charter school for the employer's share of retirement payments and social security payments.

**Note 6 Commitments**

The School leases multiple facilities in Pennsylvania under various operating leases expiring through July 31, 2017.

Future minimum lease payments as of June 30, 2012 are as follows:

Year Ending June 30,	
2013	\$ 639,377
2014	568,856
2015	534,308
2016	554,498
2017	276,864
Thereafter	22,204
	\$ 2,596,107

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

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**Note 7      Retirement 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, legislatively 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 Office of Financial Management, Public School Employees' Retirement System, PO Box 125, Harrisburg, PA 17108-0125. This publication is also available on the PSERS website at [www.psers.state.pa.us/publications/cafr/index.htm](http://www.psers.state.pa.us/publications/cafr/index.htm).

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. The rate of contribution for employees ranges from 5.25% - 7.5% depending upon classification and elections of employees. The School's contribution is 8.65%. In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities contributions. The School's contributions to the Plan were \$741,575, \$473,534, and \$361,966 for the years ended June 30, 2012, 2011, and 2010, respectively, which equals 100% of the contractually required contribution as set by State statutes.

**Note 8      Fund Balance Commitment**

A fund balance commitment is used to indicate that a portion of the total fund balance that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees. As of June 30, 2012, the school had a fund balance commitment in the amount of \$12,400,000 as follows:

1. \$6,000,000 is reserved for the potential purchase and/or construction of one or more school facilities.
2. \$550,000 is reserved for the purchase of a software license.
3. \$300,000 is reserved for summer school course expenses.
4. \$4,150,000 is reserved for blended learning center costs.
4. \$500,000 is reserved for accounts receivable not expected to be collected within a reasonable time period from June 30, 2012.
5. \$900,000 is reserved for increased employee health and pension costs.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2012**

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**Note 9 Risk Management**

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past two years.

**Note 10 Professional Services Agreement**

The School entered into an agreement with Connections Academy of Pennsylvania, LLC (Connections) for curriculum, school management services, instruction, technology and other services. The agreement expires on the earlier of the termination of the granted charter or other terms as defined by the agreement.

Under the contract, Connections will provide direct materials/services or procurement and payment of services for the following:

1. Instructional materials as approved by the board.
2. Administrative personnel, including health and other benefits, as approved by the Board where required.
3. Educational support services for participating families.
4. Training and other professional development as approved by the Board.
5. Hardware and software as approved by the Board.
6. Technical support for any hardware and software provided under the contract.
7. Maintenance of student records.
8. Services to special needs students as required by law.
9. Administrative services including expenditures for a facility and capital, both of which require Board approval.
10. Financial, treasury and other reporting as required by law.
11. Student recruiting and community education
12. General school management.

For all services, except school management, the School reimburses Connections according to the terms of the contract based on documentation that is reviewed and approved by the Board. In addition, Connections is paid a maximum fee of 15% of all funds received by the School. Total charges from Connections amounted to \$36,975,316 for the year ended June 30, 2012.

**Note 11 Litigation**

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect of the financial position of the School.

**Supplementary Information**

**Commonwealth Connections Academy Charter School  
Governmental Fund Budgetary Comparison Schedule  
Year Ended June 30, 2012**

	Budget	Actual Revenues/ Expenditures	Variance With Budget
<b>Revenues</b>			
Local educational agency assistance	\$ 51,003,926	\$ 63,564,324	\$ 12,560,398
Other sources	9,600	176,025	166,425
State sources	1,233,570	563,516	(670,054)
Federal sources	2,373,785	2,287,382	(86,403)
Total revenues	<u>54,620,881</u>	<u>66,591,247</u>	<u>11,970,366</u>
<b>Expenditures</b>			
Instruction	45,035,534	52,250,423	(7,214,889)
Support services	10,033,131	6,680,055	3,353,076
Noninstructional services	439,221	833,037	(393,816)
Capital outlay	145,000	3,838,781	(3,693,781)
Total expenditures	<u>55,652,886</u>	<u>63,602,296</u>	<u>(7,949,410)</u>
<b>Excess of Revenues Over Expenditures</b>	(1,032,005)	2,988,951	4,020,956
<b>Fund Balance, Beginning</b>	<u>11,698,248</u>	<u>11,698,248</u>	<u>-</u>
<b>Fund Balance, Ending</b>	<u>\$ 10,666,243</u>	<u>\$ 14,687,199</u>	<u>\$ 4,020,956</u>

See accompanying notes to financial statements.

**Other Reports Required By Government Auditing Standards**

**Independent Auditors' Report on Compliance  
and on Internal Control over Financial Reporting  
Based on an Audit of Financial Statements Performed  
in Accordance with *Government Auditing Standards***

To the Board of Trustees  
Commonwealth Connections Academy Charter School  
Harrisburg, Pennsylvania

We have audited the financial statements of the governmental activities and the major fund of Commonwealth Connections Charter School (the School) as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements and have issued our report thereon, dated February 22, 2013. 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.

**Internal Control Over Financial Reporting**

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as identified above.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended for the information and use of the audit committee, management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*SD Associates P.C.*

Certified Public Accountants  
Elkins Park, Pennsylvania

February 22, 2013

## **Single Audit Requirements**

**Commonwealth Connections Academy Charter School  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2012**

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Total Received for the Year	Accrued (Deferred) Revenue 7/1/2011	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2012
U.S. Department of Education									
Pass-Through PA Department of Education									
Title I - Improving Basic Programs	84.010	013-121037	9/27/11-9/30/12	\$ 1,022,955	\$ 865,577	\$ -	\$ 980,289	\$ 980,289	\$ 114,712
Title I - Improving Basic Programs	84.010	013-111037	9/30/10-9/30/11	1,037,511	199,931	141,036	58,895	58,895	-
Title I - Program Improvement-Set Aside	84.010	042-111037	9/27/11-9/30/12	46,180	32,985	-	38,436	38,436	5,451
Title I - Program Improvement-Set Aside	84.010	042-101037	6/22/10-9/30/11	47,627	17,860	(845)	18,705	18,705	-
Title I Part A - ARRA	84.389	127-101037	5/15/09-9/30/11	629,175	438,251	340,766	97,485	97,485	-
Title I - School Improvement - ARRA	84.389	134-101037	7/22/10-9/30/11	33,049	26,439	4,890	21,549	21,549	-
Total Title I Cluster				1,581,043	485,847	1,215,359	1,215,359	1,215,359	120,163
Title II - Improving Teacher Quality	84.367	020-121037	9/27/11-9/30/12	52,801	40,616	-	31,318	31,318	(9,298)
Title II - Improving Teacher Quality	84.367	020-111037	9/30/10-9/30/11	84,463	47,376	(11,204)	58,579	58,579	-
Pass-Through Capital Area Intermediate Unit #15									
Individuals with Disabilities Education Act Part B	84.027	N/A	7/1/11-9/30/12	880,381	482,857	-	880,381	880,381	397,524
Individuals with Disabilities Education Act Part B Recovery Funds	84.391A	N/A	7/1/09-9/30/11	581,542	581,542	479,796	101,745	101,745	-
Total IDEA Cluster				1,064,399	479,796	479,796	982,126	982,126	397,524
Total Federal Awards				\$ 2,733,434	\$ 954,439	\$ 2,287,382	\$ 2,287,382	\$ 2,287,382	\$ 508,389

See notes to schedule of expenditures of federal awards.

**Commonwealth Connections Academy Charter School  
Notes to Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2012**

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**Note 1 Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Commonwealth Connections Academy Charter School (the School) and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the balance sheet, revenues, expenditures, or changes in fund balances of governmental funds of the School.

**Note 2 Summary of Significant Accounting Policies**

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-87, Cost Principles for State and Local Governments, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available

**Independent Auditors' Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133**

To the Board of Trustees  
Commonwealth Connections Academy Charter School  
Harrisburg, Pennsylvania

**Compliance**

We have audited Commonwealth Connections Academy Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2012. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012.

**Internal Control Over Compliance**

Management of the School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended for the information and use of management, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*SD Associates P.C.*

Certified Public Accountants  
Elkins Park, Pennsylvania

February 22, 2013

**Commonwealth Connections Academy Charter School  
Schedule of Findings and Questioned Costs  
Year Ended June 30, 2012**

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**A. Summary of Audit Results**

1. The Independent Auditors' Report expresses an unqualified opinion on the basic financial statements of Commonwealth Connections Academy Charter School.
2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.
3. No instances of noncompliance material to the financial statements of Commonwealth Connections Academy Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditors' report on compliance for the major federal award programs for Commonwealth Connections Academy Charter School expresses an unqualified opinion.
6. There were no audit findings, which were required to be reported in accordance with Section 501(a) of OMB Circular A-133.
7. The program tested as a major program was IDEA, CFDA #84.027/84.391A.
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. Commonwealth Connections Academy Charter School qualified as a a low-risk auditee.

**B. Findings-Financial Statement Audit**

There were no findings relating to the financial statements which are required to be reported in accordance with *Generally Accepted Governmental Auditing Standards (GAGAS)*.

**C. Findings and Questioned Costs-Major Federal Award Programs Audit**

There were no findings and questioned costs for federal awards, which would include audit findings as defined in OMB Circular A-133.

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Annually Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abbey, Christine	Yes	Biology 7-12, English 7-12, General Science 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
2	Ackerman, Carey	Yes	Elementary K-6, Mid-Level English 7-9, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
3	Adkins, Diane	Yes	Early Childhood N-3, Elementary K-6, Principal K-12	4	Assistant or Vice Elementary Principal	8 hours per day	100%	0%
4	Ague, Kevin	Yes	Bus-Computer-Info Tech K-12	7-12	Business Education Secondary	8 hours per day	100%	0%
5	Alex, James	Yes	Health & Physical Educ K-12, Principal K-12	10	Assistant or Vice Secondary Principal	8 hours per day	100%	0%
6	Allen, Jennifer	Yes	English 7-12, English as a Second Language (ESL) K-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
7	Alumbaugh, Adam	Yes	Mathematics 7-12, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
8	Amen, Kurt	Yes	Biology 7-12, General Science 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
9	Angelopoulos, Maureen	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
10	Anselmo, Toni	Yes	Elementary K-6, English as a Second Language (ESL) K-12, Reading Specialist K-12	1-6	Elementary Primary Grades 1-3, Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
11	Azzolina, Joseph	Yes	Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%

12	Bair, Stacie	Yes	Elementary K-6, English as a Second Language (ESL) K-12	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
13	Beard, Andrea	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
14	Bechtel, Sara	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
15	Begis, Marsha	Yes	Biology 7-12	7-12	Biology	8 hours per day	100%	0%
16	Behofcist, Rita	Yes	Elementary K-6, Master's Equivalency K-12, Special Education N-12	7-12	Technology Education Secondary	8 hours per day	100%	0%
17	Beleiff, Aimee	Yes	Elementary K-6, English as a Second Language (ESL) K-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
18	Bennett, Christopher	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4- 6	8 hours per day	100%	0%
19	Bentzel, Margaret	Yes	Elementary K-6, English as a Second Language (ESL) K-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
20	Bianchi, Kristen	Yes	Early Childhood N-3, Elementary K-6, Mid- Level Mathematics 7-9	4-6	Elementary Intermediate Grades 4- 6	8 hours per day	100%	0%
21	Bich, Caitlin	Yes	Elementary K-6, Special Education N- 12	4-6	Elementary Intermediate Grades 4- 6	8 hours per day	100%	0%
22	Bieber, Paula	Yes	Biology 7-12, General Science 7-12	7-12	Biology	8 hours per day	100%	0%
23	Bihoreau, Stephan	Yes	French K-12, Spanish K-12	K-12	French	8 hours per day	100%	0%
24	Biondo, David	Yes	Elementary K-6, Mid- Level Citiz. Ed 7-9, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
25	Boal, Katie	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4- 6	8 hours per day	100%	0%

26	Boccella, Bernard	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
27	Boccella, Lori	Yes	Early Childhood N-3, Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
28	Bonagur, Christine	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
29	Bost, Stephanie	Yes	Bus-Computer-Info Tech K-12, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
30	Boyd, Amy	Yes	Elementary K-6, Principal K-12	K-12	Assistant or Vice Elementary Principal	8 hours per day	100%	0%
31	Boyer, Megan	Yes	Mathematics 7-12	7-12	Middle Level Mathematics 7-9, Mathematics 10-12	8 hours per day	100%	0%
32	Brace, Michael	Yes	Citizenship 7-12, English 7-12	7-12	Instructional Support Teachers 2	8 hours per day	100%	0%
33	Bradley, Joseph	Yes	Safety Ed/Driver Ed 7-12, Social Studies 7-12	K-12	Supervisor Special Education	8 hours per day	0%	100%
34	Brandt, Janna	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
35	Breiner, Beth	Yes	Health & Physical Educ K-12, Inst Technology Specialist K-12	K-12	Instructional Technology Specialist	8 hours per day	100%	0%
36	Breithaupt, Ann	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
37	Briody, Jeanette	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
38	Browning, Tyarra	Yes	Early Childhood N-3, Elementary K-6, Reading Specialist K-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
39	Bueno, Lora	Yes	Elementary K-6, English as a Second Language (ESL) K-12, Music K-12	K-12	Spanish	8 hours per day	100%	0%

40	Burka, April	Yes	Elementary K-6, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
41	Burns, Stacey	Yes	Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
42	Butler, Tim	Yes	English 7-12, Music K-12	11	Assistant or Vice Secondary Principal	8 hours per day	100%	0%
43	Caggiano, Krissy	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
44	Camp, Ann	Yes	Chemistry 7-12, Mathematics 7-12	7-12	Chemistry	8 hours per day	100%	0%
45	Campbell, Sarah	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
46	Cardel, Janae	Yes	Elementary K-6	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
47	Carfagno, Christi	Yes	Health & Physical Educ K-12	7-12	Health and Physical Education Secondary	8 hours per day	100%	0%
48	Carnes, Andrew	Yes	Mathematics 7-12, Mid-Level English 7-9, Mid-Level Mathematics 7-9	10-12	Mathematics 10-12	8 hours per day	100%	0%
49	Carr, Sarah	Yes	Special Education N-12	10-12	Special Ed Secondary Math 10-12, Special Ed Secondary Science 10-12, Special Ed Secondary English 10-12	8 hours per day	100%	0%
50	Carroll, Erica	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
51	Chehovich, Michael	Yes	Biology 7-12, General Science 7-12	7-12	Earth and Space Science Advanced	8 hours per day	100%	0%
52	Christman, Sarah	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
53	Christy, Ryan	Yes	Mathematics 7-12, Mathematics: Sec. Ed. 9-12	10-12	Mathematics 10-12	8 hours per day	100%	0%

54	Christy, Samantha	Yes	Biology 7-12, Principal K-12	5	Assistant or Vice Elementary Principal	8 hours per day	100%	0%
55	Clarke, Stephanie	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
56	Cohen, Dana	Yes	English 7-12, Ment and/or Phys Handicapped K-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
57	Comegna, Brian	Yes	Secondary School Counselor 7-12	9-12	Secondary School Counselor	8 hours per day	100%	0%
58	Comegna, Patty	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
59	Conigliaro, Michael	Yes	Citizenship 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
60	Coone, Michael	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
61	Coppes, Anne	Yes	Elementary K-6, Ment and/or Phys Handicapped K-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
63	Cote, Michael	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
64	Curtis, Diana	Yes	Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
65	Davidson, Janel	Yes	Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
66	Davis, Melissa	Yes	Mid-Level English 7-9, Mid-Level Science 7-9, Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
67	DeBaise, Diane	Yes	Biology 7-12, General Science 7-12	10-12	General Science Intermediate 10-12, General Science Advanced 10-12	8 hours per day	100%	0%
68	DeBarr, Amber	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
69	Demshick, Meghan	Yes	Early Childhood N-3, Elementary K-6, Reading Specialist K-12, Special Education N-12	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%

70	Di Manno, Christina	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
71	DiCola, Daniel	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
72	Dierolf, Matthew	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
73	Dinse, Kathy	Yes	Elementary K-6, English as a Second Language (ESL) K-12, Mid-Level Mathematics 7-9, Reading Specialist K-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
74	Ditmer, Karen	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
75	Dormer, John	Yes	Elementary K-6, Mid-Level Science 7-9	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
76	Dress, Lisa	Yes	Elementary K-6, Special Education N-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
77	Duran, Carmon	Yes	General Science 7-12, Music K-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
78	Eastburn, Rebecca	Yes	Elementary K-6, Nursery/Kindergarten N-K	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
79	Eckel, Abigail	Yes	Art K-12, Elementary K-6, Mid-Level Mathematics 7-9, Special Education N-12	7-12	Art Secondary	8 hours per day	100%	0%
80	Erler, William	Yes	Earth and Space Science 7-12, General Science 7-12	7-12	Earth and Space Science Intermediate	8 hours per day	100%	0%
81	Evans, Amanda	Yes	Elementary K-6, Mid-Level English 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
82	Eyer, Cassie	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
83	Fangmann,	Yes	Elementary K-6	1-3	Elementary Primary	8 hours per day	100%	0%

	Sarah				Grades 1-3			
84	Fernez, Jennifer	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
85	Ferry, Brian	Yes	Bus-Computer-Info Tech K-12, Mid- Level Mathematics 7-9	7-12	Business Education Secondary	8 hours per day	100%	0%
86	Flannery, Alyssa	Yes	Elementary K-6, Library Science K-12, Mid-Level English 7- 9	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
87	Floyd, Cindy	Yes	Elementary K-6, English 7-12, General Science 7- 12, Mathematics 7- 12, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
88	Flurie, Maurice	Yes	Elementary Principal K-6, Health & Physical Educ K-12, Secondary Principal 7-12, Superintendent K-12	K-12	Chief Administrative or Chief Executive Officer (charter schools only)	8 hours per day	100%	0%
89	Flynn, Molly	Yes	Elementary K-6, Special Education N- 12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
90	Folkemer, Ashlee	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
91	Ford, Amy	Yes	Elementary K-6, English 7-12	7-9	Middle Level English 7- 9	8 hours per day	100%	0%
92	Fowler, Nate	Yes	Elementary K-6	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
93	Fox, Lauren	Yes	Citizenship 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
94	Fraser, Adam	Yes	Principal K-12	K-6	Elementary Principal	8 hours per day	100%	0%
95	Frederickson, David	Yes	Mathematics 7-12	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
96	Fredo, Katrina	Yes	Biology 7-12, General Science 7-	7-9	Middle Level Science 7- 9	8 hours per day	100%	0%

			12, Mid-Level Mathematics 7-9					
97	Freeland, Lauren	Yes	Biology 7-12, Environmental Educ K-12, General Science 7-12	7-12	Biology, Supervisor Science	8 hours per day	100%	0%
98	Frey, Brittany	Yes	Mathematics 7-12	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
99	Frey, Michelle	Yes	Biology 7-12	7-12	Biology	8 hours per day	100%	0%
100	Friess, Daniel	Yes	English 7-12, Mathematics 7-12	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
101	Frishmuth, Cheryl	Yes	Secondary School Counselor 7-12	K-12	Supervisor School Guidance Services, Secondary School Counselor	8 hours per day	100%	0%
102	Gaiski, Jamie	Yes	Early Childhood N-3, Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
103	Garber, Stacy	Yes	Environmental Educ K-12, Mid-Level Citiz. Ed 7-9, Mid-Level Science 7-9, Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
104	Garing, Michael	Yes	Chemistry 7-12, Mathematics 7-12, Physics 7-12	10-12	Physical Science Advanced 10-12, Physics 10-12	8 hours per day	100%	0%
105	Gehman, Andrew	Yes	Mathematics 7-12	7-12	Instructional Support Teachers 2	8 hours per day	100%	0%
106	Geisel, Jeffrey	Yes	English 7-12, Mathematics 7-12, Ment and/or Phys Handicapped K-12, Social Studies 7-12, Principal K-12	9	Assistant or Vice Middle School Principal	8 hours per day	100%	0%
107	George, Susan	Yes	Biology 7-12, Chemistry 7-12, General Science 7-12	10-12	Physical Science Intermediate 10-12, Physical Science Advanced 10-12, Chemistry	8 hours per day	100%	0%

108	Gephart, Jeremy	Yes	Elementary K-6, Special Education N-12	K-6	Special Ed Elementary Subjects	8 hours per day	100%	0%
109	Gettle, Greg	Yes	Mathematics 7-12, School Program Specialist K-12, Secondary Principal 7-12	9-12	Secondary Principal	8 hours per day	100%	0%
110	Giantini, Theodore	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
111	Gill, Anita	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
112	Gill, Rebecca	Yes	Elementary K-6	6	Assistant or Vice Elementary Principal	8 hours per day	100%	0%
113	Glotfelty, Kelly	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
114	Goodnow, Shelbie	Yes	Spanish K-12	K-12	Spanish	8 hours per day	100%	0%
115	Grafton, Heather	Yes	Elementary K-6	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
116	Gutshall, Carrie	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
117	Hall, Stacy	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
118	Hampton, Crystal	Yes	Elementary K-6, Mathematics 7-12, Principal K-12	8	Assistant or Vice Middle School Principal	8 hours per day	100%	0%
119	Hancz, Jennifer	Yes	Elementary K-6, Mid-Level Mathematics 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
120	Haney, Bethann	Yes	Biology 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
121	Harbold, Roy	Yes	Earth and Space Science 7-12, ETS	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
122	Harper, Vincent	Yes	Elementary K-6, Principal K-12, Special Education N-12	9-10	Secondary Principal	8 hours per day	100%	0%
123	Harr, Brian	Yes	Elementary K-6	4-6	Elementary	8 hours per day	100%	0%

					Intermediate Grades 4-6			
124	Hartman, Ellen	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
125	Heich, Lindsay	Yes	Early Childhood N-3, Special Education N-12	K-6	Special Ed Elementary Subjects	8 hours per day	100%	0%
126	Henahan, Jaclyn	Yes	Elementary K-6, Mid-Level Mathematics 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
127	Henry, Laurie	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
128	Hess, Drew	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
129	Hiles, Jennifer	Yes	Elementary K-6	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
130	Hoffman, Sean	Yes	Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
131	Hook, Richard	Yes	Communications 7-12	7-9	English as Second Language Middle Level English 7-9	8 hours per day	100%	0%
132	Howard, Keith	Yes	Biology 7-12, General Science 7-12	10-12	Biology, Physical Science Intermediate 10-12	8 hours per day	100%	0%
133	Hurley, Amy	Yes	English 7-12, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
134	Hurst, Krista	Yes	Art K-12	7-12	Art Secondary	8 hours per day	100%	0%
135	Hutchings, Jamie	Yes	Biology 7-12, Environmental Educ K-12, General Science 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
136	Jachowicz, Justin	Yes	Citizenship 7-12	10-12	History 10-12	8 hours per day	100%	0%
137	Jachowicz, Kristin	Yes	Elementary K-6, Special Education N-12	K-12	Supervisor Special Education	8 hours per day	100%	0%
138	Jackson, Christina	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
139	Jackson, Yahne	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%

140	Jenkins, Keri	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
141	Johnson, Kasey	Yes	Elementary K-6, Special Education N-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
142	Kalahanis, Andrew	Yes	English 7-12, English as a Second Language (ESL) K-12	7-9	English as Second Language Middle Level English 7-9	8 hours per day	100%	0%
143	Kalogris, Christine	Yes	Elementary K-6, Mid- Level Mathematics 7-9, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
144	Kalthof, Alicia	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
145	Kaminski, Sarah	Yes	Elementary K-6, ETS, Mid-Level English 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
146	Kasales, Camilla	Yes	English as a Second Language (ESL) K-12, Master's Equivalency K-12, Mathematics 7-12, Principal K-12	K-12	Supervisor Curriculum and Instruction	8 hours per day	100%	0%
147	Kavulich, Ariel	Yes	General Science 7-12	10-12	Physical Science Intermediate 10-12	8 hours per day	100%	0%
148	Keim, Debbie	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
149	Keller, Benjamin	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
150	Kimble, Nathan	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
151	Kinney, Breah	Yes	Elementary K-6, Special Education N-12	K-6	Special Ed Elementary Subjects	8 hours per day	100%	0%
152	Kleman, Kristi	Yes	Ment and/or Phys Handicapped K-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
153	Klinger, Ryan	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
154	Knurowski, Renee	Yes	Health & Physical Educ K-12	7-12	Health and Physical Education Secondary	8 hours per day	100%	0%
155	Koch, Sherry	Yes	Elementary K-6	1-3	Elementary Primary	8 hours per day	100%	0%

					Grades 1-3			
156	Kreiser, Valerie	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
158	Kysela, Daniel	Yes	English 7-12, Mathematics 7-12, Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
159	Labanda, Nancy	Yes	Social Studies 7-12	7-12	Social Science	8 hours per day	100%	0%
160	Ladislav, Daniel	Yes	Citizenship 7-12, Mid-Level English 7-9, Principal K-12	12	Assistant or Vice Secondary Principal	8 hours per day	100%	0%
161	Lamura, Mark	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
162	Landers, Amy	Yes	Mathematics 7-12, Physics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
163	Lang, Stacy	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
164	Lapp, Margaret	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
165	Laszczyk, Whitney	Yes	Biology 7-12, Mid- Level Science 7-9	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
166	Laviola, Joseph	Yes	Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
167	Lawrence, Edward	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
168	Leibowitz, Brooke	Yes	English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
169	Lipchik, John	Yes	Social Studies 7-12	10-12	Government 10-12	8 hours per day	100%	0%
170	Litzke, Jeffrey	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
171	Lockard, Christina	Yes	Earth and Space Science 7-12	7-12	Earth and Space Science Intermediate	8 hours per day	100%	0%
172	Locklin, Ashly	Yes	English 7-12	7-12	Instructional Support Teachers 2	8 hours per day	100%	0%
173	Mack, Dana	Yes	Elementary K-6, Mid- Level Citiz. Ed 7-9, Mid-Level Mathematics 7-9,	7	Assistant or Vice Middle School Principal	8 hours per day	100%	0%

			Principal K-12					
174	Madden, Gary	Yes	Elementary K-6, Secondary Principal 7-12, Socially & Emotionally Dist K- 12, Superintendent K-12	7-8	Middle School Principal	8 hours per day	100%	0%
175	Mahon, Nathan	Yes	Citizenship 7-12, Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
176	Major, Laura	Yes	Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
177	Maloney, Anna	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
178	Manning, Mary	Yes	English as a Second Language (ESL) K- 12, Ment and/or Phys Handicapped K- 12	K-6	Supervisor Special Education	8 hours per day	100%	0%
179	Mariano, Rocco	Yes	Biology 7-12	7-12	Biology	8 hours per day	100%	0%
180	Marrara, Kelly	Yes	Elementary K-6, Mid- Level Mathematics 7-9, Special Education N-12	K-9	Special Ed Elementary Subjects, Special Ed Middle Level Math 7-9	8 hours per day	100%	0%
181	Marsiliano, Judy	Yes	Mathematics 7-12	7-12	Middle Level Mathematics 7-9, Mathematics 10-12	8 hours per day	100%	0%
182	Martin, Audrey	Yes	English as a Second Language (ESL) K- 12, Mid-Level English 7-9, Mid-Level Science 7-9, Spanish K-12	K-12	Spanish	8 hours per day	100%	0%
183	Martin, Cari	Yes	English 7-12	7-9	Middle Level English 7- 9	8 hours per day	100%	0%
184	Matrishion, Deanna	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%

186	McConnell, Kim	Yes	Elementary K-6	4-6	Gifted Classes Elementary, Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
187	McDonald, Lauren	Yes	Elementary K-6	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
188	McDonald, Michaela	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
189	McFarland, Michelle	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
190	McGlinn, Jessica	Yes	Early Childhood N-3, Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
191	Mendicino, Krista	Yes	Elementary K-6, English 7-12, Special Education N-12	10-12	Special Ed Secondary English 10-12	8 hours per day	100%	0%
192	Micco, Michael	Yes	Chemistry 7-12, Inst Technology Specialist K-12, Mid-Level Science 7-9	10-12	Physical Science Intermediate 10-12	8 hours per day	100%	0%
193	Miedel, Douglas	Yes	Citizenship 7-12, Mid-Level English 7-9, Social Studies 7-12	K-12	School Program Specialist	8 hours per day	100%	0%
194	Miedel, Jamie	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
195	Milam, Amanda	Yes	Art K-12	7-12	Art Secondary	8 hours per day	100%	0%
196	Miller, Kelly	Yes	Elementary K-6, English as a Second Language (ESL) K-12, Mid-Level English 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
197	Miller, Laura	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
198	Miloszewski, Lynden	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%

199	Mitchell, Lorraine	Yes	Elementary K-6, English 7-12	7-9	Middle Level English 7-9	8 hours per day	100%	0%
200	Morgan, Janine	Yes	Social Studies 7-12	10-12	Government 10-12, Social Studies 10-12	8 hours per day	100%	0%
201	Moser, Christina	Yes	Elementary K-6, Principal K-12	K-12	Supervisor Special Education	8 hours per day	100%	0%
202	Moser, Diane	Yes	Biology 7-12, Earth and Space Science 7- 12, Mid-Level Science 7-9, Physics 7-12	7-12	Earth and Space Science Intermediate	8 hours per day	100%	0%
203	Murray, Rachel	Yes	Elementary K-6, Mid- Level Mathematics 7-9	K-9	Mathematics Staff Coach	8 hours per day	100%	0%
204	Nadzan, Melissa	Yes	Early Childhood N-3, Elementary K-6, Special Education N- 12	K-6	Special Ed Elementary Subjects	8 hours per day	100%	0%
205	Nardis, Nancy	Yes	Elem School Library Sci K-6, Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
206	Natale, Gregory	Yes	Biology 7-12, General Science 7-12	7-12	Environmental Education	8 hours per day	100%	0%
207	Nauman, Daniel	Yes	Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
208	Nolker, Lonnie	Yes	Elementary K-6, Mid- Level Science 7-9, Special Education N- 12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
209	North, Faye	Yes	Bus-Computer-Info Tech K-12, Citizenship 7-12, English 7-12, Social Studies 7-12, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
210	Ntiamoah, Kwame	Yes	Social Studies 7-12, Special Education N- 12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%

211	Offutt, Jodi	Yes	Reading Specialist K-12, Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
212	Olbrish, Nicole	Yes	Elementary K-6, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
213	Oneal, Heather	Yes	Art K-12, Elementary K-6, Mid-Level Mathematics 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
214	Owen, Amy	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
215	Palm, Kimberly	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
216	Palomba, Diana	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
217	Parker, Rachel	Yes	Secondary School Counselor 7-12	9-12	Secondary School Counselor	8 hours per day	100%	0%
218	Patrick, Agatha	Yes	Elementary K-6, English 7-12, English as a Second Language (ESL) K-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
220	Pearson, Malena	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
221	Pennington, Yvette	Yes	Special Education N-12	7-9	Special Ed Middle Level English 7-9, Special Ed Middle Level Math 7-9	8 hours per day	100%	0%
222	Perez, Sheila	Yes	Early Childhood N-3, English 7-12, General Science 7-12, Mathematics 7-12, Social Studies 7-12, Special Education N-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
223	Perrotto, Anthony	Yes	Social Studies 7-12	10-12	Social Studies 10-12	8 hours per day	100%	0%
224	Petula, Patricia	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
225	Pfirman, Kinsie	Yes	Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
226	Phillips, Erin	Yes	Social Studies 7-12	10-12	History 10-12	8 hours per day	100%	0%

227	Pier, Heather	Yes	Earth and Space Science 7-12, Family-Consumer Sci K-12, General Science 7-12	7-12	Earth and Space Science Advanced, Earth and Space Science Intermediate	8 hours per day	100%	0%
228	Pizzani, Jennifer	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
229	Pollner, Andrew	Yes	Bus-Computer-Info Tech K-12, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
230	Pulizzi, Christine	Yes	Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
231	Rankin, Jeff	Yes	Elementary K-6, Master's Equivalency K-12, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
232	Reese, Sasha	Yes	English 7-12, Special Education N-12	7-12	English/Communication	8 hours per day	100%	0%
233	Reilly, Keri	Yes	Elementary K-6	K	Kindergarten age 5 (K5)	8 hours per day	100%	0%
234	Reist, James	Yes	Master's Equivalency K-12, Ment and/or Phys Handicapped K-12, Vocational Instruction 7-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
235	Repka, Royce	Yes	ETS, Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
236	Rex, Damon	Yes	Health & Physical Educ K-12, Safety Ed/Driver Ed 7-12	7-12	Health and Physical Education Secondary	8 hours per day	100%	0%
237	Rieger, Jennifer	Yes	Early Childhood N-3, Elementary K-6, Mid-Level Mathematics 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
238	Rivera, Renee	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%

239	Robb, Lacey	Yes	Health & Physical Educ K-12	7-12	Health and Physical Education Secondary	8 hours per day	100%	0%
240	Roberts, Timothy	Yes	Mathematics 7-12	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
241	Robinson, Melissa	Yes	Mid-Level Science 7-9, Special Education N-12	7-9	Special Ed Middle Level Science 7-9	8 hours per day	100%	0%
242	Rogusky, Kimberly	Yes	Secondary School Counselor 7-12	9-12	Secondary School Counselor	8 hours per day	100%	0%
243	Rohrbaugh, James	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
244	Roman, Stacey	Yes	Secondary School Counselor 7-12	9-12	Secondary School Counselor	8 hours per day	100%	0%
245	Ross, Christine	Yes	Elementary K-6, Mathematics 7-12, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
246	Roth, Jennifer	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
247	Roth, Katie	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
248	Rothermel, Sarah	Yes	Elementary K-6, English as a Second Language (ESL) K-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
249	Rottet, Thomas	Yes	Biology 7-12, General Science 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
250	Roy, Amanda	Yes	Early Childhood N-3, Elementary K-6, Mid-Level English 7-9, Special Education N-12, Supvr Special Education K-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
251	Rudy, Shawn	Yes	Elementary K-6, German K-12, Mathematics 7-12	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%

252	Rusnak, Anthony	Yes	Earth and Space Science 7-12, General Science 7-12, Secondary Principal 7-12, Superintendent K-12	11-12	Secondary Principal	8 hours per day	100%	0%
253	Brady, Lauren	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
254	Schaaf, Thomas	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
255	Schatz, Michael	Yes	Master's Equivalency K-12, Social Studies 7-12, Secondary Principal 7-12	10	Assistant or Vice Middle School Principal	8 hours per day	100%	0%
256	Schemel, Alexis	Yes	Biology 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
257	Schmick, Paige	Yes	Mathematics 7-12, Ment and/or Phys Handicapped K-12, Mid-Level English 7-9, Mid-Level Science 7-9, Social Studies 7-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
258	Schmitt, Lauren	Yes	English 7-12, Mid-Level Mathematics 7-9	7-12	English/Communication	8 hours per day	100%	0%
259	Seymore, Debra	Yes	Elementary K-6, English as a Second Language (ESL) K-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
260	Shaffer, Joni	Yes	Elementary K-6, Special Education N-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
261	Sharp, Heather	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
262	Shearer, Donald	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%

263	Shelley, Brock	Yes	English 7-12	7-12	Instructional Support Teachers 2	8 hours per day	100%	0%
264	Shelley, Joanna	Yes	Early Childhood N-3, Elementary K-6, Reading Specialist K-12	K-12	School Program Specialist	8 hours per day	100%	0%
265	Gintz, Joy	Yes	Early Childhood N-3, ETS, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
266	Simek, Janine	Yes	Elementary K-6, ETS, Mid-Level Mathematics 7-9, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
267	Skelton, Rheanna	Yes	English 7-12	7-9	Middle Level English 7-9, Alternate Education Middle Level English 7-9	8 hours per day	100%	0%
268	Slattery, Sean	Yes	Mathematics 7-12	7-12	Middle Level Mathematics 7-9, Mathematics 10-12	8 hours per day	100%	0%
269	Smith, Jordann	Yes	Bus-Computer-Info Tech K-12	7-12	Technology Education Secondary	8 hours per day	100%	0%
270	Smith, Shantara	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
271	Smolens, Rebecca	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
272	Snyder, Susan	Yes	English 7-12, Ment and/or Phys Handicapped K-12	7-9	Special Ed Middle Level English 7-9, Alternate Education Middle Level Math 7-9	8 hours per day	100%	0%
273	Sommer, Krista	Yes	Biology 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
274	Spencer, Donita	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%

275	Springer, Seth	Yes	Elementary K-6, Elementary School Counselor K-6, Secondary School Counselor 7-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
276	Stackhouse, Diane	Yes	Elementary K-6, Special Education N-12	K-6	Special Ed Elementary Subjects	8 hours per day	100%	0%
277	Stevenson, Lindsey	Yes	Elementary K-6, Special Education N-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
278	Stevenson, Rebecca	Yes	Early Childhood N-3, Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
279	Still-Fink, Cheryl	Yes	Principal K-12, Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
280	Stine, Emily	Yes	School Psychologist K-12	K-12	School Psychologist	8 hours per day	100%	0%
281	Sussman, Kellie	Yes	Biology 7-12	7-9	Middle Level Science 7-9	8 hours per day	100%	0%
282	Sweigart, Katie	Yes	Elementary K-6, Mid- Level Mathematics 7-9	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
283	Taggart, Jacqueline	Yes	Communications 7-12	7-12	English/Communication	8 hours per day	100%	0%
284	Taylor, Jordon	Yes	Art K-12	7-12	Art Secondary, Computer Technology	8 hours per day	100%	0%
285	Tepsich, Alana	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
286	Thiel, Lauren	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
287	Thorn, Mary Frances	Yes	Elementary K-6, Mathematics 7-12, Mid-Level Mathematics 7-9, Mid-Level Science 7-9	10-12	Mathematics 10-12	8 hours per day	100%	0%

288	Tillett, Sarah	Yes	Early Childhood N-3, Elementary K-6, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
289	Trautmann, James	Yes	Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
290	Troxell, Elizabeth	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
291	Tyler, Jennifer	Yes	Elementary K-6, ETS	K-6	Art Elementary, Elementary Primary Grades 1-3	8 hours per day	100%	0%
292	Van Fleet, Alanna	Yes	Elementary K-6, Inst Technology Specialist K-12, Library Science K-12, Special Education N-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
293	Vidumsky, Amanda	Yes	Citizenship 7-12, Mid-Level English 7-9, Social Studies 7-12, Special Education N-12	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
294	Viebrock, Kathryn	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
295	Villanueva, Alyssa	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
296	Wagner, Emily	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4-6	8 hours per day	100%	0%
297	Wagner, Frank	Yes	Bus-Computer-Info Tech K-12, Mathematics 7-12	10-12	Mathematics 10-12	8 hours per day	100%	0%
298	Wald, Cathleen	Yes	Elementary K-6, English 7-12	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
299	Walker, Megan	Yes	Early Childhood N-3, Elementary K-6, Reading Specialist K-	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%

			12					
300	Wallace, Denise	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
301	Walter, Christopher	Yes	ETS, General Science 7-12, Social Studies 7-12	7-9	Middle Level Social Studies 7-9	8 hours per day	100%	0%
302	Watson-Fisher, Sherri	Yes	Biology 7-12	7-12	Biology	8 hours per day	100%	0%
303	Weaver, Kathryn	Yes	Elementary K-6, English 7-12, General Science 7-12, Mathematics 7-12, Social Studies 7-12, Special Education N-12	7-9	Supervisor Special Education	8 hours per day	100%	0%
304	Weigel, Stephen	Yes	Social Studies 7-12	7-12	Other Not Listed Above (certificated personnel)	8 hours per day	100%	0%
305	White, Kelly	Yes	Elementary K-6, Mathematics 7-12, Mid-Level Mathematics 7-9	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
306	White, Nathanael	Yes	English 7-12	7-12	English/Communication	8 hours per day	100%	0%
307	White, William	Yes	Social Studies 7-12	10-12	Life Science Intermediate 10-12, Geography 10-12	8 hours per day	100%	0%
308	Wiest, Kerry	Yes	Special Education N-12, Principal K-12	9	Assistant or Vice Secondary Principal	8 hours per day	100%	0%
309	Wiley, Alex	Yes	Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
310	Williamson, Brianne	Yes	Elementary K-6	7-12	Instructional Support Teachers 2	8 hours per day	100%	0%
311	Winchell, Natalie	Yes	Elementary K-6, Special Education N-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
312	Wissinger, Cassie	Yes	Elementary K-6, English 7-12, Mid-	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%

			Level Mathematics 7-9					
313	Wolfinger, Suzanne	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4- 6	8 hours per day	100%	0%
314	Woods, Ann	Yes	Elementary K-6	1-3	Elementary Primary Grades 1-3	8 hours per day	100%	0%
315	Wyllie, Bryan	Yes	Elementary K-6	4-6	Elementary Intermediate Grades 4- 6	8 hours per day	100%	0%
316	Yattaw, Carly	Yes	Mathematics 7-12	7-9	Middle Level Mathematics 7-9	8 hours per day	100%	0%
317	Yerkes, Christopher	Yes	Elementary K-6, Mid- Level Mathematics 7-9, Mid-Level Science 7-9, Principal K-12	7-8	Middle School Principal	8 hours per day	100%	0%
318	Young, Casie	Yes	Ment and/or Phys Handicapped K-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
319	Longenecker, Thomas	No		K-12	Assistant CEO	8 hours per day	0%	100%
320	Marruso, Becky	No		K-6	Art Elementary	8 hours per day	0%	100%
321	Handford, Sharon	No		K-12	Business Manager	8 hours per day	0%	100%
322	Crenshaw, Tanaja	No		K-12	Special Ed Resource PreK-12	8 hours per day	0%	100%
323	Pesavento, Susan	No		K-12	Other Not Listed Above (non-certificated personnel)	8 hours per day	0%	100%
324	Clarke, Jennifer	No		K-12	Other Not Listed Above (non-certificated personnel)	8 hours per day	0%	100%
325	Hartman, Nichole	Yes	Special Education N- 12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
326	Hulswit-Green, Elizabeth	Yes	Special Education N- 12, English 7-12	K-12	Special Ed Resource PreK-12	8 hours per day	100%	0%
327	Fabbri, Noelle	Yes	English 7-12, Social	7-12	Middle Level Social	8 hours per day	100%	0%

			Studies 7-12		Studies 7-9			
328	Lack, Jessica	Yes	Mathematics 7-12	7-12	Mathematics 10-12	8 hours per day	100%	0%
329	Miller, Alicia	Yes	Social Studies 7-12	7-12	Instructional Support Teachers 2	8 hours per day	100%	0%
330	Remai, Stephen	Yes	Mathematics 7-12	7-12	Mathematics 10-12	8 hours per day	100%	0%
331	Sechrist, Christina	Yes	Social Studies 7-12, Mid-Level English 7-9	7-12	History 10-12	8 hours per day	100%	0%
332	Skinner, James	No		K-12	Other Not Listed Above (non-certificated personnel)	8 hours per day	100%	0%
333	Sekeres, Jason	No		K-12	Other Not Listed Above (non-certificated personnel)	8 hours per day	100%	0%

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

**Division of Federal Program  
Consolidated Program Review**

**2010-2011 School Year**

**Commonwealth Connections Academy Charter School  
4050 Crums Mill Road, Suite 303  
Harrisburg, PA 17112**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Dr. Dennis Tulli, CEO	800-481-6227	<input type="checkbox"/>
<b>Business Manager:</b>	Sharon Handford	800-481-6227	<input type="checkbox"/>
<b>Title I Coordinator:</b>	Amy Boyd	800-481-6227 x378	<input checked="" type="checkbox"/>
<b>Title II Part A Coordinator:</b>	Amy Boyd	800-481-6227 x378	<input checked="" type="checkbox"/>
<b>Title III Coordinator:</b>	_____	_____	<input type="checkbox"/>
<b>Fiscal Requirements Coordinator:</b>	Nathan Walters	800-481-6227 x239	<input checked="" type="checkbox"/>
<b>Ed-Flex Waiver Review Coordinator:</b>	_____	_____	<input type="checkbox"/>
<b>Title VI-B REAP Coordinator:</b>	_____	_____	<input type="checkbox"/>

**Program(s) Reviewed:**

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

**Program Reviewer/s:** Ruth Troxell

**Visit Date:** 4/14/2011

# 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	NPO Comments
1a. All core content area teachers employed by the LEA are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		Spreadsheet with teacher name, level of certification and certification area.	
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 checked="" type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input type="checkbox"/> LEA Plan		All of our Core content teachers are HQ for 2010-2011. In the past, we have maintained a spreadsheet with the non-HQT names and action plan to become HQ.	

2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		CCA does not have any Title I paraprofessionals.	
3. Parents 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification		Parents can view the teacher's certification area, years of experience and prior teaching background through the Learning Management System (LMS). We can demonstrate this at our monitoring visit.	
4. Parents 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		All of our Core Teachers are HQ for 2010-2011. RT: A letter is ready if needed.	

## II. Parent Involvement

Component II: Parent Involvement							
<b>The LEA and schools meet parental involvement requirements.</b>							
<b>Sec. 1118(a)-(h)</b> <b>Sec. 1111(c)(14)</b> <b>Sec. 1111(d)</b> <b>Sec. 1116(a)(1)(D)</b>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO 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.		Parent Policy is posted on the CCA policy message board. Parents have the ability to reply with their input of the policy.	
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Since we are a charter school, we are both the LEA and school.	
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.		An effort is made. The format of a cyber school limits face to face contacts. Parent meetings are not always attended by each individual student's teacher. The staff is not always aware of cultural differences.
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.  <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets  <input type="checkbox"/> Memorandum of Understanding (MOU).		We are a cyber charter school.
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 type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		All of our parents speak proficient English. RT: Translation is available as needed. Schoolwide notifications are also in Spanish.
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.		This is written in the parent involvement policy. All Learning Coaches are encouraged to attend one of the outreach sessions we hold across the state of PA.

4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent meeting agendas <input checked="" type="checkbox"/> documentation shared or distributed	An email was sent to all parents. The parent policy is posted on the CCA Title I Policy and Updates message board.
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 type="checkbox"/> Staff/Parent meeting agenda, memoranda.	Each learning coach must sign the Learning Coach agreement when enrolling in the school.
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 type="checkbox"/> Agendas & attendance sheets of parent training.	Parent meeting was held in October to discuss Title I services.
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.	Parent surveys are given after each parent outreach session. Parent books with agenda and information from each parent meeting.
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"/>	<input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.	Monthly PRC article in the student/learning coach newsletter. The list of resources is listed in the virtual library. Every parent has access to this list and the resources available.

### III. LEA Improvement

Component III: LEA Improvement							
<p><b>LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.</b></p> <p><b>Sec. 1116(b)(1)(B)</b>  <b>Sec. 1116(b)(3)</b>  <b>Sec. 1116(b)(4)-(6)</b>  <b>Sec. 1116(b)(7)(C)(ii)</b>  <b>Sec. 1116(b)(14)(B)</b></p>							
<input checked="" type="checkbox"/> <b>If the LEA is not identified for LEA Improvement, this section can be skipped.</b>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO 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.).		
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"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reservation of Funds page of eGrants application.</li> <li><input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</li> </ul>	<p>If the LEA also has schools in improvement or corrective action, 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)**

**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	NPO 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. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> <li>Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>If applicable, the notification must be provided in different languages.</li> </ul>	We have a copy of the letter sent out two weeks before the start of school	

<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Webpage</li> <li><input type="checkbox"/> Student attendance for building offering choice.</li> <li><input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.</li> </ul>		<p>Posted on CCA web site.</p>	
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Copy of school improvement plan</li> <li><input checked="" type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures.</li> <li><input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)</li> </ul>		<p>We have the plan and assurance page along with School Improvement Team agendas and leadership team meetings.</p>	
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</li> <li><input type="checkbox"/> Sign-in sheets for professional development activities.</li> <li><input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies.</li> <li><input checked="" type="checkbox"/> Title I Budget</li> </ul>		<p>Professional development plan and also the reservation of funds in the Title I Budget.</p>	

<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting agendas <input checked="" type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes		<p>School Improvement Team Meeting Agendas, Parent Involvement Opportunities, Parent Surveys</p>	
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## V. School Choice

Component V: School Choice							
<b>The LEA ensures that requirements for public school choice are met.</b>							
<b>Sec. 1116(b)(1)(D) and (E)</b>							
<b>Sec. 1112(g)(4)</b>							
<b><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.</b>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO 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"> <li>Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>This notice may be a part of the general school improvement notification or it may be a separate notice.</li> <li>If applicable, the notification must be provided in different languages.</li> </ul>		
2. The LEA posted on their website prior to the beginning of the school year: a. Number of students eligible for transfer. b. Number of students who transferred. c. List of available schools for Choice transfers.	<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.			

3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.	<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.		
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.	<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.	<ul style="list-style-type: none"> <li>LEAs must set aside a minimum of 5%, but do not have to exceed 20%.</li> </ul>		
5. If the LEA requested rollover of unused funds set aside for Choice 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.	<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.		
6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.	<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	NPO Comments
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<p>1. The LEA at the beginning of the school year 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" 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.</li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> Verification of date of notification.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• This notice may be a part of the general school improvement notification or it may be a separate notice.</li> <li>• If applicable, the notification must be provided in different languages.</li> <li>• SES may not replace other school programs (Supplement vs. Supplant)</li> </ul>	<p>Letter was mailed to all FARM students on Sept 7, 2010.</p>	
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<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Website <input checked="" type="checkbox"/> List of SES Providers including distance providers <input checked="" type="checkbox"/> Selection of Schools Low Income data	See List of providers on PDE/SES webpage.	This information is posted on our website.	
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input checked="" type="checkbox"/> Criteria for priority of services.		CCA FARM Details for Title I Dataview. Criteria for priority included TerraNova Scores, previous PSSA scores, Accountability Report, Dibels scores.	
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copies of contracts for each provider and student participating in SES.		Copies of contracts are located in the SES binders.	
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.	We checked with Cindy Rhoads at DFP.. CCA allocated all of the SES set aside during the first window as noted on the SES participation sheet and as reflected on invoices and SES drawdown reports.	
<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 checked="" type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input type="checkbox"/> SES Provider agreements		We are an online cyber charter school. RT: No facilities are available.	

<p>8. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating.</p> <p><input checked="" type="checkbox"/> SES data entered in eGrants.</p>		<p>SES Dataview in the LMS.</p>	
<p>7. 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 checked="" type="checkbox"/>	<p><input type="checkbox"/> Parent Notification</p> <p><input type="checkbox"/> LEA Website</p> <p><input type="checkbox"/> FBO/CBO correspondence, phone logs or posters</p> <p><input type="checkbox"/> DFP notification and Assurances for Rollover Form</p>	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p>	<p>No rollover was requested.</p>	

## 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

**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	NPO 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input checked="" type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input checked="" type="checkbox"/> Planning Team roster and calendar of meetings. <input checked="" type="checkbox"/> Plan approval. <input checked="" type="checkbox"/> Budget Reports. Copy of schoolwide plans		We wrote the SWP in 2007-8 and every year it is updated based on feedback from teachers, staff, parents and the School Improvement Team.	

2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schoolwide agenda/minutes. <input checked="" type="checkbox"/> School wide plan that includes goals. <input checked="" 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 checked="" type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.		We have schoolwide planning meeting agendas, the Gen 5 Getting Results Framework used to write our SI plan, and the comprehensive needs assessment we sent out in 2008 and 2010.	
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Survey results	
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Personalized Intervention Plan	
2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			HQT list	
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Professional Development Calendar	
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			We are a charter school with only one school.	
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Parent Involvement notifications	
2g. Transitioning preschool children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Kindergarten Orientation and Learning Coach Support	

2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Comprehensive needs assessment and also in the School Improvement Team (summer testing initiative)	
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Personalized Intervention Plan	
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Consolidated Federal Programs Application	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input type="checkbox"/> SWP		We do not consolidate funds since we are required to report out separately to the Comptroller Office.	

## VIII. Targeted Assistance

Component VIII: Targeted Assistance

**The LEA targeted assistance programs meet all requirements.**

**Sec. 1115**

**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	NPO 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"> <li>• using effective instructional methods and strategies that strengthen the core academic program of the school</li> <li>• primary consideration to providing extended learning time for students served</li> <li>• an accelerated high quality curriculum</li> <li>• Minimizing the removal of children from regular classroom during regular school hours.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of scientifically-researched based instructional models.</li> <li><input type="checkbox"/> School improvement plans.</li> <li><input type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc.</li> <li><input type="checkbox"/> School schedules and schedules for Title I staff and eligible students.</li> <li><input type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction.</li> </ul>			
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs).</li> <li><input type="checkbox"/> Documentation of scheduled team meetings.</li> </ul>			
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff schedules</li> <li><input type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc.</li> </ul>			

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

Component IX: Nonpublic Schools							
<b>The LEA provides Title I services to eligible children attending nonpublic schools.</b>							
<b>Sec. 1120</b> <b>Sec. 9503</b>  <b>34 CFR Part 200</b> <b>§200.62 - 200.67, 200.77</b> <b>§200.77(f)</b> <b>§200.78(a)</b>							
<input checked="" type="checkbox"/> <b>If the LEA has no participating Nonpublic schools, this section can be skipped.</b>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO 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							
<b>The LEA complies with the comparability provisions of Title I.</b>							
Sec. 1120A(c)							
<input checked="" type="checkbox"/> <b>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.</b>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO 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 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.			

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### Comments

All Title 1 documentation was available and well organized. They have 100% HQT who receive ongoing professional development. With the assistance of their Parent Involvement Coordinator efforts are made to include and support parents in a variety of ways.

# Title II A Program Review

## Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&amp;(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		Spreadsheet with teacher name, teaching assignment, certification level and certification content.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input checked="" type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers			
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 checked="" type="checkbox"/>	<input 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)		RT: No written agreement with the SEA was available.	

## Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings		Survey results	
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		School Improvement Team, Parent Advisory Council meeting	
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.		Professional development calendar	
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&amp;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		Professional Development Calendar, In-Service activities and 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		Teacher survey results and Act 48 PD plan	

## Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		We are a charter school. RT: Only one school.	
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		We use lower class size in PACE and FOCUS classes	
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		We are a charter school with no non-publics	

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

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**Comments**

The Title IIA funds are being used appropriately for professional development of staff and reducing class size for classes with more at-risk students.

# Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p><b>A. Audits</b></p> <p><b>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.</b></p> <p><b>OMB Circular A-87</b></p>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	Single Audit Reports RT: There were no findings so no response or corrective action is needed.
<p><b>B. Carryover</b></p> <p><b>The LEA complies with the carryover provisions of Title I. Sec. 1127</b></p>	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I Budget section on eGrants.		Title I Budget section on eGrants
	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.		We did not request carryover for 2010-2011

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p><b>C. Rank Order</b></p> <p><b>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.</b></p> <p><b>Sec. 1113 34 CFR Part 200 §200.77-§200.78</b></p>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		We are a charter school serving one building.
	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.		We are a charter school serving one school.
	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.		We are a charter school serving one school.
	4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches consolidated application		We are a charter school serving one school.
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		We are a charter school serving one school.

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p><b>D. Supplement / Supplant</b></p> <p><b>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.</b></p> <p><b>Sec. 1114</b>  <b>Sec. 1115</b>  <b>Sec. 1116</b>  <b>Sec. 1120A</b></p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	☑	☐	☐	<p>☑ Statement of Allocation &amp; Expenditures</p>	<p><b>Pertains to:</b></p> <ul style="list-style-type: none"> <li>▪ Title IA &amp; D</li> <li>▪ Title II A</li> <li>▪ Title III</li> <li>▪ Reading First</li> </ul> <p>*Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	<p>Statement of allocation and expenditures for Title IA and IIA.</p>
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	☑	☐	☐	<p>☑ Statement of Allocation &amp; Expenditures.</p> <p>☑ Expenditures match SWP activities</p> <p>☑ State/local fund expenditures have not decreased</p>		<p>Maintenance of Fiscal Effort, SWP activities encompass all expenditures</p>
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature &amp; do not supplant non-federal resources.</p>	☐	☐	☑	<p>☐ Statement of Allocation &amp; Expenditures are supplemental</p>		<p>We operate a Title I SWP</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<b>E. Equipment and Related Property</b>  <b>OMB Circular A-87 EDGAR 80.32</b>	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	☑	☐	☐	☑ Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>■ Title IA &amp; D</li> <li>■ Title II A</li> <li>■ Title III</li> <li>■ Reading First</li> </ul>	We have not used Title IA to pay for equipment, but we do have an inventory form and process in place in the event that we would
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	☑	☐	☐	☑ Equipment Inventory List	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>■ Title IA &amp; D</li> <li>■ Title II A</li> <li>■ Title III</li> <li>■ Reading First</li> </ul>	CCA has an Equipment Inventory List, but we have not used Title IA to purchase equipment.
<b>F. Compliance to Reservations</b>  <b>The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118</b>	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	☑	☐	☐	☑ Reservations are in the budget. ☐ Line items can be followed. ☐ Expenditures are charged to the line items.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>■ Title IA &amp; D</li> <li>■ Title II A</li> <li>■ Title III</li> <li>■ Reading First</li> </ul>	Student Activities Fund would be used in the event we would need to serve homeless students. RT: Schoolwide single cyber charter school.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved a minimum of 5% up to a maximum of 20% for transportation/supplemental services or both unless a lesser amount is needed. (for school improvement schools only; if no schools in school improvement, check NA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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).		We use this set-aside for SES since we are a cyber charter and do not need to provide transportation

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input checked="" type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input checked="" 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.	Line item reflects 1%, and we have agendas, sign-ins, parent surveys as evidence of implementation

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.		Professional development calendar and agendas as well as the Title I budget reflection of the set aside in the ROF page

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<b>G. Obligating Funds</b>	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"/> Rider or Grant Approval Letter <input checked="" type="checkbox"/> Expenditure records begin on or after approval date	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>▪ Title IA &amp; D</li> <li>▪ Title II A</li> <li>▪ Title III</li> <li>▪ Reading First</li> </ul>	Rider KK and the first of the expenditures reflect that funds were obligated after the program start date
<b>H. Nonpublic School Services</b>	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.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>▪ Title IA &amp; D</li> <li>▪ Title II A</li> <li>▪ Title III</li> <li>▪ Reading First</li> </ul>	No nonpublics.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<b>I. Time Documentation</b>	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>▪ Title IA &amp; D</li> <li>▪ Title II A</li> <li>▪ Title III</li> <li>▪ Reading First</li> </ul>	Semi-annual time certifications
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>▪ Title IA &amp; D</li> <li>▪ Title II A</li> <li>▪ Title III</li> <li>▪ Reading First</li> </ul>	CCA does not have prorated staff paid out of Title I.
<b>J. Record Retention</b>	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>Pertains to:</b> <ul style="list-style-type: none"> <li>▪ Title IA &amp; D</li> <li>▪ Title II A</li> <li>▪ Title III</li> <li>▪ Reading First</li> </ul>	We have records maintained since 2007-2008 since that was the first year CCA received Title I funding

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

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### Comments

The documentation for all fiscal requirements was available and well organized.

## Personnel Interviews

<b>Building</b>	<b>Date</b>	<b>Staff Member Interviewed</b>	<b>Staff Member Position</b>
Commonwealth Connections Academy	4/14/2011	Brianne Williamson	Teacher
Commonwealth Connections Academy	4/14/2011	Natasha Shane	Parent
Commonwealth Connections Academy	4/14/2011	Sara Bingaman	Parent Involvement Coordinator

## Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

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

Charter School: Commonwealth Connections Academy CS

Chief Executive Officer: Dr. Maurice Flurie III

Special Education Director/Coordinator: Chris Moser

BSE Special Education Adviser: Michael Carricato

Date of Report: June 06, 2013

Date Final Report Sent to LEA: January 27, 2012

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

First Visit Date: February 22, 2012

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.	The LEA will develop Child Find procedures that include the definition of "developmental delay" and potential signs of "developmental delay".  BSE will conduct onsite to review document, verify compliance and corrective action	01/26/2013 CEO, Director of Special Education.  The LEA may contact PaTTAN,CAIU 15, BSE and or outside agencies for technical assistance.	04/18/2012
Y						4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	The LEA will review procedures, related to identification of ESY services for all students in "target group", with teaching staff. The LEA will issue NOREPs for students within the "target group", as appropriate.  BSE will conduct onsite file review to verify compliance and corrective action.	01/26/2013 CEO, Director of Special Education, Asst(s) Directors of Special Education, teaching staff.  The LEA may contact PaTTAN, CAIU 15, BSE and or outside agencies for technical assistance.	04/18/2012
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
					4 3 1 0 1 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> 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.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
11	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	3	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
3	3	5				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
11	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
4	0	7				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	1	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					2 2 0 0 2 3	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					7 1 0 0 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 2 0 1 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 0 0 1 1	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
11	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
11	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
11	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
11	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	2	0				GE 80. Is the student making progress within the general education curriculum?			
9	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Improving in writing assignments.  Attends all live lessons &amp; participates well.  Home environment is good due to behavioral issues.  Art helps provide creative outlet to core courses.  The student is on par with peers.  Progress, socialization.  Improving assignments.  The student is on track &amp; understands regular ed material.  The student has access to the regular ed curriculum.</p>			
0	0	9				<p>GE 80c. If no, what does this student need that he/she is not receiving in your class?  Needs more direct instruction time.  Student needs more support from the learning coach.</p>			
10	1	0				<p>GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?</p>			
11	0	0				<p>GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?</p>			
0	0	11				<p>GE 85b. If no, what training or support would assist you?</p>			
9	0	2				<p>GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?</p>			
11	0	0				<p>SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?</p>			
10	0	1				<p>SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?</p>			
1	4	6				<p>SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?</p>			
0	0	10				<p>SE 95c. If yes, what reasons were discussed for recommending removal?  Can't remember.</p>			
0	0	10				<p>SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?  Can't remember.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
11	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
11	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	3				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
11	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
4	5	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
11	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
		X				16A. <b>FSA-DISTRICT-WIDE ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
2	0	9				FR 153. PTE-Consent Form is present in the student file			
2	0	9				FR 154. Demographic data			
2	0	9				FR 155. Reason(s) for referral for evaluation			
2	0	9				FR 156. Proposed types of tests and assessments			
2	0	9				FR 157. Contact person's name and contact information			
2	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
2	0	9				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
5	0	6				FR 194. PTRE-Consent Form is present in the student file			
5	0	6				FR 195. Demographic data			
5	0	6				FR 196. Reason for reevaluation			
5	0	6				FR 197. Types of assessment tools, tests and procedures to be used			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	6				FR 198. Contact person's name and contact information			
5	0	6				FR 199. Parent has selected a consent option			
5	0	6				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
2	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
2	0	9				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
2	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
2	0	9				FR 204. Contact person's name and contact information			
2	0	9				FR 205. Parent has selected a consent option			
2	0	9				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
2	0	9				FR 160. ER is present in the student file			
1	1	9			50%	FR 161. Evaluation was completed within timelines	<p>The LEA will issue a memo, to all contacted school psychologists, in regard to meeting evaluation timelines.</p> <p>The LEA will have available a copy of the memo and list of names to whom memo was provided.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance.</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
2	0	9				FR 163. Demographic data			
2	0	9				FR 164. Date report was provided to parent			
2	0	9				FR 165. Reason(s) for referral			
2	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
2	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	1	9			50%	FR 169. Recommendations by teachers	<p>The LEA will issue a memo, to all contacted school psychologists, in regard to soliciting recommendations from the teaching staff for evaluation completion.</p> <p>The LEA will have available a copy of the memo and list of names to whom memo was provided.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance.</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
2	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
2	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
2	0	9				FR 173. Lack of appropriate instruction in reading			
2	0	9				FR 174. Lack of appropriate instruction in math			
2	0	9				FR 175. Limited English proficiency			
2	0	9				FR 176. Present levels of academic achievement			
2	0	9				FR 177. Present levels of functional performance			
2	0	9				FR 178. Behavioral information			
2	0	9				FR 179. Conclusions			
2	0	9				FR 180. Disability Category			
1	0	10				FR 181. Recommendations for consideration by the IEP team			
2	0	9				FR 182. Evaluation Team Participants documented			
0	0	11				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	11				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	11				FR 185. Indication of process(es) used to determine eligibility			
0	0	11				FR 186. Instructional strategies used and student-centered data collected			
0	0	11				FR 187. Educationally relevant medical findings, if any			
0	0	11				FR 188. Effects of the student's environment, culture, or economic background			
0	0	11				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	11				FR 191. Observation in the student's learning environment			
0	0	11				FR 192. Other data if needed			
0	0	11				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
6	1	4			14%	FR 207. RR is present in the student file	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
3	3	5			50%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	6				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
6	0	5				FR 210. Demographic data			
2	3	6			60%	FR 211. Date IEP team reviewed existing evaluation data	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
5	0	6				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
5	0	6				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
4	0	7				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	5			17%	FR 215. Current classroom based assessments and local and/or state assessments	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
2	4	5			67%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	5			33%	FR 217. Teacher recommendations	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
4	0	7				FR 218. Lack of appropriate instruction in reading			
4	0	7				FR 219. Lack of appropriate instruction in math			
4	0	7				FR 220. Limited English proficiency			
5	1	5			17%	FR 221. Conclusion regarding need for additional data is indicated	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	7			25%	FR 222. Reasons additional data are not needed are included	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
6	0	5				FR 223. Determination whether the child has a disability and requires special education			
5	1	5			17%	FR 224. Disability category(ies)	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	5			17%	FR 225. Summary of findings includes student's educational strengths and needs	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
5	1	5			17%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	5			33%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
2	1	8			33%	FR 228. Interpretation of additional data	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
2	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	9				FR 230. Indication of process(es) used to determine eligibility			
2	0	9				FR 231. Instructional strategies used and student-centered data collected			
2	0	9				FR 232. Educationally relevant medical findings, if any			
2	0	9				FR 233. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	9				FR 236. Observation in the student's learning environment			
2	0	9				FR 237. Other data if needed			
2	0	9				FR 238. Statement for all 6 items			
4	2	5			33%	FR 239. Documentation of Evaluation Team Participants	<p>The LEA will issue a memo to all contracted school psychologists that addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of the memo for BSE review</p> <p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses reevaluation items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, contracted school psychologists, general and special education teachers.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
1	0	10				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
8	1	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	0	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	7	1			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	5	4	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
2	1	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
11	0	0				FR 241. Invitation is present in the student file			
11	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
11	0	0				FR 243. Demographic data			
11	0	0				FR 244. Purpose(s) of the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	4			14%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses Transition planning and services that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
2	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
4	2	5			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses Transition planning and services that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
11	0	0				FR 248. Invited IEP team members			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				FR 249. Date/time/location of meeting			
11	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	11				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	11				FR 252. Demographic data			
0	0	11				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	11				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	11				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
11	0	0				FR 257. IEP is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	1	0			9%	FR 258. IEP was completed within timelines	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
11	0	0				FR 259. Demographic data			
11	0	0				FR 260. IEP implementation date			
11	0	0				FR 261. Anticipated duration of services and programs			
2	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	2	0			18%	FR 263. Parents	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
4	2	5			33%	FR 264. Student	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	1	0			9%	FR 265. General Education Teacher	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, general education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
11	0	0				FR 266. Special Education Teacher			
11	0	0				FR 267. Local Education Agency Representative			
0	0	11				FR 268. Career/Technical Education (CTE) Representative			
0	0	11				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	11				FR 270. Community Agency Representative			
0	0	11				FR 271. Teacher of the Gifted			
1	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	5	1			50%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.  BSE will conduct onsite file review to verify corrective action and compliance	01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.  The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.	04/18/2012
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
1	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	11				FR 275. If the student is deaf or hard of hearing, a communication plan			
2	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	11				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	11				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
2	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				FR 281. Student's present levels of academic achievement			
11	0	0				FR 282. Student's present levels of functional performance			
7	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	1				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
11	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
11	0	0				FR 286. Strengths			
11	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
0	0	11				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
7	0	4				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
7	0	4				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
7	0	4				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
7	0	4				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	4			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.  BSE will conduct onsite file review to verify corrective action and compliance	01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.  The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.	04/18/2012
7	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
7	0	4				FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
9	0	2				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
9	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
1	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
11	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	11				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	11				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
11	0	0				FR 302. Measurable Annual Goals			
11	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
11	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
11	0	0				FR 305. Documentation of progress reporting on Annual Goals			
4	0	7				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
11	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	3			13%	FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP	The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.  BSE will conduct onsite file review to verify corrective action and compliance	01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.  The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.	04/18/2012
11	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	11				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	0	6				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
3	0	8				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
11	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
7	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
11	0	0				FR 316. A conclusion regarding student eligibility for ESY			
11	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
4	0	7				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
3	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
11	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
11	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
11	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
11	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
11	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
11	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	7			25%	FR 326. If child will not be attending his/her neighborhood school, reason why not	The LEA will conduct training for Administrative Assistants and teaching staff which addresses IEP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.  BSE will conduct onsite file review to verify corrective action and compliance	01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.  The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.	04/18/2012
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
11	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
8	0	1	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	8	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	3	2	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						I don't know. Explaining the handling & implementation of IEP. I don't need any training.			
8	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	1	0			P 35. Was the current IEP developed at the IEP meeting?			
6	0	3	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		9	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
5	0	6				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	0	7				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
5	0	6				GE 76. Were those recommendations considered by the IEP team?			
11	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
11	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
7	0	2	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	2	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
11	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
11	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
11	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
11	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
11	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
11	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
9	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	1	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	1	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	1	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
9	2	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
11	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?  Flexibility of collaborating with other students. Learning at own pace & independently. It's good for the student to participate & get out of the room. Grasping concepts @ grade level. Attends all live lessons, open tutoring, self advocates. Being with peers. Socialization, grades increasing. Participation with peers. Is growing inner skills. Attendance, social interaction, academics. Improving work ethic.			
0	0	11				SE 117c. If no, what does this student need that he/she is not receiving?			
11	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					7 1 0 0 0 1	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
11	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	7				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	4	7				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	11				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	11				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
4	0	7				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
5	0	6				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
11	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
11	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
11	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	2				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
11	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
3	0	6	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	1	1	1			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
7	1	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	1	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	0	7	1			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	5	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
11	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
2	0	9				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	11				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	11				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	11				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	11				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	11				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	11				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
5	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
3	1	3	2			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
1	2	4	2			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	8	0			P 50c. If yes, what reasons were discussed for recommending removal? Student needed extra help.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Don't know.			
4	0	3	2			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
8	0	0	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways?  Able to interact with students & teachers. The student understands more. When the student participates. Does everything the other students can do with modifications. Challenging student to do the best. Teachers are excellent. Keeping up with classmates. Learning new concepts & is more independent. The student has made progress academically.			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 2 0 0 0 5	P 59. I am satisfied with the transition services developed for my child.  Always Sometimes Rarely Never Don't Know Does not Apply			
					8 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.  Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	4				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	1	4				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
11	0	0				FR 328. NOREP/PWN is present in the student file			
11	0	0				FR 329. Demographic data			
11	0	0				FR 330. Type of action taken			
11	0	0				FR 331. A description of the action proposed or refused by the LEA			
11	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
11	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
11	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
8	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
11	0	0				FR 336. Educational placement recommended (including amount and type)			
11	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	2	0			18%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses documentation of NOREP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
9	2	0			18%	FR 339. Parent has selected a consent option	<p>The LEA will conduct training for Administrative Assistants and teaching staff which addresses documentation of NOREP items that were found to be in noncompliance. The LEA will have available a copy of training materials and signature sheets of attendees for BSE review.</p> <p>BSE will conduct onsite file review to verify corrective action and compliance</p>	<p>01/26/2013 CEO, Director of Special Education, Assistant Directors of Special Education, special education teachers, administrative assistants.</p> <p>The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.</p>	04/18/2012
11	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	8	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					6 2 0 0 1 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					7 2 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program.  Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 1 2 2 1 7	P 66. Tell me anything you really like about your child's special education program.  a. modifications d. staff's knowledge, training g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude m. services provided outside neighborhood school n. other  It is easy for the student to understand & it helps. My student is home & not getting into fights. Really good team. Make adjustments to program if needed. When it works it's good, but it depends on contact person. Tailoring program to student's interests. I am able to contact the school about any concerns I have about the program. Works at own pace.			
		0	0			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					9	n. other Nothing Nothing Nothing Nothing Continuity Nothing I would like more live lessons. Nothing			
		0	0		6 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program.  Happy with it. Extremely pleased. Communication is excellent. Cyber schools are good for those that have a level of self-discipline. Feed back from special ed dept needs to improve. (Are child's needs being met). We enjoy Cyber School.			
11	0	0				SE 101. Do you hold the required certification to implement this student's program?			
9	0	2				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	11				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Student Interview Results</b>			
			0		1 3	S 126. What kind of support are you currently receiving? a. Learning Support k. Don't Know			
3	0	0	1			S 127. Is this support enough to help you be successful in your school program?			
					4 0 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 129. What do you like best about the program?  Change to fit my needs. I don't know. No one is yapping in my face. Program's flexibility.			
						S 130. What do you like least about the program?  Nothing I don't know.			
					2 1 1 0 0	S 131. How satisfied are you with your special education supports/services?  Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?  Checks up on me. I don't know. Nothing Program's flexibility.			
						S 133. What do you like least about the special education supports/services?  Nothing Nothing I don't know.			
					0 0 1 1 2	S 134. How much time do you spend with students who do not have disabilities?  Too Much Enough A Little Not Enough Don't Know			
0	4	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Don't want to. I'm not good at them. I don't know. Don't want to.			
2	0		2			S 138. Were you invited to participate in the last IEP meeting?  Other			
2	0		2			S 139. Did you participate in the last IEP meeting?  Other			
2	0		2			S 140. Do you have a post secondary transition program?  Other			
1	1		2			S 141. Do you have an employment transition program?  Other			
1	1		2			S 142. Do you have a community living transition program?  Other			
2	0		2			S 143. Did you assist in the development of the transition program?  Other			
1	0		3			S 144. Is that transition plan being followed?  Other			
2	0		2			S 145. Did you discuss what you would do after graduation or finishing high school?  Other			
			0		4	S 146. Which of the following agencies participate in your IEP development? g. Don't Know			
0	0		4			S 147. If any agency participated in your IEP did they assist you or provide services?  Other			
						S 148. Comments			
2	2	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?  Fitness program. Church youth group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 151. If no, why not?  I don't know of any. I don't know.			
						S 152. Are there any other agencies that could help you within the community? Yes. A local transition program. I don't know.			
						<b>Topical Area 9: Other Non-compliance Issues</b>			
						<b>Topical Area 10: Other Improvement Plan Issues</b>			
						Time spent in special education settings	The Charter School will develop a one year improvement plan that addresses accurate calculations of time spent in special education settings as reflected on student IEPs and NOREPs. The improvement plan shall include training of teaching and administrative assistants.	04/30/2012  CEO, Director of Special Education, Assistant Directors of Special Education. The LEA may contact PaTTAN, CAIU 15, BSE and/or outside agencies for technical assistance.	04/18/2012
						FSA Topical Area 10	Action Steps: Review students receiving special education services to ensure that the correct amount of time is reflected on the IEP.  Train staff on calculation for time spent in special education.  Evidence of Change: IEPs will reflect correct amount of time in special education services. BSE (SPOC) will do an on-site to review that the students' amount of time in special education is correctly reflected on the IEP and NOREP.	04/30/2013  Resources: Director of Special Education, Assistant Director and Teachers CCA to request support from PDE/PaTTAN/CAIU and/or outside resources for technical assistance	04/30/2013