

Discovery Charter School

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

4700 Parkside

Philadelphia, PA 19131

(215)879-8182

Phase:

Phase 2

CEO Name:

Jacquelyn Kelley

CEO E-mail address:

jkelly@dcsschool.com

Governance and Staff

Leadership Changes

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

During their second charter school term, Discovery Charter School benefited from great stability in the Board of Trustees, with Chairman Sean Stevens serving in his office for the entire charter term including 2012-13. To ensure continuity of mission, vision, and programming during the important new facility development project, the Board actually voted to extend the terms of its current Board members. As such, of the nine Board members in 2012-13, seven have served on the Board for the entire five-year charter term and one for four years. The one change to the Board in 2012-13 was the rotating off of Board Treasurer Matthew Walker effective June 30, 2013 upon the conclusion of his term.

At the administrative level the school was also led throughout the entire second charter term by founder Jacquelyn Kelley. In 2011-12, DCS piloted a co-principal model, but budgetary constraints did not make that a viable model for 2012-13. Ms. Nina Brevard served as the sole principal in 2012-13. At the conclusion of 2012-13, Director of Human Resources Sandra Myers retired. The school is currently reconfiguring this position for 2013-14.

Having concluded our second charter term and successfully completed our move to our permanent facility, the Board in 2013-14 will prioritize the development of succession plans for the Board and the Chief Executive Officer.

Board of Trustees Meeting Schedule

Location	Date and Time
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	8/20/2012 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	9/17/2012 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	10/15/2012 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	11/19/2012 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	12/17/2012 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	1/14/2013 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	2/11/2013 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	3/18/2013 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	4/15/2013 6:30 PM

Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	5/20/2013 6:30 PM
Discovery Charter School - 5070 Parkside Ave., 2nd Floor, Philadelphia, PA	6/17/2013 6:30 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	8/19/2013 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	9/16/2013 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	10/21/2013 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	11/18/2013 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	12/16/2013 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	1/13/2014 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	2/10/2014 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	3/17/2014 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	4/14/2014 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	5/19/2014 7:00 PM
Discovery Charter School - 4700 Parkside Ave., Philadelphia, PA	6/16/2014 7:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

PDF file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	0.00	0.00	0.00	0.00	0.00	0.00
Principal	1.00	1.00	0.00	0.00	0.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	0.00
Classroom Teacher (including Master Teachers)	24.00	21.00	0.00	0.00	0.00	21.00
Specialty Teacher (including Master Teachers)	5.00	2.00	0.00	0.00	0.00	2.00
Special Education Teacher (including Master Teachers)	6.00	6.00	0.00	0.00	1.00	5.00

Special Education Coordinator	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	0.00	0.00	0.00	0.00	0.00	0.00
Totals	36.00	30.00	0.00	0.00	1.00	29.00

Further explanation:

We have interpreted the intent of the chart above to be to track staff turnover during 2012-13 and staff retention from 2012-13 to 2013-14. The "Promoted," "Transferred," and "Terminated" columns reflect turnover among those staff employed at the start of the 2012-13 school year (as reflected in the "All Employed per Category" column) during the course of the 2012-13 school year. The "Contracted for Following Year" column reflects solely those staff who were employed at the beginning of the 2012-13 school year, who are returning for 2013-14 in the same position category. This chart does not reflect any new hires for 2013-14, and, as such, a reduction between the number of staff in "All Employed per Category" and the number of staff in "Contracted for the Following Year," does not necessarily indicate a reduction in positions for the upcoming school year.

*Because the table only permits whole numbers, the "appropriately certified" numbers represent rounded estimates.

Fiscal Matters

Major Fundraising Activities

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

In 2012-13, DCS did not conduct any major fundraising activities. However, the school has an extremely active Home and School Association which organizes parent-led fundraisers. During 2012-13, the Home and School Association sold pretzels each week, held movie nights, sold Krispy Kreme donuts and Gianni's Pizza, and held a very popular sale of Welch's Fruit Snacks.

Through these events, the Home and School Association raised nearly \$60K, which was reinvested in student activities (e.g. 8th grade fees, fees for expeditionary field trips including the 5th grade trip to Canada in 2012-13) and family events. Similarly, the school ran small-scale fundraisers such as dress down days, Scholastic Book Fair, and Box Tops for Education to offset the cost of class trips, graduation fees, and family events. The school also continues to benefit from a partnership with Foundations, Inc., who received a 21st Century Community Learning Center grant and operated a site at Discovery in 2012-13.

In 2013-14, we will continue the strategy of small-scale fundraisers, soliciting private contributions to sponsor students on our expeditionary trips, and aggressively pursuing grant funding and corporate and private giving to support ongoing capital investments.

Fiscal Solvency Policies

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

Discovery Charter School understands that the internal controls are designed to safeguard assets, help to detect losses from employee dishonesty or error, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. In 2012-13, DCS continued to contract with an external business service company – OmniVest Management, LLC – who ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. DCS also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The board receives monthly financial reports from OmniVest that include year-to-date financial statements versus budget and are presented to the Board and the public by the external business services company at the monthly public Board meetings. Working closely with the Board and the CEO, OmniVest has worked to improve internal controls at the school. The Board adopted a new Internal Controls Policy in December 2012, which is attached to this report.

Discovery has an extremely strong statement of financial position. During the 2012-13 renewal process, the School District of Philadelphia indicated the following positive findings about the school's business health in the "Draft 2013 Renewal Recommendation Report": (1) Current Ratio is greater or equal to 1.1, indicating that the school has the ability to meet current obligations, (2) Enrollment Variance equals or exceeds 95 percent in the most recent year, which indicates that the school will generally have the operating funds necessary to meet all expenses and thus

are not a significant risk of financial distress, (3) School is not in default of loan covenant(s) and/or is not delinquent with debt service payments, (4) Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive, indicating that the school's long-term financial position is stable, and (5) Debt to Asset Ratio is less than 0.9, indicating that the school is not at risk of certain potential long-term financial issues.

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:

- DCS Internal Controls Policy.pdf

Accounting System

Changes to the accounting system the charter school uses:

There were not any significant changes to Discovery Charter School's accounting system in 2012-13.

Discovery continued to contract with OmniVest Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Discovery Charter School also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks web-based edition. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board, including GASB 34 and GASB 54. The school follows all relevant laws and regulations that govern charter schools within the Commonwealth of Pennsylvania. Additionally, U.S. Government laws and regulations that relate to grant funding are adopted as the grant funding is received.

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:	J. Miller and Associates, LLC
Date of Last Audit:	12/14/2012
Fiscal Year Last Audited:	2011-12

Explanation of the Report

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

The school's Board of Trustees has engaged certified public accounting firm J. Miller & Associates, LLC to conduct our audit for the fiscal year ended June 30, 2013. This audit report for fiscal year ended June 30, 2013 is expected to be completed no later than November 2013. Discovery will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2012. This audit was completed on December 14, 2012 by J. Miller & Associates, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 3-5 of this document. The audit revealed that Discovery has thoroughly remediated its internal controls over financial reporting, which had resulted in audit findings in the two previous fiscal years. The audit represented an unqualified opinion with no material weaknesses or significant deficiencies related to internal control over financial reporting identified. This clean audit was echoed, when, as part of the renewal process, the School District of Philadelphia's Auditing Services Department conducted an enrollment audit and financial review of DCS. The financial review covered the period from September 1, 2008 through June 30, 2012 and included tests of transactions that occurred from July 1, 2011 through June 30, 2012. As a result of the finance review, the auditors found that, "The School had adequate accounting controls in place, and conducted its business in conformity with generally accepted standards of fiscal management."

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
-------------	----------

Federal Programs Consolidated Review

Basics

Title I Status:

Date of Last Federal
Programs Consolidated Review: 03/15/2013

School Year Reviewed: 2012-13

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
--------------------	-----------------

Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Aisha Abel – Teaching Assistant	DCS	1
Amanda Bouwman – Primary Inclusive	DCS	1
Ashley Phillips - Intermediate Inclusive	DCS	1
Brandon Ruff - Teaching Assistant	DCS	1
Christopher Hines - Teaching Assistant	DCS	1
Craig Dacheux – Primary Inclusive	DCS	1
Danon McKim - Teaching Assistant	DCS	1
Dawn Walton - Teaching Assistant	DCS	1
Deanna Johnson - Teaching Assistant	DCS	1
Denise Wells - Teaching Assistant	DCS	1
Greg Cannon – Student Intervention Specialist	DCS	1
Indigene Hamlin - Teaching Assistant	DCS	1
Jamal Griffin – Student Intervention Specialist	DCS	1
Julia Arrington - Intermediate Inclusive	DCS	1

Kenneth Brown - Teaching Assistant	DCS	1
Kimberly O'Donnell Pickert Intermediate – Inclusive	DCS	1
Lori Ballard – Resource Instructional Aide	DCS	1
Monique Burgess – Intermediate Inclusive	DCS	1
Nora Elarbi - Teaching Assistant	DCS	1
Omari Alston - Teaching Assistant	DCS	1
Paige Fitzgerald- Primary Inclusion	DCS	1
Teneshia Stewart – Teaching Assistant	DCS	1
Zingha Clay - Teaching Assistant	DCS	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Clarke Hearing Center – Hearing Therapy	8 Hours	Outside Contractor	10 or fewer
Dr. Lawanda Burke – School Psychologist	12 Hours	Outside Contractor	20
Speech & Language Therapy and Occupational Therapy	40 Hours	Outside Contractor	35
Transitions Today, Inc. – Dr. Kathryn Woods	4 Hours	Outside Contractor	14

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

06/01/2011

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

2012-13 was an exciting year for Discovery as construction completed on our new facility, which will become our permanent home at the start of 2013-14. On March 6, 2012, Discovery Charter School acquired an approximately 57,434 square foot building located on a 3.66 acre site at 4700 Parkside Avenue, Philadelphia, PA. The new site (purchased for \$2.75M) is located in the West Parkside neighborhood of West Philadelphia, adjacent to Fairmount Park, approximately three blocks from our current location. Discovery completed an \$8M expansion, renovation, and improvement project on this newly acquired facility to ready it for our relocation in 2013-14. The ribbon-cutting for the new facility was held on June 18, 2013. The project was funded by \$13,445,000 in Revenue Bonds. With the completion of the facility expansions, renovations, and improvements, the school facility now provides Discovery students a state-of-the-art learning environment in an approximately 75,525 square-foot building, including approximately 35 classrooms, a gymnasium, a library, a cafeteria, and administrative offices. Discovery made a \$1M equity contribution to the acquisition and construction project.

A summary of the fixed assets acquired by Discovery Charter School during the past fiscal year include:

\$65,220 Computer Equipment
\$8,670,604 Building

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

\$8,735,824.00

Facility Plans and Other Capital Needs

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

As Discovery settles into our new facility, plans are underway for additional capital investments in 2013-14 to further improve upon our new home and accommodate student expansion.

Projected 2013-14 fixed asset acquisition includes:

- Fill-in Furniture: classroom desks, chairs, cafeteria furniture (\$45,000)
- Cafeteria Equipment (including installation): refrigerator, ovens, serving counters, plumbing (\$27,000)
- New Roof: (\$240,000)
- Fencing (\$149,000)
- Gym Equipment (\$99,000)

- Security System (\$249,000)

Memorandums of Understanding

Organization	Purpose
BMC	Staff Benefits
Catapult	Special Education Services
Clarke Deaf and Hearing Services	Special Education Services
First Non-Profit Insurance	Insurance
Interstate	Cleaning Services
MAACS	Student Health Services
OmniVest Management, LLC	Business Management
Philadelphia Police Department	Establishes a relationship of cooperation and mutual support and to maintain a safe school environment.
Therapy Source	Special Education Services

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Arrington, Julia	Yes	Spec. Ed. N-12 -- Inst I; Elem. K-6 -- Intern; Mid-Level English 7-9 -- Inst. I; Mid-Level Math 7-9	Intermediate	Special Ed -- all subjects (inclusion)	1358	100%	0%
2	Bouwman, Amanda	Yes	Spec. Ed. N-12 -- Inst. I, ESL -- Prog.	2nd to 3rd	Lead Special Ed -- all	1358	100%	0%
3	Bradley, Rodney	No	Not certified	K-5	Music	1358	0%	100%
4	Brandon, Elissa	Yes	Elem. K-6 -- Inst. I	2	Elem. -- All subjects	1358	100%	0%
5	Brevard, Nina	Yes	Principal K-12 -- Admin I; Supervisor Curriculum & Instruction, Elem. K-6 -- Inst. II, Reading Specialist -- Inst. II	All	Principal	1358	100%	0%
6	Bridges, Shawnte	Yes	Elem. K-6 -- Inst I; Special Ed. N-12 -- Inst I	5	Elem. -- All subjects	1358	100%	0%
7	Burgess, Monique	Yes	Spec. Ed. N-12 -- Intern (10/1/10), Elem. K-6 -- Inst. I	Intermediate	Special Ed -- all subjects (inclusion)	247.5	50%	50%
8	Cannon, Tamarra	No	Not Certified	K	Elem. -- All subjects	1358	0%	100%
9	Coldbridge, Molly	Yes	Elem. K-6 -- Inst. II; Early Childhood N-3 -- Inst. II	K	Elem. -- All subjects	1358	100%	0%
10	Dacheux, Craig	Yes	Spec. Ed. N-12 -- Inst. II	6	Special Ed -- all subjects (inclusion)	1358	100%	0%
11	DaRosa, Jennifer	Yes	Elem. K-6 -- Inst. I; Early Childhood N-3 -- Inst. I	1	Elem. -- All subjects	1358	100%	0%
12	DeLoach, Leah	Yes	Elem. K-6 -- Inst. I; Spec. Ed. N-12 -- Inst. I	6	6th Grade -- Science & Reading	1358	100%	0%
13	Dorsey-Adger, Bianca	Yes	Elem. K-6 -- Inst. I; Spec. Ed. N-12 -- Inst. I	3	Elem -- All subjects	1358	100%	0%
14	Fields, Frederick	Yes	Elem. K-6 -- Inst. II, Tech. Ed. K-12 -- Inst. II (10/2012)	K-5	Multimedia	1358	90%	0%
15	Finn (Hannon), Natalie	Yes	Elem. K-6 -- Inst. I; Reading Specialist K-12 -- Inst. I	3	Elem. -- All subjects	1358	100%	0%
16	Fitzgerald, Paige	Yes	Spec. Ed. N-12 -- Inst. I (1/1/2013); Elem. Ed. K-6 -- Inst. I (1/1/2013)	K-2	Special Ed -- all subjects (inclusion)	1358	60%	40%
17	Gallacchi, Katherine	Yes	Elem. K-6 -- Inst. I; Spec. Ed. N-12 -- Inst. I	3	Elem -- All subjects	1358	100%	0%
18	Gershanick, Karen	Yes	Elem. K-6 -- Inst. II; Spec. Ed. N-12 -- Inst. II; Mid-Level English 7-9 -- Inst. II; Mid-Level Math 7-9 -- Inst. II	5	Elem -- All subjects	1358	100%	0%

19	Green, Erika	Yes	LTS with Educational Obligation Art K-12 -- Emerg. Permit (3/1/2013)	K-8	Art	1358	60%	40%
20	Grioux, Christopher	Yes	Elem. K-6 -- Inst. I	4	Elem. -- All subjects	1358	100%	0%
21	Haines, Joyce	Yes	LT Sub with Educational Obligation Bus-Computer-Info Tech K-12 -- Emerg. Permit (2/1/2013)	7th-8th	Computer Science	1358	50%	50%
22	Hunt, Evan	Yes	Math 7-12 -- Intern	6	6th Grade Math & Social Studies	1358	67%	33%
23	Lopez-Spiller, Dana	NA	NA	K-8	Secretary	1358	NA	NA
24	Lott (Brown), Beverly	Yes	Elem. K-6 -- Intern (Approved 10/1/11)	5	Elem -- All subjects	1358	90%	10%
25	Mason, Tonia	Yes	LT Sub with No Educational Obligation Early Childhood N-3 -- Emerg. Permit (4/1/13)	1-Jan	Elem. -- All subjects	1358	30%	70%
26	McBryde, Dawn	NA	NA	K-8	Secretary	1358	NA	NA
27	McLeod, Victoria	Yes	Elem. K-6 -- Inst. I	4	Elem. -- All subjects	1358	100%	0%
28	Moradi (Novelli), Jennifer	Yes	Elem. K-6 -- Inst. I; Spec. Ed. N-12 -- Inst. I	1	Elem. -- All subjects	1358	100%	0%
	O'Donnell Pickert, Kimberly	Yes	Elem. K-6 -- Inst. I; Spec. Ed. N-12 -- Inst.	Intermediate	Special Ed -- all subjects (inclusion)	825	50%	50%
29	Philipps, Ashley	Yes	Reading Specialist -- Inst. II; Elem. Ed. K-6 -- Inst. II; Spec. Ed. -- Inst. II; Mid-Level English 7-9 -- Inst. II	4-5	Special Ed -- all subjects (inclusion)	1358	100%	0%
30	Schroder (Longenecker), Gail	Yes	Elem. K-6 -- Inst. I; Spec. Ed. N-12 -- Inst. I; Mid-Level Math 7-9 -- Inst. I	4	Elem. -- All subjects	1358	100%	0%
31	Smith, Diane	Yes	Elem. K-6 -- Inst. I	2	Elem. -- All subjects	1358	100%	0%
32	Stern, Matthew	Yes	English 7-12 -- Intern (approved 2/1/13)	6	Writing	1358	50%	50%
33	Tedesco, Katherine	Yes	General Science 6-12 -- Inst. I	7th-8th	Science	1358	100%	0%
34	Trofa, Diane	Yes	Elem. K-6 -- Inst. II; Early Childhood N-3 -- Inst. II	2	Elem. -- All subjects	1358	100%	0%
35	Wade, Ronald	Yes	Elem. K-6 -- Inst I	K-8	Physical Education	1358	0%	100%
36	West, Tracey	Yes	Elem. K-6 -- Intern (5/1/10)	K	Elem. -- All subjects	1358	80%	20%
37	Williams, Kyle	Yes	Elem. K-6 -- Inst. I; Mid-Level Math 7-9 -- Inst. I; Mid-Level Science 7-9 -- Inst. I	7th-8th	Math	1358	100%	0%
38	Wilson, Micah	Yes	Emergency Permit: LT Sub with Educational Obligation Social Studies 7-12 (Issued 6/1/13)	7th-8th	History	1358	10%	90%

Total Number of Administrators (do not include CEO) 1

Total Number of Teachers 35 Counselors 0 School Nurses 0 Others 2

Total Number of Professional Staff 38



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.education.state.pa.us

BUREAU OF SPECIAL EDUCATION

Phone: (717) 783-6913
Fax: (717) 783-6139
TTY: (717) 783-8445

August 7, 2012

Ms. Jacquelyn Kelley
CEO
Discovery CS
5070 Parkside Avenue
Suite 6200
Philadelphia, Pa 19131

Dear Ms. Kelley:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on June 1, 2011 have been corrected as of June 13, 2012 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "John J. Tommasini".

John J. Tommasini
Director



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.education.state.pa.us

Bureau of Special Education
717-783-6913

FAX: 717-783-6139

July 6, 2011

Ms. Jacquelyn Kelley
CEO
Discovery CS
5070 Parkside Avenue
Suite 6200
Philadelphia, Pa 19131

Dear Ms. Kelley:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Discovery CS the week of June 1, 2011.

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

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

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

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

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

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

Sincerely,

John J. Tommasini
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



**Executive Summary
BSE Compliance Monitoring Review
of the
Discovery CS**

**PART I
SUMMARY OF FINDINGS**

A. Review Process

Prior to the Bureau's monitoring the week of June 1, 2011, the Discovery CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

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

Commendations

In addition to reporting the status of compliance, the BSE wishes to recognize the Discovery CS for the following:

- The Charter School is commended for developing a strong parent support group which works in conjunction with the school to provide academic, financial (fund raising) and program support to the school.
- The Charter School is commended for its strong system of collaboration between special education, regular education, paraprofessionals and support staff, all of whom are working together for all students, but specifically for those students who are at risk.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	1	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	0	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED	Yes	No
Effective use of Dispute Resolution	0	1
Graduation Rates (SPP)	0	0
Dropout Rates (SPP)	0	0
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

2. FILE REVIEW (Student case studies)

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

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

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	84	4	72
Evaluation/Reevaluation: Process and Content	254	32	494
Individualized Education Program: Process and Content	439	10	351
Procedural Safeguards: Process and Content	111	7	2
TOTALS	888	53	919

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	238	9	53
Program Implementation: Special Ed Teacher Interviews	292	10	149
Program Implementation: Parent Interviews	154	36	100
TOTALS	684	55	302

4. STUDENT INTERVIEWS

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

5. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	43	0	20

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II

CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff is available to assist the charter school.

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

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: Discovery CS

Chief Executive Officer: Ms. Jacquelyn Kelley

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Walter Howard

Date of Report: July 06, 2011

Date Final Report Sent to LEA: July 06, 2011

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

First Visit Date: _____

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

Y	N	D	K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	A	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 4 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 65. 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.			
					3 0 0 4 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	1	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
9	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?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	3			GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	1			SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y					20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X			21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation.			
					Topical Area 2: Delivery of Service			
Y					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y					17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y					22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y					25. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
					CLASSROOM OBSERVATIONS			
9	0	0	0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
9	0	0	0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	8	1		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
8	0	1	0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
8	0	1	0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
1	0	7	1		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
8	0	1	0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
					INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					P 55. My child does classroom work in a regular classroom with students without disabilities. 4 Always 3 Sometimes 0 Rarely 0 Never 0 Don't Know 1 Does not Apply			
					P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	A	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 1 0 0 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 2	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 1 0 0 0 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			
9	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?			
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	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?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	1				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?			
8	1	0				GE 80. Is the student making progress within the general education curriculum?			
9	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					Being with peers increases the student's performance level & self-confidence. Seeing positive behavior in peers. Socially Allows student at regular ed level with support. Peer interaction & tutoring. Peer modeling & tutoring. Supported by peers. Social skills. Can meet goals & keep up with other students.			
0	0	9			GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	0	1			GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	0	0			GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9			GE 85b. If no, what training or support would assist you?			
9	0	0			GE 95. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	1			SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0			SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
5	4	1			SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	5			SE 95c. If yes, what reasons were discussed for recommending removal? Low reading level. Need for OT & special ed. Reading & math. Reading program. Math resource. Need to work on math skills.			
0	0	5			SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	A	D	K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							Program time requirement. Class block of time. Class time block. Class time block. IEP team decided it at the meeting.			
10	0	0					SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	1					SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	1					SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0					SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1					SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
0	4	6					SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services Toolkit?			
9	0	1					SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
							Topical Area 3: Performance Indicators			
Y							5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y					8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y					16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y					16A. FSA-DISTRICT-WIDE ASSESSMENT			
					Topical Area 4: Evaluation and Reevaluation Process and Content			
					CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
					PERMISSION TO EVALUATE (File Reviews)			
0	0	10			FR 153. PTE-Consent Form is present in the student file			
0	0	10			FR 154. Demographic data			
0	0	10			FR 155. Reason(s) for referral for evaluation			
0	0	10			FR 156. Proposed types of tests and assessments			
0	0	10			FR 157. Contact person's name and contact information			
0	0	10			FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10			FR 159. Parent has selected a consent option			
					PERMISSION TO REEVALUATE (File Reviews)			
8	0	2			FR 194. PTE-Consent Form is present in the student file			
8	0	2			FR 195. Demographic data			
8	0	2			FR 196. Reason for reevaluation			
8	0	2			FR 197. Types of assessment tools, tests and procedures to be used.			
8	0	2			FR 198. Contact person's name and contact information			
8	0	2			FR 199. Parent has selected a consent option			
8	0	2			FR 200. Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	9			FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9			FR 202. Waiver was completed within required timelines			
1	0	9			FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9			FR 204. Contact person's name and contact information			
1	0	9			FR 205. Parent has selected a consent option			
1	0	9			FR 206. Parent signature			
					EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10			FR 160. ER is present in the student file			
0	0	10			FR 161. Evaluation was completed within timelines			
0	0	10			FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10			FR 163. Demographic data			
0	0	10			FR 164. Date report was provided to parent			
0	0	10			FR 165. Reason(s) for referral			
0	0	10			FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10			FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10			FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10			FR 169. Recommendations by teachers			
0	0	10			FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10			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.			
0	0	10			FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10			FR 173. Lack of appropriate instruction in reading			
0	0	10			FR 174. Lack of appropriate instruction in math			
0	0	10			FR 175. Limited English proficiency			
0	0	10			FR 176. Present levels of academic achievement			
0	0	10			FR 177. Present levels of functional performance			
0	0	10			FR 178. Behavioral information			
0	0	10			FR 179. Conclusions			
0	0	10			FR 180. Disability Category			
0	0	10			FR 181. Recommendations for consideration by the IEP team			
0	0	10			FR 182. Evaluation Team Participants documented			
0	0	10			FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10			FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10			FR 185. Indication of process(es) used to determine eligibility			
0	0	10			FR 186. Instructional strategies used and student-centered data collected			
0	0	10			FR 187. Educationally relevant medical findings, if any			
0	0	10			FR 188. Effects of the student's environment, culture, or economic background			
0	0	10			FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10			FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10			FR 191. Observation in the student's learning environment			
0	0	10			FR 192. Other data if needed			
0	0	10			FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
					REEVALUATION REPORT (File Reviews)			
9	0	1			FR 207. RR is present in the student file			
8	1	1		11%	FR 208. Reevaluation was completed within time line			
		1		22%	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)			
9	0	1			FR 210. Demographic data			
8	1	1		17%	FR 211. Data/IEP team reviewed existing evaluation data			

Y	N	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1			FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1			FR 215. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
6	2	2		25%	FR 214. Aptitude and achievement tests			
6	2	2		25%	FR 215. Current classroom based assessments and local and/or state assessment			
8	0	2			FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	2	2		15%	FR 217. Teacher recommendations			
4	2	4		35%	FR 218. Lack of appropriate instruction in reading			
4	2	4		35%	FR 219. Lack of appropriate instruction in math			
4	2	4		35%	FR 220. Limited English proficiency			
9	0	1			FR 221. Conclusion regarding need for additional data is indicated			
3	0	7			FR 222. Reasons additional data are not needed are included			
9	0	1			FR 223. Determination whether the child has a disability and requires special education			
9	0	1			FR 224. Disability category(ies)			
9	0	1			FR 225. Summary of findings includes student's educational strengths and needs			
3	1	1		11%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs including transition needs as appropriate			
3	1	1		11%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
8	0	2			FR 228. Interpretation of additional data			
6	1	2		14%	FR 229. Documentation that the student does not achieve adequately for age, etc.			
7	1	2		13%	FR 230. Indication of process(es) used to determine eligibility			
5	2	3		29%	FR 231. Instructional strategies used and student-centered data collected			
5	2	3		40%	FR 232. Educationally relevant medical findings, if any			
4	2	4		53%	FR 233. Effects of the student's environment, culture, or economic background			

Y	N	A	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel including the ESL program, if applicable.			
4	4	2			50%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals which was provided to parents.			
6	2	2			25%	FR 236. Observation in the student's learning environment.			
5	1	4			17%	FR 237. Other data if needed.			
4	2	4			55%	FR 238. Statement for all 6 items.			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
8	0	2				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	6	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	1	6	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	7	1			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
2	0	5	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0			FR 243. Demographic data			
10	0	0			FR 244. Purpose(s) of the meeting			
1	0	9			FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	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			
1	0	9			FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
6	6	1		33%	FR 248. Invited IEP team members			
10	0	0			FR 249. Date/time/location of meeting			
10	0	0			FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
					PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10			FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10			FR 252. Demographic data			
0	0	10			FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10			FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10			FR 255. Parent written consent is documented			
					FR 256. The team members excused: 0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative 0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative			
					IEP CONTENT (File Reviews)			
10	0	0			FR 257. IEP is present in the student file			
10	0	0			FR 258. IEP was completed within timelines			
10	0	0			FR 259. Demographic data			
10	0	0			FR 260. IEP implementation date			
10	0	0			FR 261. Anticipated duration of services and programs			
5	0	5			FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			

Y	N	A	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
2	0	8				FR 264. Student			
9	0	0			10%	FR 265. General Education Teacher			
9	0	0			10%	FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
1	0	9				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
4	0	6				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			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
9	0	0			10%	FR 281. Student's present levels of academic achievement			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0			FR 282. Student's present levels of functional performance			
4	0	6			FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
8	0	2			FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0			FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0			FR 286. Strengths			
10	0	0			FR 287. Academic, developmental, and functional needs related to student's disability			
					TRANSITION SERVICES (File Reviews)			
0	0	10			FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
1	0	9			FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
1	0	9			FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
1	0	9			FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
1	0	9			FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
1	0	9			FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	0	9			FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	0	9			FR 292c. Annual goals are related to the student's transition services			
					PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0			FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
10	0	0			FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
0	0	10			FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	0	10			FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10			FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0			FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	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	10			FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10			FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
					ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0			FR 302. Measurable Annual Goals			
8	0	2			FR 303. Description of how student progress toward meeting goals will be measured			
8	0	2			FR 304. Description of when periodic reports on progress will be provided to parents			
8	0	2			FR 305. Documentation of progress reporting on Annual Goals			
2	0	8			FR 306. Short Term Objectives			
					SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0			FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0			FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0			FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10			FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
8	0	2			FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
7	0	3			FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
8	0	2			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			
8	0	2			FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10			FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
0	1	0		10%	FR 316. A conclusion regarding student eligibility for ESY.			
0	1	1		10%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination.			
1	1	3		50%	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.			
1	1	3		50%	FR 319. Where ESY was determined to be appropriate, ESY services to be provided, location, frequency, projected beginning date and anticipated duration of services.			
EDUCATIONAL PLACEMENT (File Reviews)								
10	0	0			FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0			FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0			FR 322. Type of support, by amount (itinerant, supplemental, full-time)			

Y	N	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0			FR 323. Type of special education supports, e.g. artistic support, emotional support, learning support, etc.			
10	0	0			FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0			FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
5	0	5			FR 326. If child will not be attending his/her neighborhood school, reason why not			
					PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0			FR 327. Completed Section A or Section B			
					IEP DEVELOPMENT			
					INTERVIEW RESULTS (Parent & General Education Teacher)			
7	1	0	0		P 28. Were you invited to participate in your child's most recent IEP team meeting?			
7	0	1	0		P 29. Did you participate in developing the current IEP for your child?			
6	2	0	0		P 30. Was the meeting held at a time and location that was convenient for you?			
0	2	6	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?			
7	0	1	0		P 32. Was the input you provided considered in the development of your child's current IEP?			
3	3	2	0		P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0		P 32b. If no, what training or support would assist you? Don't know. Don't know. Need to understand process better.			
6	0	2	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?			
6	1	0	1		P 35. Was the current IEP developed at the IEP meeting?			
4	1	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?			
5	1	1	1		P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	D	K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	4	1			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	6	2			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		7	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating? b. held at an inconvenient time c. not enough notice given			
5	3	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
6	2	1				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
6	0	3				GE 76. Were those recommendations considered by the IEP team?			
9	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?			
9	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	1	0	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?			
4	2	1	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
9	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	0	0				GE 85. Is the current IEP appropriate to meet this student's educational needs?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0			SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0			SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
8	0	2			SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
8	0	2			SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0			SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	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 child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1			SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0			SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
9	1	0			SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	1			SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1			SE 117b. If yes, in what ways?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					<p>Interacts well with chronological age group. Is interacting positively with other students. Needs support in how to interact with others & wait for attention. Socially developing peer relationships. Peer interaction, higher standards, peer modeling. Peer interaction, higher standards, modeling. Help to work on social skills. Good modeling from peers. Learning peer relationships, making friends.</p>			
0	0	10			SE 117c. If no, what does this student need that he/she is not receiving?			
9	0	1			SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
					IEP IMPLEMENTATION			
					INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	1		P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0		P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
				6 1 1 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
				6 1 0 0 0 1	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0		P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0			GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			

Y	N	A	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	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?			
6	0	3				GE 79a. In the most recent IEP meeting for this student, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	2	4				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	6				GE 79c. If yes, what reasons were discussed for recommending removal? The student's frustration level & temper. Develop social skills. Learn from peers. More special help. Concentrate on needs.			
0	0	6				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? As needed. IEP team. IEP team.			
6	0	3				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?			
7	0	2				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0			SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
7	0	3			SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0			SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0			SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1			SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
					PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	3	0		P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
4	3	0	1		P 43. Was your child's need for extended school year (ESY) - which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	4	0	0		P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
3	4	0	1		P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	4	3	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?			
2	3	3	0		P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	1			SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	1	8			SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10			SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if child is enrolled in a charter school) with supplementary aids and services?			
0	0	10			SE 122b. Are staff from the home district (or charter school if child is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10			SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with their same age/grade peers who are non-disabled?			
0	0	10			SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10			SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10			SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
					SECONDARY TRANSITION (Parent & Special Education Teacher)			
0	0	7	1		P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
7	0	0	1		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?			
5	0	2	1		P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	3	0		P 50c. If yes, what reasons were discussed for recommending removal? By the student's reading needs. Don't know. Emotional & cognitive. Needed more work. By the IEP team.			
0	0	3	0		P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					In the meeting. Don't know. Needs more intense instruction. Don't know. By the IEP team.			
6	1	0	1		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?			
6	1	1	0		P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	2	0		P 50g. If yes, in what ways? Interacts with peers, is challenged & is not singled out. Fewer behavior problems & phone calls. Socialization skills developed. Socially Socially Reads much better. Has improved math skills.			
0	0	7	0		P 50h. If no, what does your child need that he/she is not receiving in the class? More attention.			
				1 0 0 0 0 7	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
				4 0 2 0 0 2	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			
2	0	8			SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			

Y	N	D	K	Not Obs	%	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				SE 125. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 323. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
9	0	1				FR 331. A description of the action proposed or refused by the LEA			
8	2	0			20%	FR 332. An explanation of why the LEA proposed or refused to take the action.			
9		0			10%	FR 335. A description of the other options the IEP team considered and the reason why those options were rejected.			
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused.			
8		1			11%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal.			
8	2	0			20%	FR 336. Educational placement recommended (including amount and type).			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	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?			
						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.			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
				6	Always			
				1	Sometimes			
				1	Rarely			
				0	Never			
				0	Don't Know			
				0	Does not Apply			
					Topical Area 7: Additional Interview Responses			
					INTERVIEW RESULTS (Parent & Special Education Teacher)			
					P 54. I am a partner with school personnel when we plan my child's education program.			
				6	Always			
				2	Sometimes			
				0	Rarely			
				0	Never			
				0	Don't Know			
				0	Does not Apply			
		1	0		P 66. Tell me anything you really like about your child's special education program.			
				1	b. progress reports			
				1	i. support services			
				1	k. staff's understanding and attitude			
				6	n. other			
					This is a team effort with me included. It's always a great team.			
					Excellent communication flow between home & school.			
					They are extremely concerned, consistent, responsive and on top of things.			
					Staff availability. Child is comfortable in setting.			
					They accept & inspire the student to be an individual.			
					Will try thing I suggest.			
		0	0		P 67. Tell me anything you would like to change about the program.			
				1	c. staff-aide ratios			
				1	f. less inclusion			
				7	n. other			
					Nothing			
					Nothing			
					Nothing			
					Use of extra periods instead of pulling out of minor subject areas to receive extra help.			
					Have more meetings with parents. Monthly progress reports that are not just general. Need to be specific.			
					I wish school was closer to where we live.			
					Needs smaller setting.			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		0	0		P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree d. Disagree			
				4 2 2	P 69. Additional comments about your child's program. They are extraordinary & to be commended. Told ESY is not provided by school. More communication from the school. I never got the RR. I had to call 15 times before getting a response to have the IEP meeting. Communications are getting better. School working with the student.			
10	0	0			SE 101. Do you hold the required certification to implement this student's program?			
10	0	0			SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10			SE 101b. If no, what training or support would assist you?			
					Topical Area 8: Student Interview Results			
			0		S 126. What kind of support are you currently receiving?			
0	0	0	0		S 127. Is this support enough to help you be successful in your school program?			
				0 0 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
					S 129. What do you like best about the program?			
					S 130. What do you like least about the program?			
				0 0 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
					S 132. What do you like best about the special education supports/services?			
					S 133. What do you like least about the special education supports/services?			

Y	N	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
				0	S 134. How much time do you spend with students who do not have disabilities?			
				0	Too Much			
				0	Enough			
				0	A Little			
				0	Not Enough			
				0	Don't Know			
0	0	0	0		S 135. Do you participate in any extra-curricular activities?			
					S 136. If yes, which ones			
					S 137. If no, why not			
0	0		0		S 138. Were you invited to participate in the last IEP meeting?			
					Other			
0	0		0		S 139. Did you participate in the last IEP meeting?			
					Other			
0	0		0		S 140. Do you have a post secondary transition program?			
					Other			
0	0		0		S 141. Do you have an employment transition program?			
					Other			
0	0		0		S 142. Do you have a community living transition program?			
					Other			
0	0		0		S 143. Did you assist in the development of the transition program?			
					Other			
0	0		0		S 144. Is that transition plan being followed?			
					Other			
0	0		0		S 145. Did you discuss what you would do after graduation or finishing high school?			
					Other			
			0		S 146. Which of the following agencies participate in your IEP development?			
0	0		0		S 147. If any agency participated in your IEP did they assist you or provide services?			
					Other			
					S 148. Comments			
0	0	0	0		S 149. Do you participate in any activities in the community?			
					S 150. If yes, which ones?			
					S 151. If no, why not?			
					S 152. Are there any other agencies that could help you within the community?			
					Topical Area 9: Other Non-compliance Issues			

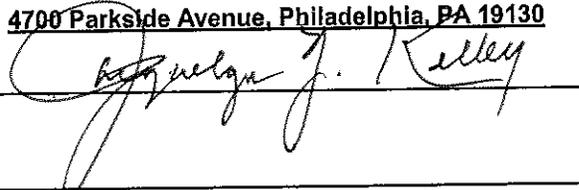
Y	N	DK	Not Obs	%	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					Topical Area 10: Other Improvement Plan Issues			
					The LEA will expand the "Where To Get More Information" and procedures section for the following policies 1)confidentiality 2)dispute resolution and 3)independent educational evaluations.			
					The LEA will develop a procedure which ensures that parents of students with disabilities are aware of 1)the requirements for ESY 2)how individual student determines are made and 3)how the LEA ensures the same either directly or through contract.			

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

Discovery Charter School

Address of School: 4700 Parkside Avenue, Philadelphia, PA 19130

CEO Signature _____



REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	2,256
	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	19,675
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	129,941
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	6,694,032
	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	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	61,185
	6990	Refunds and Other Miscellaneous Revenue	27,928
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	

7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	70,000
	7330	Health Services (Medical, Dental, Nurse, Act 25)	11,852
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	272,944
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	

8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	498,027
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	116,724
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	

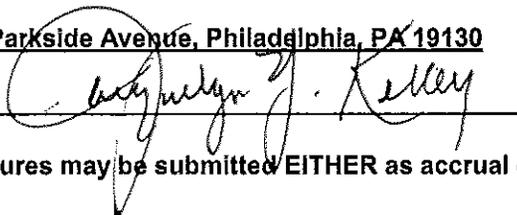
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			7,904,564

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

Discovery Charter School

Address of School: 4700 Parkside Avenue, Philadelphia, PA 19130

CEO Signature _____



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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	3,373,026
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	959,083
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	562,974
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	
2120	Guidance Services	
2130	Attendance Services	
2140	Psychological Services	57,040
2150	Speech Pathology and Audiology Services	
2160	Social Work Services	
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	44,759
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	143,249
	2310	Board Services	6,652
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	84,358
	2360	Office of the Superintendent (Executive Director) Services	138,560
	2370	Community Relations Services	
	2380	Office of the Principal Services	30,549
	2390	Other Administration Services	12,823
2400		SUPPORT SERVICES - PUPIL HEALTH	202,418
2500		SUPPORT SERVICES - BUSINESS	133,387
	2510	Fiscal Services	
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	1,608,904
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	178,391
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	218,728
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	



INTERNAL CONTROLS POLICY

The Charter School, under the direction of the Board of Trustees, is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

The Charter School and all levels of management are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Management is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the appropriate authority within the school, the charter authorizer, or the Office of the Inspector General.

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. A fundamental concept in a good system of internal control is the segregation of duties. Although the size of the Discovery Charter School's accounting staff prohibits complete adherence to this concept, implementing the following practices will improve existing internal control without impairing efficiency. Internal controls are hereby adopted in the following areas:

- 100. General Accounting Procedures**
- 200. Cash Management Procedures**
- 300. Management Reporting Procedures**
- 400. Purchasing Procedures**
- 500. Payroll Procedures**
- 600. School Property Procedures**

Compliance with Laws

The Charter School will follow all the relevant laws and regulations that govern Charter Schools within the Commonwealth of Pennsylvania. Additionally, U.S. Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by the Commonwealth's statutes, applicable to Charter Schools.

Further, the school specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
- Receipts and disbursements must be fully and accurately described in the books and records.
- No false entries may be made on the books or records nor any false or misleading reports issued.
- Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

100. GENERAL ACCOUNTING PROCEDURES

101. General Accounting System Design

Control Objective

To establish a coding structure that supports financial reporting and management's decision-making.

Major Controls

A. Accounting Specialist Trained in Chart of Accounts/Coding Structure

The school will use the Pennsylvania Department of Education Chart of Accounts. To support decision-making, the school's external management company will designate an accounting specialist to serve the school, and work from the school site two days per week. The accounting specialist will be trained in this coding structure, including designations for grants or other funding to be accounted for separately.

B. Prohibiting Adjustments

No transaction shall be posted to a prior year or prior month by the Charter School's accounting staff; nor shall any transaction be changed or deleted by the Charter School's accounting staff. If deemed necessary, the Charter School's accounting firm with prior board approval shall make such adjustments.

B. Establishment of Control Accounts

Control accounts for fixed assets, accounts receivable and accounts payable will be established with subsidiary detail listings and will be reconciled monthly to these control accounts.

C. Use of Contra Accounts

If necessary, the accounting structure provides for offsetting contra accounts (e.g. an allowance for doubtful accounts, accumulated depreciation) to adjust historical cost to current levels for financial reporting purposes.

102. General Ledger Activity

Control Objective

To ensure that all General Ledger entries are current, accurate, and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly indicates the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes, from source documentation through the books of original entry and general ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the external management organization representative who then enters the information into the accounting system.
2. Each source document in the accounting system is reviewed by the external management organization representative and the Chief Executive Officer (CEO).
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and on an as needed basis.
5. All entries in the books of original entry (e.g., cash receipts journal and disbursements) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel at the school's external management company.

6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Controller of the school's external management company.

103. General Ledger Close-Out

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared by the school's external management company to ensure the accuracy of the general ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all general ledger accounts is prepared by the school's external management company.
1. Reconciliation between the general ledger control accounts and the subsidiary ledgers are completed by the school's external management company.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

200. CASH MANAGEMENT PROCEDURES

201. Cash Receipts

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Receipts Policies

The Charter School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. Occasionally, the school also uses electronic fund transfers to accelerate deposits.

B. Internal Accounting Controls

- Opening of mail is assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

- Listed receipts and credits are compared to accounts receivable and bank deposits.
- General Ledger control accounts are reconciled with Accounts Receivable Subsidiary Ledger.

Procedures

1. All incoming mail is opened by the school's Administration Assistant.
2. All checks are restrictively endorsed immediately and deposit slips are prepared.
3. A copy of each check to be deposited is made and attached to a copy of the deposit slip and submitted to the school's external management company to be filed to provide support for all deposits.
4. The external management company inputs deposits into journal entries.
5. The school makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
6. Reconciliation of cash receipts to deposit slips and bank statements are performed by the external management company on a monthly basis.

202. Cash Disbursements

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

- Pre-numbered checks and special check protective paper.
- Match disbursement records against accounts payable/open invoice files.
- Bank statements reconciled to cash accounts and any outstanding checks verified by external management company, if applicable.
- Supporting documentation canceled to prevent resubmission for payment.
- Detailed comparison of actual vs. budget disbursements on a periodic basis.
- Separation of duties to the extent possible for an organization the size of the school.

Procedures

1. Upon receipt of invoice, the Chief Executive Officer (CEO) or department head indicates on the invoice that the prices, quantity, shipping, and cash discounts are correct and that goods and/or services have been received by initialing such.
2. The CEO signs each invoice, authorizing that they have been reviewed and are deemed correct. Her signature on the invoice authorizes its payment.
3. The Accounting Specialist at the external management company shall cancel invoices by using a rubber "PAID" stamp which provides spaces to indicate the

- date paid, check number, GL code, etc. on the invoice.
4. Checks require one signature, typically the school's CEO (limit of \$10,000). Checks are mailed directly to the school for review and signature then mailed to the vendor.
 5. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
 6. Bank statements are reconciled soon after receipt by the external management company.

300. MANAGEMENT REPORTING PROCEDURES

301. Budgets

- A. The Charter School prepares an annual operating budget of revenues and expenses and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees on or before June 30 each year and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the external management company and reviewed by Audit/Finance Committee and presented to the Board of Trustees at each monthly board meeting.

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The external management company and the Audit/Finance Committee work with the charter administrative leadership (including the CEO) to prepare the annual operating and capital budgets, with input from the all department heads. The budgets are submitted to the Board of Trustees for review and approval.

B. Internal Accounting Controls

Accuracy and completeness of the budgets and projection.

Procedures

1. Each spring, the charter school leadership assesses each department's needs for the upcoming school year, including staffing and capital expenditures and provides this data to the external management company.
2. In preparation of the annual operating and capital budgets and cash flow projection, the external management company prepares preliminary budgets for review by the charter administrative leadership in consultation with the Audit/Finance Committee.
3. To support the budgets and projection estimates, the external management company prepares current year-to-date financial data with projections of year-end totals.

4. The charter administrative leadership in consultation and the Audit/Finance Committee reviews the budgets submitted for completeness and reasonableness.
5. The Audit/Finance Committee presents the proposed budget to the Board of Trustees for review, discussion, and (as necessary) amendment.
6. The Board of Trustees approves and adopts the final budgets by June 30 each year.
7. The adopted budget totals are entered in the general ledger by the external management company for the new fiscal year, in order to prepare budget to actual reports.
8. The adopted budget is submitted to the Pennsylvania Department of Education by the external school management company via the PDE-2028 within 15 days of adoption.

302. Financial Reporting

Control Objective

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly financial reports are prepared based on a pre-determined schedule and reviewed by the CEO, Audit and Finance Committee, and the Board of Trustees.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the school are audited by a certified public accounting firm.

Procedures

1. The external management committee prepares monthly budget vs. actual financial reports and a representative from the external management organization presents the reports at the Board of Trustees meetings.
2. The school submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards and the Pennsylvania Charter School Law.
3. The school shall submit the audited financial statements to PDE, the PA House of Representatives, and the PA State Senate by November 30.

400. PURCHASING PROCEDURES

Guiding the purchase of all goods and services of the Charter School will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans. The Charter School procures only those items and services that are required to perform the mission and/or fill a bona fide need.

The School adheres to the following objectives:

1. Procurements will be based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, experience with charter schools, etc.
2. Make all purchases in the best interests of the school and its funding sources.
3. Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible and dependable sources of supply.
5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

Control Objective

To ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors.

Major Controls

A. Purchase Requirements

The School has developed cost-effective and efficient purchase requirements in order to achieve good value and quality, meet delivery schedules, control inventory and material, and expedite purchases. The Charter School will execute a *Purchase Order* for necessary purchases and it shall be approved by CEO. Approval is contingent upon the school's budget and availability of funds.

B. Selecting the Vendor

The school selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices. Vendors are evaluated on a variety of criteria including cost, integrity, record of past performance, financial and technical resources, responsiveness/suitability to school's need, etc.

D. Internal Accounting Controls

- All expenditures are approved by the CEO in accordance to the budget authorized by the Board of Trustees.
- Adoption of policy requires the reporting of unethical conduct to management and subsequent restitution of any gain resulting from such conduct.

Procedures

Purchase Requirements

1. After approval of the annual budget, school's leadership reviews the school's needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts.
2. In preparing purchase requisitions, the CEO or designee identifies minimum needs.

Processing Purchase Orders

1. Purchase Orders are forwarded the CEO review and approval.
2. Purchase Orders include the following:
 - A description of items ordered
 - A cost estimate
 - The required delivery information
 - A statement of the nature and purpose of the procurement
3. Purchase Orders are approved by the CEO, after review of the remaining budget.
4. In addition to forwarding the Purchase Order to the vendor, a copy is forwarded to the external management company.

Obtaining Bids and Quotations

When a product to be purchased that costs more than \$10,000, the CEO, or her designee, shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The CEO shall select from among these offers, and document the reasons for selecting the chosen option, which shall include mention of the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the head of school from seeking such multiple bids for these contracts. All contractual agreements shall be in writing, approved by the Board, and signed and dated by the head of school or his or her designee.

500. PAYROLL PROCEDURES

- A. All salaried employees (including 10-month teachers and staff) are paid on a 12-month, bi-weekly schedule from July 1 to the following June 30.

- B. Employee's time is recorded electronically via swipe time card. The records are downloaded and manually entered into a bi-weekly payroll report and forwarded to the external management company.
- C. All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file.
- D. Any changes to the pay rates or benefits are properly authorized.
- E. All payroll taxes—including PSERS deductions—and benefits are properly calculated and any deposits made in a timely manner.
- F. Payroll liabilities and expenses are recorded in the general ledger by the external management company.
- G. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

501. Personnel Requirements

Control Objective

To ensure that the School hires only those employees—full or part-time—that it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

The School has adopted payroll policies for installing new employees on the payroll system and removing terminated employees from the system, as well as monitoring vacation and sick pay.

Procedures

New Employees

1. Requests for new employees are initiated by the school's administrative leadership and compared with the approved annual personnel budget.
2. A Payroll Information Form is initiated when hiring a new employee. Included on this form are the job description, approved pay rate, and grant funding, if any. Information on this form is reviewed by the CEO and communicated to the external management company and outside payroll service provider.
4. New employees complete an *IRS W-4 Form* and I-9.
5. An FBI criminal history background check, Pennsylvania criminal history background check, and Pennsylvania child abuse clearance for each new employee must be

submitted to the school prior to the first day of work these reports are placed in the personnel files.

Personal Time and Sick Pay

1. Employees accrue sick time based on the terms of the employee contract.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation and at least one week notice for personal time request.
3. Employees' earned sick time balances are adjusted monthly to reflect time earned and taken and reviewed by the Human Resources (HR) Director.
4. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the HR Director.
5. Before any paid time off is paid, a Staff Leave Slip is to be prepared by the employee, which is reviewed and approved by the CEO.
6. Employees are not compensated for nor are they permitted to carry over unused vacation or personal pay.

502. Personnel Data

Control Objective

To calculate and record payroll data accurately and completely for all employees.

Major Controls

- A precise paper trail covering all transactions.
- Changes in personnel data approved by responsible officials.
- Separate payroll and personnel files periodically reviewed and reconciled.

Procedures

1. Changes to personnel data are initiated with a New Hire/Change Form when making changes in new hires, terminations, pay rate changes, or payroll deductions.
2. The CEO authorizes any change to payroll data.
3. Authorized changes are communicated to the external management company who notifies the payroll service provider.
4. A copy of the New Hire/Change Form is retained in the employee's personnel file.

503. Preparation of Payroll & Timekeeping

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

- Time records or contracts are periodically reconciled with payroll records.

- Labor hours are accurately recorded using time clock and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented on the time sheet forwarded to the external management company
- The HR Director monitors the overall integrity of timekeeping.
- Reconciliation of hours charged on time clock to time sheet and attendance records.
- The responsibility for checking the accuracy of payroll calculations is separated from the responsibility for payroll preparation to the extent possible for the size of the School.

Procedures

Time Clock

- All hourly and salary employees clock in and out using swipe time clock.
- Any errors in clocking in or out are to be communicated by the employee to the HR Director who makes manual adjustments.
- The HR Director uses data about each employee's hours worked from the time clock to prepare a time sheet/spreadsheet for all employees.
- The school-wide payroll report is forwarded to the external management company on a bi-weekly basis.
- The payroll reports received from the payroll service provider (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc., by the external management company.
- The external management company verifies gross pay and payroll deductions.
- The total hours and number of employees are compared with the totals in the Payroll Register by the HR Director and external management company.
- The Payroll Register is reviewed and approved by the external management company prior to the payroll company issuing final paychecks/direct deposits.

504. Payroll Payment

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

Major Controls

- Pre-numbered checks are used and all check numbers are accounted for.
- A complete audit trail on all payroll checks and direct deposit with authorizing signatures at each juncture is maintained.

Procedures

1. Payroll Register is approved by the external management company prior to payroll company cutting and signing checks/direct deposit.
2. Payroll payments by check, direct deposit, or cash are distributed by the School for forwarding to employees and payroll register is filed.
3. The HR Director controls and monitors all undelivered payroll checks.

4. The payroll bank account is reconciled monthly by the external management company.

505. Payroll Withholdings

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The payroll service provider calculates payroll withholdings, which are reviewed and verified by the external management company.

Procedures

1. The payroll service provider calculates payroll withholdings—including PSERS deductions—for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the external management company.
3. The external management company reviews the accuracy and timeliness of payments made to third parties—including PSERS—for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the HR Director and/or external management company.
5. The external management company prepares and files required PSERS reports and all government reports.

600. SCHOOL PROPERTY PROCEDURES

The Charter School maintains detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts.

601. Identification of Property

The Charter School tags all property upon receipt and assigns an identification number to the property and all applicable documents.

602. Recording and Reporting of Property

Control Objective

To control completely and accurately record fixed asset acquisitions in order to safeguard fixed assets from loss.

Procedures

The Charter School maintains a log identifying all property in its possession, as follows:

- Name and description
- Serial number, model number, or other identification
- Whether title vests with the Charter School or a governmental entity
- Vendor name, acquisition date, and cost
- Location and condition of the equipment
- Ultimate disposition data, including date of disposal and sales price or method of disposal

603. Physical Inventories

Control Objective

To ensure that all recorded assets exist and are in use.

Procedures

- The Charter School performs a physical inventory of all property in its possession or control on an annual basis.
- The physical inventory records include each asset, the related control number, location, a brief description of its condition, and, if applicable, the grant source from which it was purchased.
- The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

604. Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager and/or the Board of Trustees.
- B. The Charter School has adopted standard disposition procedures for the school staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.

605. Recordkeeping Over Property & Equipment

Control Objective

To completely and accurately record fixed asset acquisitions, transfers, and dispositions on a current basis.

Major Controls

A. Capitalization Policies

The School follows generally accepted accounting principles as applicable to special purpose business-type activity government entities. All fixed assets purchased are capitalized in the year of purchase, and recorded in the general ledger. The School follows the policy of capitalizing all fixed assets purchased greater than \$2,500 per unit. Similar items purchased in the same timeframe and items related to the same project or purchase can be pooled together for capitalization and depreciation.

B. Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, leasehold improvements, equipment, furniture, and computer hardware and software.

C. Complete Record of P&E Acquisition Costs

The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
2. The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the Business Manager and external management company.

606. Depreciation

Procedures

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

- Computers 3 years
- Office Equipment 5 years
- Cars & Light Trucks 5 years
- School Buses 8-10 years
- Office Furniture 5 years
- Leasehold Improvements Useful life or life of lease, whichever is less
- Building Improvements 20 years

607. Property & Equipment Acquired Through Government Grants/Contracts

Control Objective

To assure that property and equipment are properly obtained, used, and managed during the performance of government grants or contracts.

Major Controls

- A. **Record keeping**
The School maintains detailed records on all property and equipment.
- B. **Custody**
All property and equipment, when not in use, is stored in a secure area.
- C. **Inventory**
All property and equipment is inventoried.

Procedures

1. All property and equipment acquired through government grants or contracts are assigned tag numbers and properly identified with this number in the fixed asset subsidiary ledger.
2. On an annual basis, the CEO or her designee inventories all property and equipment and ensures that fixed assets are being used for the purpose intended.
3. If necessary, the School obtains approval from the appropriate government agency for the disposition property and equipment acquired through a government grant or contract, and the CEO authorizes the disposition as described in the previous section.

ADDITIONAL MISCELLANEOUS ITEMS

The external management company's Controller is responsible for opening bank statements, canceled checks, and appropriate advices. The external management company's Controller methodically reviews such items before completing the bank reconciliation. Unusual items noted during the review shall be investigated promptly. The school's external auditor's review and verify the bank reconciliations during the course of the audit.

The external management company's Controller shall approve journal entries.

The Board of Trustees or designee is responsible for implementing additional procedures where necessary to ensure proper internal controls.

Segregation of duties within the external management company provides an additional layer of internal controls.

Petty Cash Policy

The charter school maintains a petty cash account to provide for on-site incidental expenses. The current petty cash revolving balance is set at \$1,500 (replenished monthly), and may be changed at any time by vote of the Board of Trustees. Use of the petty cash account for other than incidental purposes should be discouraged, and every effort is made to utilize the standard purchasing/AP system whenever possible.

Procedures

1. The Petty Cash account is maintained by the CEO, who is responsible for review and authorization of all petty cash transactions.
2. Disbursements from the petty cash fund are available for expenditures totaling under \$150 and may only be made for approved expenditures.
3. The person requesting funds from the petty cash account must complete and submit the Petty Cash Request form and submit it to the CEO for approval.
4. If requesting reimbursement, original receipt(s) must be attached to the Petty Cash Request form.
5. If cash is requested upfront to make a payment or purchase, the original receipt(s) must be returned within seven (7) business days of the date the cash was received.

Credit/Debit Card Policy

The charter school has a debit/credit card to increase flexibility for key staff members. The card is not intended to be used as a replacement for normal purchasing simply for convenience. The debit/credit card may be used in certain instances when the standard purchase-order based purchasing system is not feasible. These instances include but are not limited to:

1. Meeting/Conference expenses,
2. Online purchases where purchase orders are not accepted,
3. Catalog purchases
4. School-related event expenses
5. Maintenance supply and equipment purchases
6. Major off-site printing/copying needs
7. Minor/miscellaneous purchases (i.e. small staff gifts, décor items, refreshments for staff meetings/gatherings, student awards and staff/family incentive items)

Procedures

1. The person requesting use of the credit/debit card must complete and submit the Credit/Debit Purchase Request Form and submit it to the CEO for approval.
2. An invoice, catalog pages, web page, or other form of back-up documentation (including payee and cost information) must be attached to the Credit/Debit Purchase Request form.

Check Policy

The charter school distributes checks for school-related purchases and payments which require check payments (as opposed to credit/debit), and for parent/student refunds and employee reimbursements over \$75.00.

Procedures

1. The person requesting a check must complete a Check Request Form and submit it to the CEO for approval.
2. An invoice, receipt(s) or backup documentation (including payee and cost information) must be attached to the Check Request Form.
3. Once reviewed and approved (signed by the CEO), the request is processed by the external management organization representative on site.

This policy will go into effective immediately upon adoption.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this 18th day of December, 2012



President



Secretary



pennsylvania
DEPARTMENT OF EDUCATION

333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

August 2, 2013

Ms. Jacquelyn Kelley
CEO
Discovery CS
5070 Parkside Avenue
Philadelphia, PA 19131

Dear Ms. Kelley:

I thank you and your staff for participating in the Federal Programs Consolidated Review on March 15, 2013. This review indicates that your Title I, Title II Part A, Title III (if applicable) and Fiscal Requirements are in complete compliance with current statute, regulations, and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January.

If you have any questions, please feel free to contact your regional coordinator at 717.783.2193. Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: Project File
Federal Programs Coordinator



School District: Assessment
Discovery Charter School,
2012-2013

- Administration
- Select Assessment
- CAV Home
- Assessment Home
 - Title I
 - Title II Part A
 - Fiscal Requirements
- Logout

CAV Home

This is the 2012-2013 CAV for Discovery Charter School

There are no issues needed to be addressed on this assessment.

Documents

No documents are currently available.

Session Time Remaining:
17 minutes

LEADER This application was developed by Leader Services for the Pennsylvania Department of Education Division of Federal Programs. Use of this site is restricted to authorized users only. © 2004-2013 Leader Services, a division of LDP Inc. All rights reserved. E-mail Webmaster

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

**Division of Federal Program
Consolidated Program Review**

2012-2013 School Year

**Discovery Charter School
5070 Parkside Ave
Philadelphia, PA 19131**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Jacquelyn Y. Kelley, CEO	215-879-9510	<input checked="" type="checkbox"/>
Business Manager:	OmniVest Management	215-497-8301	<input checked="" type="checkbox"/>
Title I Coordinator:	Melanie Reiser, Fed. Programs Coord.	215-497-8301 X101	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Melanie Reiser, Fed. Programs Coord.	215-497-8301 X101	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Melanie Reiser, Fed. Programs Coord.	215-497-8301 X101	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<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: Anne Kauffman

Visit Date: 3/15/2013

Title I Program Review

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

I. Highly Qualified

Component I: Highly Qualified						
The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.						
Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		District Comments 3/8/2013 9:48:02 AM Federal Programs Coordinator Melanie Reiser In 2011-12, DCS' official HQT percentage in PIMS was 100%. In 2012-13, our internal analysis of teacher credentials shows that we will again be 100% HQT. A list of teachers and their qualifications for 2012-13 will be provided to the monitor along with the 2011-12 PIMS ACS.
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 checked="" type="checkbox"/> Highly Qualified Staff section of Consolidated LEA Plan		District Comments 3/8/2013 10:09:30 AM Federal Programs Coordinator Melanie Reiser DCS has improved from 75% HQT in 2009-10 to two consecutive years of 100% HQT in 2011-12 and 2012-13 as a result of rigorous recruitment practices; frequent, meaningful, and individualized professional development; ongoing teacher performance feedback; an educational environment that is technology-rich and supported by numerous support staff (paraeducators, special education teachers, student intervention specialists, and interns and student teachers); and a true family environment at the school.

2. All instructional paraprofessionals supported by Title I are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications. <input checked="" type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input checked="" type="checkbox"/> AA Degree and/or local assessment				
3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification		<table border="1"> <tr> <th data-bbox="1251 467 1940 513" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1251 513 1940 979"> <p>3/6/2013 3:30:13 PM Federal Programs Coordinator Melanie Reiser A paragraph on Title I was published in the 2012-13 Student and Parent Handbook, and it included a notice that parents have a right to information about their children's teachers. On February 21, 2013, DCS held its official Annual Title I meeting (which will be held in the future at either Back to School Night or at the first Home and School Association meeting of the year) during the Home and School Association meeting. At that meeting a detailed Annual Title I notice was distributed, which detailed parental rights. This notice will be available to the monitor.</p> </td> </tr> </table>	District Comments	<p>3/6/2013 3:30:13 PM Federal Programs Coordinator Melanie Reiser A paragraph on Title I was published in the 2012-13 Student and Parent Handbook, and it included a notice that parents have a right to information about their children's teachers. On February 21, 2013, DCS held its official Annual Title I meeting (which will be held in the future at either Back to School Night or at the first Home and School Association meeting of the year) during the Home and School Association meeting. At that meeting a detailed Annual Title I notice was distributed, which detailed parental rights. This notice will be available to the monitor.</p>
District Comments								
<p>3/6/2013 3:30:13 PM Federal Programs Coordinator Melanie Reiser A paragraph on Title I was published in the 2012-13 Student and Parent Handbook, and it included a notice that parents have a right to information about their children's teachers. On February 21, 2013, DCS held its official Annual Title I meeting (which will be held in the future at either Back to School Night or at the first Home and School Association meeting of the year) during the Home and School Association meeting. At that meeting a detailed Annual Title I notice was distributed, which detailed parental rights. This notice will be available to the monitor.</p>								
4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of dated letter of notification to parent/guardian		<table border="1"> <tr> <th data-bbox="1251 987 1940 1032" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1251 1032 1940 1331"> <p>3/8/2013 10:03:19 AM Federal Programs Coordinator Melanie Reiser DCS has been 100% HQT for 2 school years (2011-12 and 2012-13). However, we do maintain a parent notification template to ensure that we would be compliant with NCLB if a situation arose where a NHQT was assigned to a core content course for four consecutive weeks.</p> </td> </tr> </table>	District Comments	<p>3/8/2013 10:03:19 AM Federal Programs Coordinator Melanie Reiser DCS has been 100% HQT for 2 school years (2011-12 and 2012-13). However, we do maintain a parent notification template to ensure that we would be compliant with NCLB if a situation arose where a NHQT was assigned to a core content course for four consecutive weeks.</p>
District Comments								
<p>3/8/2013 10:03:19 AM Federal Programs Coordinator Melanie Reiser DCS has been 100% HQT for 2 school years (2011-12 and 2012-13). However, we do maintain a parent notification template to ensure that we would be compliant with NCLB if a situation arose where a NHQT was assigned to a core content course for four consecutive weeks.</p>								

II. Parent Involvement

Component II: Parent Involvement						
The LEA and schools meet parental involvement requirements.						
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input type="checkbox"/> Website posting.		District Comments
						3/7/2013 11:06:17 AM Federal Programs Coordinator Melanie Reiser DCS has a Title I Parent Involvement Policy that was last adopted in September 2010. To ensure that the policy is still relevant, DCS' Community and Parent Coordinator reviewed this policy with parents at the February 21st Home and School Association Meeting. There feedback was requested. This feedback will be incorporated into an updated policy to be adopted by the Board in March. After adoption, it will be posted on the website.
						Monitor Comments
						3/16/2013 4:16:11 PM State Monitor Anne Kauffman The monitor reviewed the policy and discussed its review with parents.

<p>2. Schools receiving Title I funds have a written Parent Involvement (PI) Policy/Plan aligned with the District policy.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Submit PI Policy/Plans for all Title I schools and</p> <p><input type="checkbox"/> Submit District PI Policy/Plan</p>		<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">District Comments</th> </tr> <tr> <td> <p>3/6/2013 3:49:22 PM Federal Programs Coordinator Melanie Reiser DCS is a one-school LEA. Our Title I Parent Involvement Policy is both our district-level and school-level policy.</p> </td> </tr> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> <tr> <td> <p>3/17/2013 8:18:35 PM State Monitor Anne Kauffman Monitor reviewed the parent involvement policy which serves both the school and the LEA.</p> </td> </tr> </table>	District Comments	<p>3/6/2013 3:49:22 PM Federal Programs Coordinator Melanie Reiser DCS is a one-school LEA. Our Title I Parent Involvement Policy is both our district-level and school-level policy.</p>	Monitor Comments	<p>3/17/2013 8:18:35 PM State Monitor Anne Kauffman Monitor reviewed the parent involvement policy which serves both the school and the LEA.</p>
District Comments										
<p>3/6/2013 3:49:22 PM Federal Programs Coordinator Melanie Reiser DCS is a one-school LEA. Our Title I Parent Involvement Policy is both our district-level and school-level policy.</p>										
Monitor Comments										
<p>3/17/2013 8:18:35 PM State Monitor Anne Kauffman Monitor reviewed the parent involvement policy which serves both the school and the LEA.</p>										
<p>3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.</p>		<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">District Comments</th> </tr> <tr> <td style="height: 200px;"></td> </tr> </table>	District Comments			
District Comments										

District Comments

3/7/2013 11:24:31 AM

Federal Programs Coordinator Melanie Reiser

It is the Board's and administration's belief that it takes a village to raise a child. Parents play an important role in the successful education of their child. At DCS we have developed a comprehensive parent involvement program to keep parents informed and engaged. The school sends weekly newsletters home to parents that provide updates on school-wide test assessments, student activities, parent programming, fundraising initiatives, health information, etc. Parents also have ongoing access to school-wide and their individual children's data via the school's student information system. The school provides traditional parent involvement activities including Back to School Night, parent/teacher report card conferences, an active Home and School Association, celebrations, and volunteer opportunities. However, the school has gone even further to meet all our parents' needs, and provides important parent workshops. Topics have included Response to Intervention and Student Supports, PSSA Skills, Transition Services, High School Planning and Application Support, and mandatory RTI meetings. Additionally, each Home and School Association meeting begins with a presentation by the teachers in one to two grade groups followed by a question and answer period with the parents. Due to the overwhelming success of our parent programming, we created a new leadership position for 2011-12 -- a full-time Community and Parent Coordinator. With Ms. Pamela Evans in this position, Discovery was able to work on improving parent communication, partnering with parents on meeting the mission of the school, and developing a stronger family compact. Parents are also invited to attend relevant professional development.

Monitor Comments

					<p style="text-align: center;">District Comments</p> <p>3/16/2013 4:29:38 PM State Monitor Anne Kauffman Monitor reviewed agendas and sign-in sheets for parent workshops. Topics included Response to Intervention and Student Supports, Title I requirements, PA Academic Standards, PSSA Skills, and mandatory RTI meetings. Monitor also discussed with parents Home and School Association meetings that include Curriculum/Standards presentations by teachers in grade level groups. Discovery has created a new leadership position, a full-time Community and Parent Coordinator, to work on improving parent communication, partnering with parents on meeting the mission of the school, and developing a stronger family compact. Parents indicate they are also invited to attend relevant professional development.</p>
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.	<p style="text-align: center;">District Comments</p> <p>3/7/2013 11:34:23 AM Federal Programs Coordinator Melanie Reiser For example, in 2012-13 DCS has held three parent workshops on PowerSchool, our new student information system. This system allows parents access to real-time data on their children (attendance, behavior, grades) so they can play a vital part of our progress monitoring.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/17/2013 8:31:42 PM State Monitor Anne Kauffman Monitor reviewed materials, agendas, and sign-in sheets.</p>

<p>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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.</p>		<table border="1"> <tr> <th data-bbox="1110 87 1927 131">District Comments</th> </tr> <tr> <td data-bbox="1110 131 1927 690"> <p>3/7/2013 11:29:22 AM Federal Programs Coordinator Melanie Reiser In further commitment to improving parent engagement, the Board has authorized a school team to participate in a year-long Enhancing Parent Engagement Training series in 2012-13 through PaTTAN. The Discovery team will participate in an 8-module series on topics including: welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, shared decision-making, and collaborating with community. 4 staff members are participating in this valuable training -- the Community and Parent Coordinator, the president of the Home and School Association (and Board member), an elementary teacher, and a special education teacher. It is expected that these staff will then provide turn-around training to our full staff. Information on this program will be provided to the monitor.</p> </td> </tr> </table>	District Comments	<p>3/7/2013 11:29:22 AM Federal Programs Coordinator Melanie Reiser In further commitment to improving parent engagement, the Board has authorized a school team to participate in a year-long Enhancing Parent Engagement Training series in 2012-13 through PaTTAN. The Discovery team will participate in an 8-module series on topics including: welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, shared decision-making, and collaborating with community. 4 staff members are participating in this valuable training -- the Community and Parent Coordinator, the president of the Home and School Association (and Board member), an elementary teacher, and a special education teacher. It is expected that these staff will then provide turn-around training to our full staff. Information on this program will be provided to the monitor.</p>		
District Comments										
<p>3/7/2013 11:29:22 AM Federal Programs Coordinator Melanie Reiser In further commitment to improving parent engagement, the Board has authorized a school team to participate in a year-long Enhancing Parent Engagement Training series in 2012-13 through PaTTAN. The Discovery team will participate in an 8-module series on topics including: welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, shared decision-making, and collaborating with community. 4 staff members are participating in this valuable training -- the Community and Parent Coordinator, the president of the Home and School Association (and Board member), an elementary teacher, and a special education teacher. It is expected that these staff will then provide turn-around training to our full staff. Information on this program will be provided to the monitor.</p>										
<p>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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.</p> <p><input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets</p> <p><input type="checkbox"/> Memorandum of Understanding (MOU).</p>		<table border="1"> <tr> <th data-bbox="1110 699 1927 743">District Comments</th> </tr> <tr> <td data-bbox="1110 743 1927 1044"> <p>3/8/2013 1:00:33 PM Federal Programs Coordinator Melanie Reiser One of the groups that Discovery coordinates with is the Professional Parent Leadership Association of Philadelphia. Additionally, DCS uses its many community partnerships to engage parents in high interest programming including our Eat This, Not That fresh fruit and exercise program and our fatherhood initiatives.</p> </td> </tr> <tr> <th data-bbox="1110 1044 1927 1088">Monitor Comments</th> </tr> <tr> <td data-bbox="1110 1088 1927 1245"> <p>3/17/2013 8:55:26 PM State Monitor Anne Kauffman Interviews with Discovery staff indicate the school works with area preschools and community groups.</p> </td> </tr> </table>	District Comments	<p>3/8/2013 1:00:33 PM Federal Programs Coordinator Melanie Reiser One of the groups that Discovery coordinates with is the Professional Parent Leadership Association of Philadelphia. Additionally, DCS uses its many community partnerships to engage parents in high interest programming including our Eat This, Not That fresh fruit and exercise program and our fatherhood initiatives.</p>	Monitor Comments	<p>3/17/2013 8:55:26 PM State Monitor Anne Kauffman Interviews with Discovery staff indicate the school works with area preschools and community groups.</p>
District Comments										
<p>3/8/2013 1:00:33 PM Federal Programs Coordinator Melanie Reiser One of the groups that Discovery coordinates with is the Professional Parent Leadership Association of Philadelphia. Additionally, DCS uses its many community partnerships to engage parents in high interest programming including our Eat This, Not That fresh fruit and exercise program and our fatherhood initiatives.</p>										
Monitor Comments										
<p>3/17/2013 8:55:26 PM State Monitor Anne Kauffman Interviews with Discovery staff indicate the school works with area preschools and community groups.</p>										

<p>e. Sent information related to school and parent programs to parents in a format and language the parents could understand;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<p style="text-align: center;">District Comments</p> <p>3/7/2013 11:11:51 AM Federal Programs Coordinator Melanie Reiser While DCS does not currently or historically serve an ELL population, we do strive to use easy to understand language in all communication with parents to accommodate various reading levels and backgrounds. For example, through our participation in the Enhancing Parent Engagement Training Series with PaTTAN this year we identified communicating effectively as a priority areas, specifically with special education. The special education department has rolled out a new procedures and informational handouts to make sure that parents aren't daunted by the special ed process and understand the various special education terminology.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/17/2013 8:56:55 PM State Monitor Anne Kauffman Monitor reviewed parent communications. These were written in a clear, easy to understand format.</p>
<p>f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		<p style="text-align: center;">District Comments</p> <p>3/8/2013 1:05:17 PM Federal Programs Coordinator Melanie Reiser Not only are parents of special needs children included in ALL parent involvement activities, many activities are planned specifically for these parents. Evidence of these activities will be provided to the monitor. These events include an annual DCS Student Support Social and three required parent trainings through the RTI program.</p>
<p>4. School parent involvement policies have been distributed to parents.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input type="checkbox"/> documentation shared or distributed		<p style="text-align: center;">District Comments</p> <p>3/8/2013 12:20:51 PM Federal Programs Coordinator Melanie Reiser The September 2010 version of the Parent Involvement Policy was distributed at the Feb. 21st Title I Annual Meeting. Pending parent feedback and final Board approval, the updated policy will be distributed to all families.</p>

5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> school-home compact <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda.		<p style="text-align: center;">District Comments</p> <p>3/7/2013 11:14:31 AM Federal Programs Coordinator Melanie Reiser DCS has a newly developed Family Contract for 2012-13, which is kept in each student's file after signature. It was discussed at Back to School Night in September.</p>
6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		<p style="text-align: center;">District Comments</p> <p>3/7/2013 11:52:28 AM Federal Programs Coordinator Melanie Reiser The Annual Title I Meeting for 2012-13 was held on February 21, 2013. In the future it will be incorporated either into Back-to-School Night or in the first meeting of the Home and School Association in September or October.</p>
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" 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.		<p style="text-align: center;">District Comments</p> <p>3/7/2013 11:50:49 AM Federal Programs Coordinator Melanie Reiser DCS conducted an assessment of parent involvement activities at the beginning of the 2012-13 school year. It was given to ascertain the skills, talents, interests, and resources our parents possess so that we can engage them in their specific areas of expertise and interest. Additionally, the Community and Parent Coordinator and three other staff members participated in the Enhancing Parent Engagement Training Series this year with PaTTAN. As part of that training we took an Indicator 8 Needs Assessment, which was designed to assess our school's parent engagement practices, procedures, and program with the aim of leading us to identify priority areas for training. After completing our assessment, we found that our school would benefit by focusing on the Communicating Effectively training module with emphasis on our special education department.</p>

<p>8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.</p>		<table border="1"> <tr> <th data-bbox="1117 95 1921 136" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1117 139 1921 428"> <p>3/7/2013 11:17:09 AM Federal Programs Coordinator Melanie Reiser DCS does not presently have a parent resource center, although the Community and Parent Coordinator does strive to make information of interest to parents known to them. For example, the weekly newsletter is often used to inform parents of community job postings and events. In our new building (to occupy in summer 2013) we will have space for a parent resource center.</p> </td> </tr> <tr> <th data-bbox="1117 431 1921 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1117 475 1921 597"> <p>3/16/2013 4:31:48 PM State Monitor Anne Kauffman Discovery does not have a parent resource center.</p> </td> </tr> </table>	District Comments	<p>3/7/2013 11:17:09 AM Federal Programs Coordinator Melanie Reiser DCS does not presently have a parent resource center, although the Community and Parent Coordinator does strive to make information of interest to parents known to them. For example, the weekly newsletter is often used to inform parents of community job postings and events. In our new building (to occupy in summer 2013) we will have space for a parent resource center.</p>	Monitor Comments	<p>3/16/2013 4:31:48 PM State Monitor Anne Kauffman Discovery does not have a parent resource center.</p>
District Comments										
<p>3/7/2013 11:17:09 AM Federal Programs Coordinator Melanie Reiser DCS does not presently have a parent resource center, although the Community and Parent Coordinator does strive to make information of interest to parents known to them. For example, the weekly newsletter is often used to inform parents of community job postings and events. In our new building (to occupy in summer 2013) we will have space for a parent resource center.</p>										
Monitor Comments										
<p>3/16/2013 4:31:48 PM State Monitor Anne Kauffman Discovery does not have a parent resource center.</p>										

III. LEA Improvement

Component III: LEA Improvement						
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.						
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)						
<input checked="" type="checkbox"/> If the LEA is not identified for LEA Improvement, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). <input type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input type="checkbox"/> Website <input type="checkbox"/> Other	
2. The LEA has developed a district improvement plan using the core elements outlined in the state's Comprehensive Plan.	<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"/>	<p><input type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p>	<p>If the LEA also has schools in improvement it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	
--	--------------------------	--------------------------	--------------------------	--	--	--

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
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. (See <i>School Choice section and SES section for additional notification requirements.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

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

V. School Choice

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

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

5c. Parent notification mailed out at least 14 days prior to the start of the school year.	<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.	
5d. 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)						
<input checked="" type="checkbox"/> If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The School notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider.	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. • SES may not replace other school programs (Supplement vs. Supplant) <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> Part of General Notification <input type="checkbox"/> In Different Languages	

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

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

VII. Schoolwide Programs

Component VII: Schoolwide Programs						
The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.						
Sec. 1114						
<input type="checkbox"/> If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input checked="" type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input checked="" type="checkbox"/> Budget Reports. Copy of schoolwide plans		District Comments
						3/7/2013 10:35:05 AM Federal Programs Coordinator Melanie Reiser DCS has an aproved SWP in the form of a Getting Results 2008 to 2010 School Improvement Plan, which was approved by PDE and was the work product of a team of individuals, including two parents. It has been informally updated with internal strategic plans twice and annually through the Charter School Annual Report submission. DCS is a Phase 2 school for the Comprehensive Planner, which means our plan is due in November 2013. We will use this opportunity to update the SWP, using the Title I SWP Addendum to the School Level Comprehnsvive Plan in fall 2013.

2. All Schoolwide (SW) schools have an updated SW Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Completed and approved School Level Plan and Addendum or <input type="checkbox"/> Completed and approved Division of Federal Programs Schoolwide Template		<table border="1"> <tr> <th data-bbox="1089 87 1934 134">District Comments</th> </tr> <tr> <td data-bbox="1089 134 1934 298"> 3/7/2013 10:36:05 AM Federal Programs Coordinator Melanie Reiser Same as above. DCS is a one-school LEA. The plan described above is the school level plan. </td> </tr> </table>	District Comments	3/7/2013 10:36:05 AM Federal Programs Coordinator Melanie Reiser Same as above. DCS is a one-school LEA. The plan described above is the school level plan.
District Comments								
3/7/2013 10:36:05 AM Federal Programs Coordinator Melanie Reiser Same as above. DCS is a one-school LEA. The plan described above is the school level plan.								
Each SW Plan Contains:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<table border="1"> <tr> <th data-bbox="1089 513 1934 560">District Comments</th> </tr> <tr> <td data-bbox="1089 560 1934 732"> 3/7/2013 10:44:31 AM Federal Programs Coordinator Melanie Reiser In School Improvement Plan. More current needs assessment provided to monitor from 2011-12 Charter Annual Report. </td> </tr> </table>	District Comments	3/7/2013 10:44:31 AM Federal Programs Coordinator Melanie Reiser In School Improvement Plan. More current needs assessment provided to monitor from 2011-12 Charter Annual Report.
District Comments								
3/7/2013 10:44:31 AM Federal Programs Coordinator Melanie Reiser In School Improvement Plan. More current needs assessment provided to monitor from 2011-12 Charter Annual Report.								
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<table border="1"> <tr> <th data-bbox="1089 737 1934 784">District Comments</th> </tr> <tr> <td data-bbox="1089 784 1934 956"> 3/7/2013 10:45:24 AM Federal Programs Coordinator Melanie Reiser In School Improvement Plan. More current reform strategies provided to monitor from 2011-12 Charter Annual Report. </td> </tr> </table>	District Comments	3/7/2013 10:45:24 AM Federal Programs Coordinator Melanie Reiser In School Improvement Plan. More current reform strategies provided to monitor from 2011-12 Charter Annual Report.
District Comments								
3/7/2013 10:45:24 AM Federal Programs Coordinator Melanie Reiser In School Improvement Plan. More current reform strategies provided to monitor from 2011-12 Charter Annual Report.								
2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<table border="1"> <thead> <tr> <th data-bbox="1094 90 1929 131">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1094 131 1929 1281"> <p>3/7/2013 10:56:57 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>The Discovery program combines many innovative components â discovery learning, research-based interventions, data-driven instruction, traditional curriculum programs, expeditionary experiences, integration of instructional technology, special education inclusion, RTI, use of paraprofessionals, etc. Organizing these components into a cohesive and effective educational program has required a considerable and ongoing investment in professional development for teachers, paraprofessionals, and administrators. DCS has an approved three-year professional development plan. Each year, the Leadership Team reviews this plan along with our needs assessment based on the previous yearâs data and develops a focus for upcoming professional development. For example, in 2011 -12 the main areas of focus were differentiated reading instruction, writing instruction, assessments and data. A sampling of the past professional development sessions various staff members participated in included: â¢ Guided Reading â Differentiated Reading instruction â¢ Achieve 3000 â Differentiated Reading instruction â¢ Proactive Crisis Prevention- turn around training â¢ ENO Board Training- smart board training â¢ Practical Ideas to Differentiate Your Writing Instruction (K-2) â¢ Working Successfully With the Difficult Young Child: Practical Strategies that Work â¢ Acuity Assessment â standardized assessment K-2 â¢ Access Billing Training â Leader Services â¢ Using Six Trait Writing to Maximize Your Studentsâ Writing Achievement (grades 3-6) â¢ Mean Girls: Dealing with Todayâs Girl Bullying and Relational Aggression â¢ Hands-On Math Equations â¢ 21st Century Charter Schools: Celebrating the Successes and Confronting The Challenges â¢ Data- driven Instruction/Strategic Student Intervention and Instructional Planning â¢ Standards Aligned Assessments and Instruction â¢ Health and Wellness â¢ Scope and Sequence Revision/ Summer Reading Development â¢ 21st Century Learners and Instructional Innovation</p> </td> </tr> </tbody> </table>	District Comments	<p>3/7/2013 10:56:57 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>The Discovery program combines many innovative components â discovery learning, research-based interventions, data-driven instruction, traditional curriculum programs, expeditionary experiences, integration of instructional technology, special education inclusion, RTI, use of paraprofessionals, etc. Organizing these components into a cohesive and effective educational program has required a considerable and ongoing investment in professional development for teachers, paraprofessionals, and administrators. DCS has an approved three-year professional development plan. Each year, the Leadership Team reviews this plan along with our needs assessment based on the previous yearâs data and develops a focus for upcoming professional development. For example, in 2011 -12 the main areas of focus were differentiated reading instruction, writing instruction, assessments and data. A sampling of the past professional development sessions various staff members participated in included: â¢ Guided Reading â Differentiated Reading instruction â¢ Achieve 3000 â Differentiated Reading instruction â¢ Proactive Crisis Prevention- turn around training â¢ ENO Board Training- smart board training â¢ Practical Ideas to Differentiate Your Writing Instruction (K-2) â¢ Working Successfully With the Difficult Young Child: Practical Strategies that Work â¢ Acuity Assessment â standardized assessment K-2 â¢ Access Billing Training â Leader Services â¢ Using Six Trait Writing to Maximize Your Studentsâ Writing Achievement (grades 3-6) â¢ Mean Girls: Dealing with Todayâs Girl Bullying and Relational Aggression â¢ Hands-On Math Equations â¢ 21st Century Charter Schools: Celebrating the Successes and Confronting The Challenges â¢ Data- driven Instruction/Strategic Student Intervention and Instructional Planning â¢ Standards Aligned Assessments and Instruction â¢ Health and Wellness â¢ Scope and Sequence Revision/ Summer Reading Development â¢ 21st Century Learners and Instructional Innovation</p>
District Comments								
<p>3/7/2013 10:56:57 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>The Discovery program combines many innovative components â discovery learning, research-based interventions, data-driven instruction, traditional curriculum programs, expeditionary experiences, integration of instructional technology, special education inclusion, RTI, use of paraprofessionals, etc. Organizing these components into a cohesive and effective educational program has required a considerable and ongoing investment in professional development for teachers, paraprofessionals, and administrators. DCS has an approved three-year professional development plan. Each year, the Leadership Team reviews this plan along with our needs assessment based on the previous yearâs data and develops a focus for upcoming professional development. For example, in 2011 -12 the main areas of focus were differentiated reading instruction, writing instruction, assessments and data. A sampling of the past professional development sessions various staff members participated in included: â¢ Guided Reading â Differentiated Reading instruction â¢ Achieve 3000 â Differentiated Reading instruction â¢ Proactive Crisis Prevention- turn around training â¢ ENO Board Training- smart board training â¢ Practical Ideas to Differentiate Your Writing Instruction (K-2) â¢ Working Successfully With the Difficult Young Child: Practical Strategies that Work â¢ Acuity Assessment â standardized assessment K-2 â¢ Access Billing Training â Leader Services â¢ Using Six Trait Writing to Maximize Your Studentsâ Writing Achievement (grades 3-6) â¢ Mean Girls: Dealing with Todayâs Girl Bullying and Relational Aggression â¢ Hands-On Math Equations â¢ 21st Century Charter Schools: Celebrating the Successes and Confronting The Challenges â¢ Data- driven Instruction/Strategic Student Intervention and Instructional Planning â¢ Standards Aligned Assessments and Instruction â¢ Health and Wellness â¢ Scope and Sequence Revision/ Summer Reading Development â¢ 21st Century Learners and Instructional Innovation</p>								

2e. High-quality teachers to "high-need" schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<table border="1"> <thead> <tr> <th data-bbox="1087 90 1692 131">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1087 134 1692 263"> 3/7/2013 10:43:29 AM Federal Programs Coordinator Melanie Reiser Not really applicable. DCS is a one-school LEA. </td> </tr> </tbody> </table>	District Comments	3/7/2013 10:43:29 AM Federal Programs Coordinator Melanie Reiser Not really applicable. DCS is a one-school LEA.
District Comments								
3/7/2013 10:43:29 AM Federal Programs Coordinator Melanie Reiser Not really applicable. DCS is a one-school LEA.								

2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<p style="text-align: center;">District Comments</p> <p>3/7/2013 10:54:32 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>Including parent feedback in the decision-making of the school is also of paramount importance to the school's Board and administration. To that end, the Board includes a parent of a student currently enrolled in the school to serve on the Board. Additionally, Board members themselves set an example for school involvement by being frequent visitors to the school. They are represented and participate in all planned school wide activities and events. They make themselves available to the staff, parents and students. Board meetings are open to the public and, in addition to posting meeting date and times in a local newspaper, the meeting dates and times are posted in the charter school's main office and on the school calendar so that any parents interested in attending are made aware of upcoming meetings. The school has an incredibly active Home and School Association that meeting regularly to discuss school matters and plan high-interest events and parent-involvement activities for our families. And, in 2011-12 we hired a full-time Community and Parent Coordinator. Also, when we implement a new initiative, such as our RTI program which we began in 2009-10 and continued in 2010-11 and 2011-12, we ensure that it includes both ample opportunity for parent involvement and opportunities for parents to evaluate the program's success. All parents of students participating in the RTI program are required to participate in three mandatory parent meetings. In October, parents meet with RTI staff, teachers, and administrators to explain the PSSA and benchmarks, review individual student results, and set goals for their child's Individual Academic Plan. In January, the parent meeting focuses on strategies and techniques for preparing for the PSSA. In May, we review 4Sight results, GMADE/GRADE results, and classroom grades with parents to determine if their child met his/her IAP objectives and determine if summer placement is necessary. In 2011-12 and 2012-13 Discovery has implemented campaigns for "Buying into the Mission" and "Working Together to do Better" to encourage all stakeholders to work together as a team to raise student achievement. DCS has been focusing on improving parent communication, partnering with parents on meeting the mission of the school, and developing a stronger family compact.</p>
------------------------	-------------------------------------	--------------------------	--	--	--	--

2g. Transitioning preschool children	<input checked="" type="checkbox"/>	<input type="checkbox"/>						<table border="1"> <tr> <th data-bbox="1089 87 1927 131">District Comments</th> </tr> <tr> <td data-bbox="1089 131 1927 300"> 3/7/2013 10:49:43 AM Federal Programs Coordinator Melanie Reiser DCS does not have a preschool program presently, although we do coordinate with area preschools. </td> </tr> </table>	District Comments	3/7/2013 10:49:43 AM Federal Programs Coordinator Melanie Reiser DCS does not have a preschool program presently, although we do coordinate with area preschools.
District Comments										
3/7/2013 10:49:43 AM Federal Programs Coordinator Melanie Reiser DCS does not have a preschool program presently, although we do coordinate with area preschools.										
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>						<table border="1"> <tr> <th data-bbox="1089 417 1927 461">District Comments</th> </tr> <tr> <td data-bbox="1089 461 1927 558"> 3/7/2013 10:52:43 AM Federal Programs Coordinator Melanie Reiser </td> </tr> </table>	District Comments	3/7/2013 10:52:43 AM Federal Programs Coordinator Melanie Reiser
District Comments										
3/7/2013 10:52:43 AM Federal Programs Coordinator Melanie Reiser										

					District Comments
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Financial reports. <input type="checkbox"/> SWP	

VIII. Targeted Assistance

Component VIII: Targeted Assistance

The LEA targeted assistance programs meet all requirements.

Sec. 1115

If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.

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

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 with test scores <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student <input type="checkbox"/> List of eligible students that are not serviced due to parents declining service		
-------------------------------------	--------------------------	--------------------------	--------------------------	--	--	--

IX. Nonpublic Schools

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

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

X. Comparability

Component X: Comparability						
The LEA complies with the comparability provisions of Title I.						
Sec. 1120A(c)						
<input checked="" type="checkbox"/> If the LEA is exempt from Comparability requirements, this section can be skipped. For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.		

%>

Comments

Discovery Charter School has implemented a School-wide Title I program that is effective and well-managed. There is a positive environment that supports and enhances student learning and success. Teachers and paraprofessionals plan and work together to ensure that children's needs are met. Parents and the community are an integral, active part of the school. Instruction and activities are focused toward preparing students to succeed in the community.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (<i>PDE Form 425</i>) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified		<p style="text-align: center;">District Comments</p> <p>3/8/2013 1:06:44 PM Federal Programs Coordinator Melanie Reiser DCS has improved from 75% HQT in 2009-10 to two consecutive years of 100% HQT in 2011-12 and 2012-13 as a result of rigorous recruitment practices; frequent, meaningful, and individualized professional development; ongoing teacher performance feedback; an educational environment that is technology-rich and supported by numerous support staff (paraeducators, special education teachers, student intervention specialists, and interns and student teachers); and a true family environment at the school.</p>
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (<i>PDE Form 425</i>). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		<p style="text-align: center;">District Comments</p> <p>3/8/2013 10:16:54 AM Federal Programs Coordinator Melanie Reiser DCS has been 100% HQT for two consecutive years (2011-12 and 2012-13), so they do not currently have any individualized professional development plans. Our federal programs coordinator is familiar with this compliance requirement and the suggested template attached to the PDE Form 425.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 3:56:44 PM State Monitor Anne Kauffman DCS has been 100% HQT for both the 2011-12 and 2012-13 school years,so they do not currently have any individualized professional development plans. The federal programs coordinator is familiar with this compliance requirement and the suggested template attached to the PDE Form 425.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented <i>(this could vary from LEA to LEA)</i>		District Comments
						3/6/2013 2:28:29 PM Federal Programs Coordinator Melanie Reiser DCS has was 100% HQT in 2011-12 and has made AYP for four consecutive years.
						Monitor Comments
						3/16/2013 3:57:36 PM State Monitor Anne Kauffman Discovery CS was 100% HQT in 2011-12 and has made AYP for four consecutive years.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>4. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 		<p style="text-align: center;">District Comments</p> <p>3/8/2013 10:29:08 AM Federal Programs Coordinator Melanie Reiser To ensure teacher equity and create a professional environment of collaborative learning and peer support, our aim is to staff each grade level (consisting of three classrooms per level) with at least one senior teacher (i.e. 3 or more years teaching experience), one teacher with special education training and credentials, and no more than one teacher new to the profession or to Discovery. Along with the regular education teacher each classroom, Discovery strives to have at least one adult with special education experience as well as a highly qualified paraeducator. Through our partnerships with several area universities (i.e. St. Johns, LaSalle, Lincoln, and Drexel), we have had student teachers in several of our classrooms, which further increases the amount of instructional staff in our classrooms. After we staff each grade level to ensure equity in experience, we roster students to ensure an even distribution of special educations for balance in our full-inclusion model. While Discovery’s student population is predominately low-income and minority, the administration takes care to ensure that minority and low-income students are proportionally represented in each classroom, and are not to be taught to a greater extent than their non-minority, non-low-income peers by inexperienced or unqualified teachers.</p>

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. 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		District Comments
						3/6/2013 2:40:14 PM Federal Programs Coordinator Melanie Reiser DCS will provide the monitor with copies of both its official PDE-approved professional development plan and its internal professional development plan. Both documents include needs assessments.
						Monitor Comments
						3/16/2013 4:02:16 PM State Monitor Anne Kauffman The monitor reviewed Discovery's professional development plan and discussed it with school staff members.
6. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting Notices, Agenda, Sign-in sheets		District Comments
						3/6/2013 2:49:32 PM Federal Programs Coordinator Melanie Reiser Our PDE-approved professional development plan includes planning committee with several parent representatives.
						Monitor Comments
						3/17/2013 9:00:50 PM State Monitor Anne Kauffman Discovery has a professional development planning committee that includes parent representatives.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. 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.		<p style="text-align: center;">District Comments</p> <p>3/6/2013 2:45:26 PM Federal Programs Coordinator Melanie Reiser The Discovery program combines many innovative components â discovery learning, research-based interventions, data-driven instruction, traditional curriculum programs, expeditionary experiences, integration of instructional technology, special education inclusion, RTI, use of paraprofessionals, etc. Organizing these components into a cohesive and effective educational program has required a considerable and ongoing investment in professional development for teachers, paraprofessionals, and administrators. DCS has an approved three-year professional development plan. Each year, the Leadership Team reviews this plan along with our needs assessment based on the previous yearâs data and develops a focus for upcoming professional development. For example, in 2011-12 the main areas of focus were differentiated reading instruction, writing instruction, assessments and data. In 2012-13 professional development has included topics such as data-driven instruction, STEM, test preparation, each one teach one, PowerSchol, content subject areas, positive behavior supports, etc.</p>
8. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input type="checkbox"/> Attendance rosters		<p style="text-align: center;">District Comments</p> <p>3/6/2013 2:48:38 PM Federal Programs Coordinator Melanie Reiser DCS will provide the monitor with a list of professional development activities provided school-wide and in cluster meetings. These are attended by all school staff, including paraprofessionals. Additionally, we provide all staff the opportunity to develop their craft through conference attendance and tuition reimbursement for college or graduate studies that would benefit them in their position at DCS.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>9. 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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> PD needs assessment</p> <p><input type="checkbox"/> Teacher surveys</p> <p><input type="checkbox"/> ACT 48 PD plan</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1159 230 1948 277" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 277 1948 805"> <p>3/6/2013 3:38:07 PM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>Our PDE needs assessment (which is done formally every three years when developing our Act 48 plan, and informally each year with the release of new data) did not reveal this as a need. Our population is fairly homogenous (99.7% minority and 70% low-income), and our test scores do not indicate an achievement gap between our minority and low-income students and other students. For example, in 2011-12, 71% of DCS students overall were proficient in math on the PSSA while 70% of black students and 70% economically disadvantaged were similarly proficient. This difference was statistically insignificant. In reading, economically disadvantaged students actually performed 5% better than students as a whole on the 2011-12 PSSA.</p> </td> </tr> <tr> <th data-bbox="1159 805 1948 852" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1159 852 1948 1076"> <p>3/16/2013 4:05:43 PM</p> <p>State Monitor Anne Kauffman</p> <p>Discovery's population is fairly homogenous (99.7% minority and 70% low-income). Test scores do not indicate an achievement gap between minority and low-income students and other students.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/6/2013 3:38:07 PM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>Our PDE needs assessment (which is done formally every three years when developing our Act 48 plan, and informally each year with the release of new data) did not reveal this as a need. Our population is fairly homogenous (99.7% minority and 70% low-income), and our test scores do not indicate an achievement gap between our minority and low-income students and other students. For example, in 2011-12, 71% of DCS students overall were proficient in math on the PSSA while 70% of black students and 70% economically disadvantaged were similarly proficient. This difference was statistically insignificant. In reading, economically disadvantaged students actually performed 5% better than students as a whole on the 2011-12 PSSA.</p>	Monitor Comments	<p>3/16/2013 4:05:43 PM</p> <p>State Monitor Anne Kauffman</p> <p>Discovery's population is fairly homogenous (99.7% minority and 70% low-income). Test scores do not indicate an achievement gap between minority and low-income students and other students.</p>
District Comments										
<p>3/6/2013 3:38:07 PM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>Our PDE needs assessment (which is done formally every three years when developing our Act 48 plan, and informally each year with the release of new data) did not reveal this as a need. Our population is fairly homogenous (99.7% minority and 70% low-income), and our test scores do not indicate an achievement gap between our minority and low-income students and other students. For example, in 2011-12, 71% of DCS students overall were proficient in math on the PSSA while 70% of black students and 70% economically disadvantaged were similarly proficient. This difference was statistically insignificant. In reading, economically disadvantaged students actually performed 5% better than students as a whole on the 2011-12 PSSA.</p>										
Monitor Comments										
<p>3/16/2013 4:05:43 PM</p> <p>State Monitor Anne Kauffman</p> <p>Discovery's population is fairly homogenous (99.7% minority and 70% low-income). Test scores do not indicate an achievement gap between minority and low-income students and other students.</p>										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
10. The LEA provides professional development expenditures for educational services to eligible nonpublic school staff 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		<div style="text-align: center;">District Comments</div> <p>3/6/2013 2:41:36 PM Federal Programs Coordinator Melanie Reiser DCS is a charter school, and, thus, is exempt from non-public requirements.</p> <div style="text-align: center;">Monitor Comments</div> <p>3/16/2013 4:06:31 PM State Monitor Anne Kauffman Discovery is a charter school, and is exempt from non-public requirements.</p>

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. 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		<p style="text-align: center;">District Comments</p> <p>3/6/2013 2:23:31 PM Federal Programs Coordinator Melanie Reiser DCS is a one-school LEA. Therefore, all funds are directed to the one school. However, we do use Title II funds to recruit and retain HQTs via high quality professional development opportunities, tuition reimbursement, and partnering with groups such as Teach for America to ensure our new teachers will be HQT and well-trained.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 4:08:43 PM State Monitor Anne Kauffman Discovery CS is a one-school LEA and is not in school improvement. All funds are directed to the one school.</p>
12. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Highly Qualified Teacher Credentials from PDE		<p style="text-align: center;">District Comments</p> <p>3/6/2013 2:25:07 PM Federal Programs Coordinator Melanie Reiser Class size reduction is not one of our priorities for Title II. However, the school does use Title I to increase the number of adults in the school, with most classrooms having at least two (a teacher plus a special education teacher or a teaching assistant).</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 4:09:40 PM State Monitor Anne Kauffman Class size reduction is not one of Discovery's priorities for Title II.</p>

%>

Comments

Discovery Charter School makes effective use of its Title II funds. There is extensive, on-going staff development that includes administration, teachers, and paraprofessionals working together to meet staff and student needs.

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p>OMB Circular A-87</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<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.	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	<p align="center">District Comments</p> <p>3/6/2013 12:16:12 PM Federal Programs Coordinator Melanie Reiser DCS will provide copies of audits for FY 2011-12 and FY 2012. DCS did not have any findings related to federal programs in either year. The auditor in both years found that the school complied in all material respects with the compliance requirements that could have a direct material effect on each of its federal programs. Also, no material weaknesses or significant deficiencies over internal control over major federal programs were identified.</p>
							<p align="center">Monitor Comments</p> <p>3/16/2013 3:34:24 PM State Monitor Anne Kauffman Monitor reviewed 2011 and 2012 audits. No material weaknesses or significant deficiencies were identified.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments			
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I 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).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Carryover section of Title I project on eGrants					
	<p>2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request and "Carryover Waiver Approval Letter" from DFP on file at LEA/District.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/6/2013 11:43:46 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>DCS historically does not request any carryover and funds from year to year, let alone funds in excess of 15% of the prior year's allocation. As such, we do not need to request a waiver. Screen shots from the Carryover section on eGrants from 2011-12 and 2012-13 provide evidence of this.</p> </td> </tr> <tr> <th style="text-align: center; background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td> <p>3/16/2013 3:36:09 PM</p> <p>State Monitor Anne Kauffman</p> <p>No carryover waiver has been requested.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/6/2013 11:43:46 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>DCS historically does not request any carryover and funds from year to year, let alone funds in excess of 15% of the prior year's allocation. As such, we do not need to request a waiver. Screen shots from the Carryover section on eGrants from 2011-12 and 2012-13 provide evidence of this.</p>	Monitor Comments
District Comments										
<p>3/6/2013 11:43:46 AM</p> <p>Federal Programs Coordinator Melanie Reiser</p> <p>DCS historically does not request any carryover and funds from year to year, let alone funds in excess of 15% of the prior year's allocation. As such, we do not need to request a waiver. Screen shots from the Carryover section on eGrants from 2011-12 and 2012-13 provide evidence of this.</p>										
Monitor Comments										
<p>3/16/2013 3:36:09 PM</p> <p>State Monitor Anne Kauffman</p> <p>No carryover waiver has been requested.</p>										
<p>C. Rank Order</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	<p>1. The LEA is only serving eligible schools and all schools above 75% poverty are served.</p>	☐	☐	☑	<p>☐ Documentation detailing the poverty data used to determine eligibility</p>		<p style="text-align: center;">District Comments</p> <p>3/6/2013 11:50:23 AM Federal Programs Coordinator Melanie Reiser DCS is a one-school LEA. DCS is the only eligible school. School ranking page from eGrants indicates the DCS is comprised of one school.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 3:38:56 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible school.</p>
	<p>2. The ranking procedures are applied without regard to grade spans or schools when poverty rate of school is 75% and above.</p>	☐	☐	☑	<p>☐ Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.</p>		<p style="text-align: center;">District Comments</p> <p>3/6/2013 11:53:09 AM Federal Programs Coordinator Melanie Reiser N/A -- DCS is a one-school LEA, and, as such, ranking does not apply.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 3:39:59 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible school.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	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"/> Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		<p style="text-align: center;">District Comments</p> <p>3/6/2013 11:53:21 AM Federal Programs Coordinator Melanie Reiser N/A -- DCS is a one-school LEA, and, as such, ranking does not apply.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 3:40:15 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible school.</p>
	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 per pupil amounts in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		<p style="text-align: center;">District Comments</p> <p>3/6/2013 11:54:20 AM Federal Programs Coordinator Melanie Reiser Copy of the ranking page from eGrants will be provided during site visit. Again, as a one-school LEA, DCS only has one eligible school</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 3:40:55 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible school.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	5. Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td>3/6/2013 11:55:19 AM Federal Programs Coordinator Melanie Reiser DCS will provide a copy of it's internal budget sheet. As, DCS is a one-school LEA, the local budget matches the budget in eGrants.</td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>3/16/2013 3:41:07 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible school.</td> </tr> </table>	District Comments	3/6/2013 11:55:19 AM Federal Programs Coordinator Melanie Reiser DCS will provide a copy of it's internal budget sheet. As, DCS is a one-school LEA, the local budget matches the budget in eGrants.	Monitor Comments	3/16/2013 3:41:07 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible school.
District Comments											
3/6/2013 11:55:19 AM Federal Programs Coordinator Melanie Reiser DCS will provide a copy of it's internal budget sheet. As, DCS is a one-school LEA, the local budget matches the budget in eGrants.											
Monitor Comments											
3/16/2013 3:41:07 PM State Monitor Anne Kauffman Discovery CS is a one school LEA and is the only eligible 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.		<p style="text-align: center;">District Comments</p> <p>3/6/2013 11:56:52 AM Federal Programs Coordinator Melanie Reiser DCS is a one-school LEA, that serves K-8. There is no preschool program. Only children who turn five by September 1st of the school year are admitted to kindergarten at DCS and are included in our child and poverty count.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/16/2013 3:42:38 PM State Monitor Anne Kauffman Discovery CS does not have a preschool program at this time. Children must be five by September 1st to be admitted to kindergarten.</p>
D. Supplement / Supplant							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	<p style="text-align: center;">District Comments</p> <p>3/6/2013 2:03:27 PM Federal Programs Coordinator Melanie Reiser DCS will provide to the monitor a copy of the Title I and Title II documents that were provided to the independent auditor for 2011-12. This includes the FER, the original budget, and back-up documentation which shows that expenditure records match the original budget.</p>
	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input checked="" type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		<p style="text-align: center;">District Comments</p> <p>3/6/2013 3:15:02 PM Federal Programs Coordinator Melanie Reiser In addition to the documentation above, DCS will provide the most recent letter from PDE (from 9/26/12) demonstrating that the school has maintained fiscal effort (MOE letter) between FY 2011 and FY 2010.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures are supplemental		<p align="center">District Comments</p> <p>3/6/2013 1:44:24 PM Federal Programs Coordinator Melanie Reiser DCS is not a targeted assistance program.</p> <p align="center">Monitor Comments</p> <p>3/16/2013 3:44:44 PM State Monitor Anne Kauffman Discovery CS does not operate a targeted assistance program.</p>
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to:	
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equipment Inventory List	Pertains to:	
F. Compliance to Reservations							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, Neglected or Delinquent children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Amounts on Reservation of Funds section of Title I project match corresponding line items on budget <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: • Title IA & D	District Comments 3/6/2013 1:39:40 PM Federal Programs Coordinator Melanie Reiser DCS has a homeless exemption as a charter school.
							Monitor Comments 3/16/2013 3:46:08 PM State Monitor Anne Kauffman Discovery CS has a homeless exemption as a charter school.
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		District Comments 3/6/2013 1:40:16 PM Federal Programs Coordinator Melanie Reiser DCS is not in School Improvement, and, as such, does not offer SES.
							Monitor Comments 3/16/2013 3:47:05 PM State Monitor Anne Kauffman Discovery Charter School is not in school improvement.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> At least 1% of Title I allocation is reflected in line item "3300-Community Services" within Title I budget. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures/invoices supporting Parent Involvement Set Aside amount.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1591 164 1953 207" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1591 215 1953 573"> 3/6/2013 1:41:41 PM Federal Programs Coordinator Melanie Reiser While the school does invest significantly in parent involvement, they do not do so through Title I. This reservation is not required, because their allocation is under \$500K. </td> </tr> <tr> <th data-bbox="1591 581 1953 625" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1591 633 1953 873"> 3/16/2013 3:48:04 PM State Monitor Anne Kauffman This reservation is not required, because Discovery's allocation is under \$500K. </td> </tr> </tbody> </table>	District Comments	3/6/2013 1:41:41 PM Federal Programs Coordinator Melanie Reiser While the school does invest significantly in parent involvement, they do not do so through Title I. This reservation is not required, because their allocation is under \$500K.	Monitor Comments	3/16/2013 3:48:04 PM State Monitor Anne Kauffman This reservation is not required, because Discovery's allocation is under \$500K.
District Comments											
3/6/2013 1:41:41 PM Federal Programs Coordinator Melanie Reiser While the school does invest significantly in parent involvement, they do not do so through Title I. This reservation is not required, because their allocation is under \$500K.											
Monitor Comments											
3/16/2013 3:48:04 PM State Monitor Anne Kauffman This reservation is not required, because Discovery's allocation is under \$500K.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	4. LEAs with Title I schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in sheets, 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"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1589 164 1946 207" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1589 207 1946 472"> 3/6/2013 1:42:19 PM Federal Programs Coordinator Melanie Reiser DCS is not in School Improvement, and, as such, does not have to set aside 10% of funds for PD. </td> </tr> <tr> <th data-bbox="1589 472 1946 516" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1589 516 1946 711"> 3/16/2013 3:48:51 PM State Monitor Anne Kauffman Discovery CS is not in School Improvement. </td> </tr> </tbody> </table>	District Comments	3/6/2013 1:42:19 PM Federal Programs Coordinator Melanie Reiser DCS is not in School Improvement, and, as such, does not have to set aside 10% of funds for PD.	Monitor Comments	3/16/2013 3:48:51 PM State Monitor Anne Kauffman Discovery CS is not in School Improvement.
District Comments											
3/6/2013 1:42:19 PM Federal Programs Coordinator Melanie Reiser DCS is not in School Improvement, and, as such, does not have to set aside 10% of funds for PD.											
Monitor Comments											
3/16/2013 3:48:51 PM State Monitor Anne Kauffman Discovery CS is not in School Improvement.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
G. Obligating Funds	1. The LEA began obligating funds on or after the programs' approved date; (Program start date is found on first page of approved Consolidated Application).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on program expenditure records/invoices, begin on or after approved start date on Consolidated Application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1587 159 1946 212" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 212 1946 769"> 3/6/2013 1:14:11 PM Federal Programs Coordinator Melanie Reiser A copy of our approval letter and the first page of our Consolidated Application will be provided indicating that our obligation date for 2012-13 was July 1, 2012. A copy of our first quarter Reconciliation of Cash on Hand and our internal back-up records to this indicate that no expenditures were incurred before July 1, 2012. </td> </tr> <tr> <th data-bbox="1587 769 1946 823" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1587 823 1946 1076"> 3/16/2013 3:50:19 PM State Monitor Anne Kauffman The letter of approval dated July 1, 2012 was reviewed as well as records of expenditures. </td> </tr> </tbody> </table>	District Comments	3/6/2013 1:14:11 PM Federal Programs Coordinator Melanie Reiser A copy of our approval letter and the first page of our Consolidated Application will be provided indicating that our obligation date for 2012-13 was July 1, 2012. A copy of our first quarter Reconciliation of Cash on Hand and our internal back-up records to this indicate that no expenditures were incurred before July 1, 2012.	Monitor Comments	3/16/2013 3:50:19 PM State Monitor Anne Kauffman The letter of approval dated July 1, 2012 was reviewed as well as records of expenditures.
District Comments											
3/6/2013 1:14:11 PM Federal Programs Coordinator Melanie Reiser A copy of our approval letter and the first page of our Consolidated Application will be provided indicating that our obligation date for 2012-13 was July 1, 2012. A copy of our first quarter Reconciliation of Cash on Hand and our internal back-up records to this indicate that no expenditures were incurred before July 1, 2012.											
Monitor Comments											
3/16/2013 3:50:19 PM State Monitor Anne Kauffman The letter of approval dated July 1, 2012 was reviewed as well as records of expenditures.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Nonpublic Per Pupil Amounts are correctly distributed. <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application. <input type="checkbox"/> Budget reflects Nonpublic total.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1589 164 1953 212" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1589 212 1953 440"> 3/6/2013 1:00:38 PM Federal Programs Coordinator Melanie Reiser DCS is a charter school, and , as such, non-publics do not apply </td> </tr> <tr> <th data-bbox="1589 440 1953 488" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1589 488 1953 748"> 3/16/2013 3:51:58 PM State Monitor Anne Kauffman Discovery is a charter school and is not required to reserve funds for non-public students. </td> </tr> </tbody> </table>	District Comments	3/6/2013 1:00:38 PM Federal Programs Coordinator Melanie Reiser DCS is a charter school, and , as such, non-publics do not apply	Monitor Comments	3/16/2013 3:51:58 PM State Monitor Anne Kauffman Discovery is a charter school and is not required to reserve funds for non-public students.
District Comments											
3/6/2013 1:00:38 PM Federal Programs Coordinator Melanie Reiser DCS is a charter school, and , as such, non-publics do not apply											
Monitor Comments											
3/16/2013 3:51:58 PM State Monitor Anne Kauffman Discovery is a charter school and is not required to reserve funds for non-public students.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments			
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 				
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/6/2013 1:08:31 PM Federal Programs Coordinator Melanie Reiser All employees funded by Title I are funded solely by Title I. As none are pro-rated, they all do semi-annual certifications.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/16/2013 3:53:43 PM State Monitor Anne Kauffman All employees funded by Title I are funded solely by Title I. None are pro-rated.</td> </tr> </tbody> </table>	District Comments	3/6/2013 1:08:31 PM Federal Programs Coordinator Melanie Reiser All employees funded by Title I are funded solely by Title I. As none are pro-rated, they all do semi-annual certifications.	Monitor Comments
District Comments										
3/6/2013 1:08:31 PM Federal Programs Coordinator Melanie Reiser All employees funded by Title I are funded solely by Title I. As none are pro-rated, they all do semi-annual certifications.										
Monitor Comments										
3/16/2013 3:53:43 PM State Monitor Anne Kauffman All employees funded by Title I are funded solely by Title I. None are pro-rated.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	District Comments 3/6/2013 1:34:51 PM Federal Programs Coordinator Melanie Reiser DCS has a schedule for record retention and destruction schedule, which explicitly states that documents relating to Federal Programs must be maintained for 7 years. Whenever possible, the school keeps electronic copies as well.

%>

Comments

Fiscal elements of the program are in compliance. Fiscal documentation is well organized and complete.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Discovery Charter School	3/15/2013	Aenour Elarbi	Paraprofessional
Discovery Charter School	3/15/2013	Cheryl Martin	Parent
Discovery Charter School	3/15/2013	Denise Wells	Paraprofessional
Discovery Charter School	3/15/2013	Indigene Hamlin	Paraprofessional
Discovery Charter School	3/15/2013	Katrisha Hairston	Parent
Discovery Charter School	3/15/2013	Nina Brevard	Principal
Discovery Charter School	3/15/2013	Omari Alston	Paraprofessional
Discovery Charter School	3/15/2013	Pam Evans	Community & Parent Coordinator
Discovery Charter School	3/15/2013	Renee Brown	Parent
Discovery Charter School	3/15/2013	Thomas Randall	Paraprofessional
Discovery Charter School	3/15/2013	Tonia Elmore	Site Administrator

DISCOVERY CHARTER SCHOOL
FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2012



**DISCOVERY CHARTER SCHOOL
TABLE OF CONTENTS
YEAR ENDED JUNE 30, 2012**

	<u>Page</u>
INDEPENDENT AUDITORS' REPORT	1
REQUIRED SUPPLEMENTARY INFORMATION	
Management's Discussion and Analysis	3
BASIC FINANCIAL STATEMENTS	
Statement of Net Assets	6
Statement of Activities	7
Balance Sheet – Governmental Funds	8
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets	9
Statement of Revenues, Expenditures and Changes in Fund Balance – Governmental Funds	10
Reconciliation of the Statement of Revenues, Expenditures and Changes In Fund Balances of Government Funds to the Statement of Activities	11
Notes to Financial Statements	12
SUPPLEMENTARY INFORMATION	
Schedule of Revenues, Expenditures and Change in Fund Balance – Budget and Actual –Governmental Funds	21
Schedule of Expenditure of Federal Awards	22
Notes to Schedule of Expenditures of Federal Awards	23
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENTAL AUDITING STANDARDS</i>	24
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133	26
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	28
SCHEDULE OF PRIOR YEAR FINDINGS	30



INDEPENDENT AUDITORS' REPORT

Board of Trustees
Discovery Charter School
Philadelphia, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the general fund of Discovery Charter School (a nonprofit organization) as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Discovery Charter School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America 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 basic 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 the general fund of Discovery Charter School as of June 30, 2012, and the respective changes in financial position 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 December 14, 2012, on our consideration of the Discovery Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of law, 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 important for assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis (pages 3-5) and budgetary comparison (page 21) 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

Board of Trustees
Discovery Charter School

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 Discovery Charter School's financial statements. The schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations (Circular A-133)*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the 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 schedule of expenditure of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

A handwritten signature in cursive script that reads "J. Miller & Associates, LLC". The signature is written in black ink and is positioned above the printed name of the firm.

J. MILLER & ASSOCIATES, LLC

Philadelphia, Pennsylvania
December 14, 2012

**DISCOVERY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2012**

The Board of Trustees of the Discovery 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 \$27,806 to \$7,813,670 primarily due to increases in revenues from local educational agencies offset by decreases in state and federal sources. The School also received debt proceeds, classified as Other Financing Sources in the General Fund on the Governmental Basis, of \$13,445,000.
- At the close of the current fiscal year, the School reports an ending fund balance of \$10,847,094. This fund balance represents an increase in fund balance of \$9,339,294 for the year ended June 30, 2012.
- The School’s cash balance at June 30, 2012 was \$734,367, representing a decrease of \$743,980 from June 30, 2011. There is also restricted cash of \$10,384,825 at June 30, 2012 related to the building project.

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, budgetary comparison, and reporting requirements under *Government Auditing Standards* and OMB Circular A-133.

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 one governmental fund – the general fund.

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.

**DISCOVERY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2012**

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$2,348,702 as of June 30, 2012.

	<u>2012</u>	<u>2011</u>
Total Assets	\$ 16,538,258	\$ 3,094,811
Total Liabilities	<u>14,189,556</u>	<u>639,242</u>
Invested in Capital Assets, Net of Related Debt	1,886,433	947,769
Unrestricted Net Assets	<u>462,269</u>	<u>1,507,800</u>
Total Net Assets	<u>\$ 2,348,702</u>	<u>\$ 2,455,569</u>

The School's revenues are predominately from the School District of Philadelphia, based on the student enrollment.

	<u>2012</u>	<u>2011</u>
REVENUES		
Local Educational Agencies	\$ 6,526,089	\$ 6,191,545
Other Local Sources	370,219	251,734
State Sources	299,992	347,686
Federal Sources	<u>617,370</u>	<u>994,899</u>
Total Revenues	7,813,670	7,785,864
EXPENDITURES		
Instruction	4,237,580	4,221,297
Pupil Personnel	169,792	168,083
Instructional Staff Support	81,773	65,090
Administration Support	820,952	570,981
Pupil Health	78,503	73,610
Business Support Services	216,235	224,127
Operations and Maintenance	1,220,390	1,146,383
Non-Instructional Support Services	223,170	142,456
Student Activities	443,086	504,861
Depreciation Expense	<u>429,056</u>	<u>489,511</u>
Total Expenditures	<u>7,920,537</u>	<u>7,606,399</u>
Change in Net Assets	(106,867)	179,465
Net Assets, Beginning	<u>2,455,569</u>	<u>2,276,104</u>
Net Assets, Ending	<u>\$ 2,348,702</u>	<u>\$ 2,455,569</u>

Government 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 \$10,847,094. For the year ended June 30, 2012, the School's revenues and other financing sources (\$21,258,670) exceeded expenditures (\$11,919,376) by \$9,339,294.

**DISCOVERY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2012**

General Fund Budgetary Highlights

Actual revenues exceeded budgeted revenues by approximately \$243,000 primarily due to other local sources. Other financing sources of \$13,445,000 were not budgeted. Actual expenditures exceeded budgeted expenditures by approximately \$4.4 million primarily due to instruction, debt service and capital outlays.

Capital Asset and Debt Administration

CAPITAL ASSETS

As of June 30, 2012, the School's investment in capital assets for its governmental activities totaled \$1,632,216 (net of accumulated depreciation and related debt). Investment in capital assets includes construction in progress for the new school facility, leasehold improvements for the current rented facility, furniture and equipment and cash restricted for the building project.

Major capital asset purchases during the year included the following:

- Construction in progress of \$3,856,227, including capitalized interest of \$251,986
- Furniture and equipment of \$22,045

Additional information on the School's capital assets can be found in Note 3 of this report.

LONG-TERM DEBT

The School issued long-term revenue bonds through Philadelphia Industrial Development Corporation in the amount of \$13,445,000 for the acquisition and construction of a new school facility.

Additional information on the School's debt can be found in Note 7 of this report.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the student subsidy provided by the School District of Philadelphia, will have a rate decrease for regular education from \$8,773 to \$8,096 and a rate increase for special education from \$19,423 to \$19,660 for the 2012-13 school year. In addition, the retirement contribution rate will increase from 8.65% to 12.36%.

Future Events that will Financially Impact the School

The new school facility is expected to be completed in calendar year 2013.

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 Chief Executive Officer, Discovery Charter School, 5070 Parkside Avenue, Philadelphia, Pennsylvania 19131.

**DISCOVERY CHARTER SCHOOL
STATEMENT OF NET ASSETS
YEAR ENDED JUNE 30, 2012
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2011)**

ASSETS	Governmental Activities	
	2012	2011
CURRENT ASSETS		
Cash	\$ 733,193	\$ 1,478,347
Restricted Cash	10,384,825	-
Due from Local Educational Agencies	125,249	64,473
State Subsidies Receivable	145,614	125,386
Federal Subsidies Receivable	55,827	389,968
Employee Advances	26,517	16,747
Prepaid Expenses	45,760	19,529
Total Current Assets	11,516,985	2,094,450
CAPITAL ASSETS, NET	4,396,985	947,769
OTHER ASSETS		
Bond Discount, Net of Amortization	549,623	-
Security Deposit	74,665	52,592
Total Assets	16,538,258	3,094,811
LIABILITIES		
CURRENT LIABILITIES		
Accounts Payable and Accrued Expenses	268,506	\$ 23,002
Salaries and Benefits Payable	471,568	602,729
Due to Other Governments	4,482	13,511
Total Current Liabilities	744,556	639,242
LONG TERM DEBT	13,445,000	-
Total Liabilities	14,189,556	639,242
NET ASSETS		
Invested in Capital Assets, Net of Related Debt	1,886,433	947,769
Unrestricted	462,269	1,507,800
Total Net Assets	\$ 2,348,702	\$ 2,455,569

See accompanying Notes to Financial Statements.

**DISCOVERY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2012
(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2011)**

Functions	Expenses	Program Revenues Operating Grants and Contributions	2012 Net (Expense) Revenue and Changes in Net Assets Total Governmental Activities	2011 Net (Expense) Revenue and Changes in Net Assets Total Governmental Activities
Governmental Activities:				
Instruction	\$ 4,237,580	\$ 617,370	\$ (3,620,210)	\$ (3,226,398)
Pupil Personnel	169,792	-	(169,792)	(168,083)
Instructional Staff Support	81,773	-	(81,773)	(65,090)
Administration Support	820,952	-	(820,952)	(570,981)
Pupil Health	78,503	-	(78,503)	(73,610)
Business Support Services	216,235	-	(216,235)	(224,127)
Operation and Maintenance of Plant Services	1,220,390	-	(1,220,390)	(1,146,383)
Other Non-Instructional Support Services	223,170	-	(223,170)	(142,456)
Student Activities	443,086	-	(443,086)	(504,861)
Depreciation Expense	429,056	-	(429,056)	(489,511)
Total	<u>\$ 7,920,537</u>	<u>\$ 617,370</u>	(7,303,167)	(6,611,500)
General Revenues:				
			6,526,089	6,191,545
			299,992	347,686
			370,219	251,734
			<u>7,196,300</u>	<u>6,790,965</u>
			(106,867)	179,465
			<u>2,455,569</u>	<u>2,276,104</u>
			<u>\$ 2,348,702</u>	<u>\$ 2,455,569</u>

See accompanying Notes to Financial Statements.

**DISCOVERY CHARTER SCHOOL
BALANCE SHEET – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2012
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2011)**

ASSETS	General Fund	
	2012	2011
Cash	\$ 733,193	\$ 1,478,347
Restricted Cash	10,384,825	-
Due from Local Educational Agencies	125,249	64,473
State Subsidies Receivable	145,614	125,386
Federal Subsidies Receivable	55,827	389,968
Employee Advances	26,517	16,747
Prepaid Expenses	45,760	19,529
Security Deposit	74,665	52,592
Total Assets	\$ 11,591,650	\$ 2,147,042
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable and Accrued Expenses	\$ 268,506	\$ 23,002
Salaries and Benefits Payable	471,568	602,729
Due to Other Governments	4,482	13,511
Total Liabilities	744,556	639,242
FUND BALANCE		
Restricted for Prepaid Expenses and Security Deposits	120,425	19,529
Restricted for Building Project	10,384,825	-
Unassigned Fund Balance	341,844	1,488,271
Total Fund Balance	10,847,094	1,507,800
Total Liabilities and Fund Balance	\$ 11,591,650	\$ 2,147,042

See accompanying Notes to Financial Statements.

**DISCOVERY CHARTER SCHOOL
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS TO
THE STATEMENTS OF NET ASSETS
YEAR ENDED JUNE 30, 2012**

Total Fund Balance for Governmental Funds \$ 10,847,094

Total Net Assets Reported for Governmental Activities in the Statement of Net Assets is Different because:

Long-term liabilities that pertain to governmental funds, including bonds and leases payable are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the Statement of Net Assets. Balances a year end are:

Bonds Payable	(13,445,000)
Discount on Bonds and Financing Fees	549,623

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:

Capital Assets, Net	<u>4,396,985</u>
---------------------	------------------

Total Net Assets of Governmental Activities \$ 2,348,702

**DISCOVERY CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2012
(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2011)**

	General Fund	
	2012	2011
REVENUES		
Local Educational Agency Assistance	\$ 6,526,089	\$ 6,191,545
Other Local Sources	370,219	251,734
State Sources	299,992	347,686
Federal Sources	617,370	994,899
Total Revenues	<u>7,813,670</u>	<u>7,785,864</u>
Other Financing Sources		
Debt Proceeds	<u>13,445,000</u>	<u>-</u>
 Total Revenues and Financing Sources	 21,258,670	 7,785,864
EXPENDITURES		
Instruction	4,237,580	4,221,297
Support Services	2,810,815	2,390,730
Non-Instructional Services	443,086	504,861
Capital Outlays	3,878,272	294,215
Debt Service	549,623	-
Total Expenditures	<u>11,919,376</u>	<u>7,411,103</u>
 NET CHANGE IN FUND BALANCE	 9,339,294	 374,761
 Fund Balance - Beginning of Year	 <u>1,507,800</u>	 <u>1,133,039</u>
 FUND BALANCE - END OF YEAR	 <u><u>\$ 10,847,094</u></u>	 <u><u>\$ 1,507,800</u></u>

See accompanying Notes to Financial Statements.

**DISCOVERY 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**

Net Change in Fund Balances - Total Governmental Funds \$ 9,339,294

Amounts Reported for Governmental Activities in the Statement of Activities are
Difference because:

The governmental funds report note proceeds as financing sources, while repayment of note principal is reported as expenditures. In the statement of net assets, however, the issuance of debt increases long-term liabilities and does not affect the statement of activities; repayment of principal reduces the liability. In addition, governmental funds report long-term assets as financing uses but as other assets in the statement of net assets. The net effect of these differences in the treatment of debt and associated long-term liabilities is as follows:

Issuance of Debt	(13,445,000)
Bond Discount and Financing Fees	549,623

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. In addition, gain or loss on disposal of capital assets does not recognize the original cost of the assets. However, in the statement of activities, the gain or loss on the disposal of assets is recognized.

Capital Outlays, including Capitalized Interest	3,878,272
Depreciation Expense	<u>(429,056)</u>

Change in Net Assets of Governmental Activities \$ (106,867)

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

NOTE 1 BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Background

Discovery Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The operating charter has been renewed for a five-year period through June 2013. The mission of the School is to provide a high quality public education to students in grades K-8. The School is located in Philadelphia and currently provides education for students in grades K-8.

Basis of Presentation

The financial statements of the School have been prepared in conformity with U.S. generally accepted accounting principles 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.

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 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 60 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.

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

**NOTE 1 BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)**

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 Management’s 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:

- 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. The School presently has not incurred any related debt.
- 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. The School presently has no restricted net assets.
- 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.”

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School’s financial statements for the year ended June 30, 2011, from which the summarized information was derived. Certain prior year summarized information has been reclassified in order to confirm with the current year presentation.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with U.S. generally accepted accounting principles. 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 Labor, Education and Community Services Comptroller’s Office is the final budget as well. The budget (the schedule of revenues, expenditures and changes in fund balance – budget and actual) is required supplementary information.

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

**NOTE 1 BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)**

Fund Balance Reporting

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB 54) requires the fund balance amounts to be properly reported within one of the fund balance categories listed below.

- *Nonspendable*, fund balance category includes amounts that cannot be spent because they are in an unspendable form or legally or contractually required to be maintained intact and property held for resale, such as fund balance associated with inventories, prepaids, long-term loans and notes receivable.
- *Restricted* fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource provides or through enabling legislation.
- *Committed* fund balance classification includes amounts that can be used only for specific purposes determined by a formal action of the Board of Trustees.
- *Assigned* fund balance classification includes amounts that are intended to be used by the school for specific purposes, such as rate stabilization fund or segregation of an amount intended to be used at some time in the future, but do not meet criteria to be classified as restricted or committed.
- *Committed* fund balance classification includes amounts that can be used only.
- *Unassigned* fund balance is the residual classification for the School's general fund and includes all spendable amounts not contained in the other classifications, these funds are not restricted in any manner.

When amounts are available in the fund balances for a particular purpose, there are no restrictions on the order of the fund balances used for disbursements. Order of the fund balances used for disbursements is at the discretion of the Chief Executive Officer. When amounts are available in the Unrestricted Fund Balances for a particular purpose, there are no restrictions on the order of the Unrestricted Fund Balances used for disbursements.

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

The School maintains cash accounts which, at times, exceed federally insured limits.

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

**NOTE 1 BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)**

Cash

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

Accounts Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for state and federal subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances. As of June 30, 2012, no allowance for doubtful accounts was deemed warranted.

Capital Assets

Capital assets are reported in the government-wide financial statements. All capital assets in excess of \$2,500 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. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful life of furniture and equipment is five years. Amortization of the leasehold improvements is provided over the term of the lease.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. Accordingly, no provision has been recorded for Federal or state income taxes.

NOTE 2 CASH

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does not have a policy for custodial credit risk. As of June 30, 2012, \$502,693 of the School's bank balance was exposed to custodial credit as follows:

Uninsured and Uncollateralized	\$ 382,667
Collateralized	-
Uninsured and collateral held by the pledging bank's trust department not in the School's Name	-
Total	\$ 382,667
 <u>Reconciliation to the Financial Statements</u>	
Uninsured and Uncollateralized Amount	\$ 382,667
Plus: Insured Amount	500,000
Less: Outstanding Checks	(149,974)
Plus: Deposits in Transit	-
Carrying Amount - Bank Balances	732,693
Plus: Petty Cash	500
Total Cash Per Financial Statements	\$ 733,193

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

NOTE 3 CAPITAL ASSETS

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

	Balance July 1, 2011	Additions	Disposals	Balance June 30, 2012
Leasehold Improvements	\$ 2,179,025	\$ -	\$ -	\$ 2,179,025
Furniture and Equipment	198,183	22,045	-	220,228
Construction in Progress	71,500	3,856,227	-	3,927,727
Total	2,448,708	3,878,272	-	6,326,980
Less: Accumulated Depreciation	(1,500,939)	(429,056)	-	(1,929,995)
Capital Assets, Net	\$ 947,769	\$ 3,449,216	\$ -	\$ 4,396,985

Depreciation expense for the year ended June 30, 2012 was \$429,056.

NOTE 4 FUNDING

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students for the School reside in Philadelphia. For the year ended June 30, 2012, the rate for the School District of Philadelphia was \$8,773 per year for regular education students and \$19,423 for special education students. The annual rate is paid monthly by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from the School District of Philadelphia was \$6,169,957. The school also received funding from other local school districts outside of Philadelphia that totaled \$356,132.

NOTE 5 COMMITMENTS

During the year ended June 30, 2012, the School leased space for its school facility under an amended lease agreement signed July 21, 2004 and extended through May 31, 2013. The school signed an amended lease for additional space on September 19, 2008 which increased the rent by \$11,228 effective September 1, 2011 to May 31, 2013. Rent expense for the year end June 30, 2012 was \$731,930.

The school leases equipment under various operating leases that expire in the fiscal years ending through June 30, 2012. Lease expense for equipment was \$55,847 for 2012.

Minimum future lease payments as of June 30, 2012 under the operating leases are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2013	\$ 630,196

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

NOTE 6 RETIREMENT PLAN

Plan Description:

The School contributes to the Public School Employees' Retirement System (the System), a cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislative mandated *ad hoc* cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125. This publication is also available on the PSERS website at www.psers.state.pa.us/publications/cafr/index.htm.

Funding Policy:

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers and the Commonwealth of Pennsylvania.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.5% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.5% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.5% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Employer contributions are based upon an actuarial valuation. For fiscal year ended June 30, 2012, the rate of employer's contribution was 8.65% of covered payroll. The 8.65 % rate is composed of a pension contribution rate of 8.00% for pension benefits and 0.65% for healthcare insurance premium assistance.

Payroll expense for employees covered by the System for the year ended June 30, 2012 was approximately \$3.5 million.

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 for the years ended June 30, 2012, 2011 and 2010 totaled \$288,334, \$196,919 and \$141,643, respectively.

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

NOTE 7 LONG TERM DEBT

On March 6, 2012 the Philadelphia Authority for Industrial Development issued \$13,445,000 of Series 2012 Revenue Bonds to the Discovery Charter School Project. The bonds were issued by the Authority pursuant to a Loan and Trust Agreement between the Authority, the Global Leadership Charter School, a Pennsylvania nonprofit corporation, a 501(c)(3) organization and a charter school, and the Bank of New York Mellon Trust Company, N.A. as a Trustee. The bonds have been issued to provide a portion of the financing consisting of (1) the payment or reimbursement of the costs of construction, acquisition, renovation, installation and equipping of a new school facility, including the parcel of land on which the new school facility is situated; (2) the funding of a debt service reserve fund for the bonds; (3) the funding of capitalized interest on the bonds; and (4) the payment of the costs associated with the issuance of the bonds.

Interest payments are due on April 1 and October 1 of each year, beginning October 2012. The interest rates and maturity dates on the bonds are as follows:

Maturity Date <u>April 1,</u>	<u>Amount</u>	<u>Interest Rate</u>
2017	\$ 885,000	4.000%
2022	1,345,000	5.000%
2027	1,735,000	5.500%
2032	2,280,000	5.875%
2037	3,065,000	6.250%
2042	<u>4,135,000</u>	6.250%
Total	<u>\$ 13,445,000</u>	

The bonds are subject to an optional, mandatory sinking fund and extraordinary redemption prior to maturity under certain circumstances and conditions. The bonds are collateralized by the property, pledged revenues, and any other assets of the School. Interest expense for these bonds for the year ended June 30, 2012 was \$251,986. This interest was capitalized and is included in construction in progress.

Payments on the debt begin after the capitalized interest period which ends on April 1, 2013. Annual debt service requirements to maturity are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ -	\$ 195,506	\$ 195,506
2014	210,000	779,925	989,925
2015	215,000	771,475	986,475
2016	225,000	762,775	987,775
2017	235,000	753,675	988,675
2018 - 2022	1,345,000	3,588,063	4,933,063
2023 - 2027	1,735,000	3,192,344	4,927,344
2028 - 2032	2,280,000	2,633,638	4,913,638
2033 - 2037	3,065,000	1,842,422	4,907,422
2038 - 2042	<u>4,135,000</u>	<u>741,953</u>	<u>4,876,953</u>
Totals	<u>\$ 13,445,000</u>	<u>\$ 15,261,775</u>	<u>\$ 28,706,775</u>

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

NOTE 7 LONG TERM DEBT (CONTINUED)

Long-term debt activity for the year ended June 30, 2012 was as follows:

Beginning Balance, July 1, 2011	\$ -
Additions	13,445,000
Reductions	-
Ending Balance, June 30, 2012	<u><u>\$ 13,445,000</u></u>

During the year ended June 30, 2012, the School was required to maintain the following restricted funds: project fund, debt service reserve and capitalized interest funds. In addition, the School had an additional account which held funds related to the project. The total amount in these restricted accounts at June 30, 2012 was as follows:

Project Fund	\$ 8,544,917
Capitalized Interest Fund	837,098
Debt Service Reserve Fund	992,847
Construction Fund	9,963
Total Restricted Funds	<u><u>\$ 10,384,825</u></u>

For the year ended June 30, 2012, the School agreed to maintain an unrestricted cash balance as of the end of that fiscal year at least equal to 5% of its operating expenses. The School met this requirement.

Beginning with the fiscal year ending June 30, 2013, the School must achieve a debt service coverage ratio of at least 1.1 each year. In addition, the School is required to maintain a debt service coverage ratio of at least 1.1 for each fiscal year. In addition, beginning with the fiscal year ending June 30, 2013, the School must maintain a minimum days cash on hand at the end of each fiscal year of 30 days.

Beginning in March 2014, the School is required to fund a repair and replacement fund account at \$10,000 each month through February 2021 until the balance equals or exceeds \$150,000. Beginning March 2021, the School is required to fund the account at the rate of \$10,000 each month unless the balance equals or exceeds \$250,000.

NOTE 8 CONTINGENCIES

Grants received are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

The School has certain claims and legal proceedings incident to the ordinary course of business. The School's management, after consulting with legal counsel, believes the ultimate resolution of the proceedings will not have a material adverse effect on the School's financial position or change in net assets.

**DISCOVERY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012**

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 from the previous year in any of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past three years.

**DISCOVERY CHARTER SCHOOL
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2012**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	Over (Under)
	<u>Original</u>	<u>Final</u>		<u>Final Budget</u>
REVENUES				
Local Educational Agencies	\$ 6,502,300	\$ 6,502,300	\$ 6,526,089	\$ 23,789
Other Local Sources	78,000	78,000	370,219	292,219
State Sources	399,654	399,654	299,992	(99,662)
Federal Sources	<u>591,047</u>	<u>591,047</u>	<u>617,370</u>	<u>26,323</u>
Total Revenues	7,571,001	7,571,001	7,813,670	242,669
OTHER FINANCING SOURCES	<u>-</u>	<u>-</u>	<u>13,445,000</u>	<u>13,445,000</u>
REVENUES AND OTHER FINANCING SOURCES	7,571,001	7,571,001	21,258,670	13,687,669
EXPENDITURES				
Instruction	3,866,005	3,866,005	4,237,580	371,575
Support Services	3,344,749	3,344,749	2,810,815	(533,934)
Non-Instructional Services	-	-	443,086	443,086
Capital Outlay	270,000	270,000	3,878,272	3,608,272
Debt Service	<u>-</u>	<u>-</u>	<u>549,623</u>	<u>549,623</u>
Total Expenditures	<u>7,480,754</u>	<u>7,480,754</u>	<u>11,919,376</u>	<u>4,438,622</u>
NET CHANGE IN FUND BALANCE	<u>\$ 90,247</u>	<u>\$ 90,247</u>	\$ 9,339,294	<u>\$ 9,249,047</u>
Fund Balance - Beginning of Year			<u>1,507,800</u>	
FUND BALANCE - END OF YEAR			<u>\$ 10,847,094</u>	

**DISCOVERY CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2012**

Federal Grantor/ Pass-Through Grantor/ Program Title	Source Code	Federal CFDA Number	Pass- Through Grantor's Number	Grant/ Contract Period	Program or Award	Total Received for the Year	Accrued or (Deferred) Revenue at 7/1/11	Receipts or Revenue Recognized	Federal Disbursements/ Expenditures	Other Adjustments	Accrued or (Deferred) at 6/30/12
U.S. Department of Education:											
Pass-through Pennsylvania Department of Education:											
Title I, Part A Cluster											
Title I Grants to Local Educational Agencies	I	84.010	013-110668	9/30/10-9/30/11	\$439,038	\$303,604	\$ 303,604	\$ -	\$ -	\$ -	
Title I Grants to Local Educational Agencies	I	84.010	013-120668	7/14/11-9/30/12	422,955	403,702	-	422,955	422,955	19,253	
Program Improvement Set-Aside	I	84.010	042-100668	5/26/10-9/30/11	52,659	30,976	37,171	-	-	(6,195)	
Title I - ARRA Supplement	I	84.839	134-100668	5/26/10-9/30/11	36,541	30,093	30,093	-	-	-	
Total Title I, Part A Cluster						768,375	370,868	422,955	422,955	(6,195)	
Title II Improving Teacher Quality	I	84.367	020-110668	9/30/10-9/30/11	36,446	25,295	25,295	-	-	-	
Title II Improving Teacher Quality	I	84.367	020-120668	7/14/11-9/30/12	27,618	27,711	-	27,618	27,618	93	
Title II Education Technology	I	84.318	055-110668	9/30/11-9/30/12	40,000	15,385	-	36,155	36,155	20,770	
Pass-through School District of Philadelphia: Individuals with Disabilities Education Act Part B											
	I	84.027	N/A	7/1/11-6/30/12		114,838	-	130,642	130,642	15,804	
Total Federal Expenditures						\$951,604	\$ 396,163	\$ 617,370	\$ 617,370	\$ (6,102)	

D - Direct Funding
I - Indirect Funding

See accompanying Notes to Schedule of Expenditures of Federal Awards.

DISCOVERY CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2012

NOTE 1 GENERAL INFORMATION

The accompanying schedule of expenditures of federal awards presents the activities of the federal financial assistance programs of Discovery Charter School (the School). Financial awards received directly from federal agencies, as well as financial assistance passed through other governmental agencies or non-profit organizations, are included in the schedule.

NOTE 2 BASIS PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented on the 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*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

NOTE 3 RELATIONSHIP TO FINANCIAL STATEMENTS

The schedule of expenditures of federal awards presents only a selected portion of the activities of the School. It is not intended to and does not present the balance sheet, revenue, expenditures, or changes in fund balances of governmental funds. The financial activity for the aforementioned awards is reported in the School's statement of revenues, expenditures, and changes in fund balances of governmental funds.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE
AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Discovery Charter School
Philadelphia, Pennsylvania

We have audited the financial statements of the governmental activities and the general fund of Discovery 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 December 14, 2012. 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 Discovery Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered Discovery Charter School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Discovery Charter School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Discovery Charter 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 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 defined previously.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Discovery Charter School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, 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 or other matters that are required to be reported under *Government Auditing Standards*.

Board of Trustees
Discovery Charter School

This report is intended solely for the information and use of the Board of Trustees, 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.

A handwritten signature in black ink that reads "J. Miller + Associates, LLC". The signature is written in a cursive, flowing style.

J. MILLER & ASSOCIATES, LLC

Philadelphia, Pennsylvania
December 14, 2012



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

Board of Trustees
Discovery Charter School
Philadelphia, Pennsylvania

Compliance

We have audited Discovery Charter School's 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 Discovery Charter School's major federal programs for the year ended June 30, 2012. Discovery Charter 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 Discovery Charter School's management. Our responsibility is to express an opinion on Discovery Charter 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 Discovery Charter 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 of Discovery Charter School's compliance with those requirements.

In our opinion, Discovery Charter School complied, in all material respects, with the compliance 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 Discovery Charter School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Discovery Charter 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 the 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 Discovery Charter 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 combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that 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 solely for the information and use of the Board of Trustees, 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.

A handwritten signature in black ink that reads "J. Miller & Associates, LLC". The signature is written in a cursive, flowing style.

J. MILLER & ASSOCIATES, LLC

Philadelphia, Pennsylvania
December 14, 2012

**DISCOVERY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2012**

Section I – Summary of Auditor’s Results

Financial Statements

Type of auditor’s report issued	Unqualified
Internal control over financial reporting:	
• Material weakness identified?	No
• Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
• Material weakness identified?	No
• Significant deficiencies identified?	None Reported
Type of auditor’s report issued on compliance for major programs.	Unqualified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	No
Identification of major programs:	

CFDA Number Name of Federal Program or Cluster

84.010 Title I Cluster

Dollar threshold used to distinguish between type A and type B programs:	\$300,000
Auditee qualified as low-risk auditee?	No

**DISCOVERY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2012**

Section II – Financial Statement Findings

None.

Section III – Federal Award Findings and Questioned Costs

None.

**DISCOVERY CHARTER SCHOOL
SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2011**

None.