

Environmental Charter School at Frick Park

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

829 Milton Street
Pittsburgh, PA 15218
(412)247-7970

Phase:

Phase 2

CEO Name:

Jon McCann

CEO E-mail address:

jon.mccann@environmentalcharterschool.org

Governance and Staff

Leadership Changes

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

In the 2012-13 school year Leigh Halverson was president of the Board of Trustees. New board members included Daniel Abeshouse, Kevin Perkey, Costa Samras, Lya Laberge, Jodi Hirsh, and Amy Schrempf.

Principals were hired for the Upper School (Steve Pellathy) and the Lower School (Tawana Cook).

Board of Trustees Meeting Schedule

Location	Date and Time
ECS Lower School	7/18/2012 6:30 PM
ECS Lower School	8/15/2012 6:30 PM
ECS Lower School	9/19/2012 6:30 PM
ECS Lower School	10/17/2012 6:30 PM
ECS Lower School	11/14/2012 6:30 PM
ECS Lower School	12/19/2012 6:30 PM
ECS Lower School	1/16/2013 6:30 PM
ECS Lower School	2/20/2013 6:30 PM
ECS Lower School	3/20/2013 6:30 PM
ECS Lower School	3/20/2013 6:30 PM
ECS Lower School	4/17/2013 6:30 PM
ECS Lower School	5/15/2013 6:30 PM
ECS Lower School	6/19/2013 6:30 PM
ECS Lower School	7/16/2013 6:30 PM
ECS Upper School	8/21/2013 6:30 PM
ECS Lower School	9/18/2013 6:30 PM
ECS Upper School	10/16/2013 6:30 PM
ECS Lower School	11/13/2013 6:30 PM
ECS Upper School	12/18/2013 6:30 PM
ECS Lower School	1/15/2014 6:30 PM
ECS Upper School	2/19/2014 6:30 PM
ECS Upper School	4/16/2014 6:30 PM
ECS Lower School	5/21/2014 6:30 PM
ECS Upper School	6/18/2014 6:30 PM

Professional Staff Member Roster

Gayle Abrams	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ed Aiken	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 1 Team Teacher
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Baldacci (Thompson)	
PA Certified	Yes
Areas of Certification	Sp.Ed. N-12, Elem. K-6, English 7-9
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6 Sp.Ed. English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Bannon	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6 English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michelle Bloomfield	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 3 Team Teacher
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tamra Bouchard (Perrone)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Early Childhood N-3
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 1 Math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Judy Brand	
PA Certified	Yes
Areas of Certification	School Nurse
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School nurse
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Becky Brunger	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 3 math
Number of Hours Annually Worked in Assignment	40

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

Joe Burke	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Literacy coach
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Hilary Battenfield	
PA Certified	Yes
Areas of Certification	Elementary K-6, Science 7-9
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6 Science
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Caitlin Carey	
PA Certified	Yes
Areas of Certification	Elementary K-6, Biology 7-9
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 7 Science
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sarah Cataldi	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5 math

Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Carly Catello	
PA Certified	Yes
Areas of Certification	Sp.Ed. N-12
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 2 Sp.Ed.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tawana Cook	
PA Certified	No
Areas of Certification	Principal
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal K-3
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Melanie Cowherd	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Integration coach
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amanda Cribbs	
PA Certified	Yes
Areas of Certification	Elementary K-6, Math 7-9, Sci. 7-9, Principal N-12
Grades Teaching or Serving	4-7

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Assistant Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Brittany Cunningham	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4 long term sub.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shavonne Davis	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5 Sp.Ed. math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Heather Dessell (Hoak)	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 1 reading
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Trisha Doerr	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12, Math

	7-9, English 7-9
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 7 Sp.Ed. math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Alexandra Duffy	
PA Certified	No
Areas of Certification	Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5 long term sub.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kate Ebersole (Dattilo)	
PA Certified	Yes
Areas of Certification	Sp.Ed. N-12
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Dir. of Student Services
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stacey Formal	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12, Math 7-9, English 7-9
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6 Sp.Ed. Math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stephanie Franklin	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ashley Frye	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Assistant to the principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Adam Gagliotti	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	Grade 6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Megan Gregory	
PA Certified	Yes
Areas of Certification	Health & Phys.Ed.
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Phys.Ed.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Katie Hain	
PA Certified	Yes
Areas of Certification	Elementary K-6, Early Childhood N-3
Grades Teaching or Serving	K
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Kindergarten
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessie Handron	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math Coach
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Todd Hoffman	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Technology coach
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Vicky Hsieh	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Kindergarten
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Nick Kaczmarek	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 7 English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

LaRon Kessler	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	PCA
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michelle King	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 7 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Beth Kravec	
PA Certified	Yes
Areas of Certification	Elem. and Secun. Counselor
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	40

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

Jessica Kolano (Padezan)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12, Early Childhood N-3
Grades Teaching or Serving	K
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Kindergarten
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Vanessa Kucik (Jackson)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Math 7-9, Principal K-12
Grades Teaching or Serving	4-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Ass't. Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Kulick	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12, English 7-9
Grades Teaching or Serving	2-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Gifted Coordinator
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rebecca Lackner	
PA Certified	Yes
Areas of Certification	Elementary K-6, Math 7-9, English 7-9

Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	PCA
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amy Lassiter	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 2 Math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Frank Linnelli	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4 Sp.Ed. math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jamie Lovely (Riston)	
PA Certified	Yes
Areas of Certification	Music
Grades Teaching or Serving	4-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Deirdre Lynch	
PA Certified	Yes

Areas of Certification	Elementary K-6
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 3 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessica Maxwell (Kohler)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12, Social Studies
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 1 Sp.Ed.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren McCaughan	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 1 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amira McLemore (Wolfson)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12, English 7-12
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Sp.Ed. coach
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shannon Merenstein	
PA Certified	Yes
Areas of Certification	Art K-12
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Thinking Lab
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Danielle Meyer	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Kindergarten
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Laura Micco	
PA Certified	Yes
Areas of Certification	Elementary K-6, Enviro.Ed. K-12
Grades Teaching or Serving	4-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Enviro.Ed.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shannon McGruff	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 2 Reading
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tom Pasquale	
PA Certified	Yes
Areas of Certification	Health & Phys.Ed.
Grades Teaching or Serving	4-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Phys.Ed.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Steve Pellathy	
PA Certified	Yes
Areas of Certification	Principal K-12
Grades Teaching or Serving	4-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Diane Pompa (Karachko)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Enviro.Ed. K-12
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 2 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Porter	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Kindergarten
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christy Purnell	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4 Reading
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Martin Reidell	
PA Certified	Yes
Areas of Certification	Elementary K-6, Music
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Alexandra Rendulic	
PA Certified	Yes
Areas of Certification	Sp.Ed. N-12, English 7-9
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 7 Sp.Ed. English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tisa Schuit	
PA Certified	Yes
Areas of Certification	Elementary K-6, Rdg. Spec.
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading
Number of Hours Annually Worked in Assignment	20
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Sierra Serbin	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4 long term sub.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nikole Sheaffer	
PA Certified	Yes
Areas of Certification	Elementary K-6, Principal N-12
Grades Teaching or Serving	K-7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Dir. of Academics
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rachel Sica (Meyer)	
PA Certified	Yes
Areas of Certification	Elementary K-6, Enviro.Ed. K-12, Gen.Sci.
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 2 Team Teacher
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Andrea Stewart	
PA Certified	Yes
Areas of Certification	Elementary K-6, Enviro.Ed. K-12, Math 7-9
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or	Grade 4 Math

Services Provided	
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jerome Szpila	
PA Certified	Yes
Areas of Certification	Elementary K-6, Math 7-9
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5 Inquiry
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nick Tutolo	
PA Certified	Yes
Areas of Certification	Biology, Math 7-9
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 7 Math
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marissa Vogel	
PA Certified	Yes
Areas of Certification	Elementary K-6, Sp.Ed. N-12
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 3 Sp.Ed.
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Chelsea Young	
PA Certified	Yes
Areas of Certification	Elementary K-6, Enviro.Ed. K-12, Math 7-9

Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Thinking Lab
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

XLS file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00				1.00
Principal	2.00	2.00				2.00
Assistant Principal	2.00	2.00				2.00
Classroom Teacher (including Master Teachers)	30.00	30.00				30.00
Specialty Teacher (including Master Teachers)	14.00	14.00				14.00
Special Education Teacher (including Master Teachers)	12.00	12.00				12.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	1.00	1.00				1.00
Psychologist						
School Nurse	1.00	1.00				1.00
Totals	64.00	64.00	0	0	0	64.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

During the fifth school year of our charter school, the following fundraising activities occurred:

- a \$70,000 grant from the Fisher Fund continued to support the development of the Thinking Lab
- the PCO fundraiser raised \$15,000 to support the arts at ECS
- the school received \$18,216 from the Day of Giving

Fiscal Solvency Policies

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

Our charter school maintains several policies to ensure fiscal solvency.

- First, we are aggressive about billing school districts in a timely manner for tuition reimbursement.
- Second, we use, in partnership with the Pennsylvania Department of Education, the unipay system to receive tuition payments as soon as possible for students who are from the four school districts that do not reimburse our charter school directly.
- Third, we effect timely payment of all bills within the billing cycle and thereby we have achieved a good credit rating.
- Fourth, we are frugal, carefully purchasing only that which our charter school needs to operate effectively for our students, parents, staff and community.
- Fifth, we applied for and received sales tax exemption.
- Sixth, we have received from the Federal Internal Revenue Service our 501c3 status.
- Seventh, we have partnered with Crawford Ellenbogen, a CPA firm, to review and develop systems for us.
- Eighth, we use Maher Duessell to audit our books every year and follow any recommendations they have.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

The accounting system our charter school uses is Blackbaud Financial Edge. When the accounts were established in our Blackbaud system, we aligned them with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report. In this regard, we have utilized the Generally Accepted Accounting Principles for budgeting, accounting and reporting.

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:	Maher Duessel
Date of Last Audit:	11/01/2012
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 Board of Trustees has selected Maher Duessel, a Pittsburgh, PA firm that maintains offices at 3 Gateway Center, 15222, to conduct our annual audit. The audit was completed in the fall of 2012 with the report received in November, 2012. The auditors found the financial statements presented fairly the financial position of the school. A material weakness in internal control was in the area of account reconciliations. Significant deficiencies in internal control were found in the area of segregation of duties. These areas have been addressed over the

past year with the CPA firm of Crawford Ellenbogen of Allenby Ave. 15218 assisting in correcting these deficiencies.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status:

Date of Last Federal Programs Consolidated Review: 05/12/2011

School Year Reviewed: 2010-11

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education coordinator	ECS Upper School	1
Special Education teacher	ECS Upper School	6
Special Education Teacher	ECS Lower School	4

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Occupational Therapy	6 Hours	Intermediate Unit	10 or fewer
Physical Therapy	2.5 Hours	Intermediate Unit	10 or fewer
School Psychologist	0.5 Days	Intermediate	10 or fewer

		Unit	
Speech/Language Therapy	18 Hours	Intermediate Unit	33

Special Education Cyclical Monitoring

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

04/06/2011
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:

Furniture, fixtures and equipment acquired during the fiscal year follow: (1) classroom desks, chairs, files, cabinets, AV equipment, carts, literature organizers, overhead projectors, lateral files, bookcases, and bulletin boards; (2) Additional desktops, laptop computers, and iPads were purchased.

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

\$162,900.00

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:

The current Park Place facilities are in excellent condition and no significant capital needs, other than those necessary for routine maintenance that can be provided via the facility maintenance fund that is part of our five-year budget pro-forma, are expected. The Regent Square facilities will be painted (all classrooms), new furniture will be purchased, and the restrooms will be refurbished over the summer, 2013. This is part of the strategic plan to upgrade all facilities. Future plans include remodeling the auditorium and the cafeteria.

Memorandums of Understanding

Organization	Purpose
Pittsburgh Bureau of Police	This is to support our school safety plan.

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

**Division of Federal Program
Consolidated Program Review**

2010-2011 School Year

Environmental CS at Frick Park

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Jon McCann	412-247-7970	<input checked="" type="checkbox"/>
Business Manager:	Theresa Dillon	412-247-7970	<input checked="" type="checkbox"/>
Title I Coordinator:	Dwight Laufman	412-247-7970	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Dwight Laufman	412-247-7970	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Dwight Laufman	412-247-7970	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	Dwight Laufman	412-247-7970	<input checked="" 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 checked="" type="checkbox"/> Ed-Flex Waiver Review | |
| <input type="checkbox"/> Title III | | |

Program Reviewer/s: Dr. Darrell L. Uphold

Visit Date: 5/12/2011

Title I Program Review

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

I. Highly Qualified

Component I: Highly Qualified							
<p>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.</p> <p>Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)</p>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1a. All core content area teachers employed by the LEA are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		A binder contains all teachers' certifications.	
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input type="checkbox"/> LEA Plan		All teachers are highly qualified.	
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		All teachers are highly qualified.	

3. Parents are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification		Letter was sent in August and is on file.	
4. Parents are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		All teachers are highly qualified.	

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	NPO Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input type="checkbox"/> Website posting.		The policy is distributed to parents and is updated.	
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			The school and the LEA are one in the same.	
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		*See 6 Parent Involvement Plan requirements below	The school has met the requirement.	
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		The school has worked with parents to help in their understanding of the standards and how to help their child.	
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.		The school has workshops during the year for parents.	

c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		The school provides guidance to teachers involving parent communication.	
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		The school does not have any early childhood programs.	
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		The school has no ELL students.	
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		All parents receive the same information and opportunities to participate.	
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input type="checkbox"/> documentation shared or distributed		Policies were distributed to all parents.	
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> school-home compact <input type="checkbox"/> Staff/Parent meeting agenda, memoranda.		The school has a school/parent compact.	

6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		The school held an opening Title I/Back to School Night.	
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input type="checkbox"/> Agendas & attendance sheets of parent training.		Surveys will be sent in the spring.	
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		There is not a parent resource center.	

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	NPO Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).		
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)			

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 or corrective action, it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>		
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IV. School Improvement

Component IV: School Improvement							
Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.							
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)							
<input checked="" type="checkbox"/> If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. (See School Choice section and SES section for additional notification requirements.)	<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. 		

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:</p> <p>a. Number of students eligible and transferred due to Choice.</p> <p>b. Number of students who were eligible and participated in SES.</p> <p>c. List of available schools for transfer.</p> <p>d. List of available SES providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.			
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of school improvement plan <input type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)			
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities.</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	NPO Comments
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> • 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. 		
2. The LEA posted on their website prior to the beginning of the school year: a. Number of students eligible for transfer. b. Number of students who transferred. c. List of available schools for Choice transfers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.			

<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 5% 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>	<ul style="list-style-type: none"> • LEAs must set aside a minimum of 5%, but do not have to exceed 20%. 		
<p>5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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>6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>			

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)							
The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.							
Sec. 1116(e)							
☑ If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA at the beginning of the school year notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.	<input checked="" 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. <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.). 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) 		

<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.		
<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>8. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.</p>	<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.			

<p>7. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <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 	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p>		
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VII. Schoolwide Programs

Component VII: Schoolwide Programs

The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input checked="" type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		The school fulfilled the school-wide requirements.	

<p>2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Schoolwide agenda/minutes.</p> <p><input checked="" type="checkbox"/> School wide plan that includes goals.</p> <p><input checked="" type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.)</p> <p><input checked="" type="checkbox"/> Assessments</p> <p><input checked="" type="checkbox"/> Comprehensive Needs Assessment and a system of documentation.</p> <p><input checked="" type="checkbox"/> Identification of scientifically-based strategies to address needs.</p>		<p>The plan is reviewed and evaluated annually.</p>	
<p>2a. Comprehensive Needs Assessment</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p>A needs assessment was done.</p>	
<p>2b. Schoolwide reform strategies</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p>The school developed school-wide reform strategies.</p>	
<p>2c. Instruction by highly qualified staff</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p>All staff is highly qualified.</p>	
<p>2d. High quality and ongoing professional development</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p>Professional development is based on the needs assessment and the school-wide plan.</p>	
<p>2e. High-quality teachers to "high-need" schools</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<p>There is only one school.</p>	
<p>2f. Parent Involvement</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p>Parents are an integral part of the school.</p>	

2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			We do not have a pre-school.	
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Teachers are involved in decisions surrounding assessments.	
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Students are benchmarked regularly and support is provided during and after school for those not at the proficient level.	
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			All budgets are coordinated.	
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input checked="" type="checkbox"/> SWP		Title I, ARRA, and Title IIA are consolidated.	

VIII. Targeted Assistance

Component VIII: Targeted Assistance

The LEA targeted assistance programs meet all requirements.

Sec. 1115

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff 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. <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student			
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IX. Nonpublic Schools

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

4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities			
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data			
6. Nonpublic school children, families and teachers are receiving equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hired teachers to work with participating Title I students <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities			
7. The LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Quarterly Reports/Final Expenditure Reports			
8. The LEA has third party contract(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Name of Third Party Contractor <input type="checkbox"/> Payroll sheets <input type="checkbox"/> Written contract. <input type="checkbox"/> Consolidated application			
9. The LEA has complaint procedures for private school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedures			

X. Comparability

Component X: Comparability								
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	NPO Comments	
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input type="checkbox"/> Documentation maintained supports the report submitted by November 15th of each year <input type="checkbox"/> HR action documentation for any corrective actions taken <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during school year to meet the November 15th deadline.				

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Comments

Materials and records were thorough and readily available for the monitoring process. Interviews and supportive data indicate that ECU's Title I program is in compliance with the criteria listed on the review instrument.

Title II A Program Review

Highly Qualified

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

Professional Development

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

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		There is only one building.	
10. 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		All teachers are highly qualified.	
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		There are no non-public schools served.	
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement		There is only one building.	

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Comments

ECU has all teachers and para-professionals highly qualified. Documentation indicates that funds are being properly and effectively utilized for programs and services acceptable under Title II, Part A.

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 checked="" type="checkbox"/>	<p><input type="checkbox"/> LEA response to findings.</p> <p><input type="checkbox"/> PDE follow-up reviews of findings.</p> <p><input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.</p>	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	<p>The state has not audited the school yet but the school has done its own audits.</p>
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I. Sec. 1127</p>	<p>1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Title I Budget section on eGrants.</p>		<p>The carryover is 15%.</p>
	<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"/>	<p><input type="checkbox"/> Waiver request on eGrants.</p> <p><input type="checkbox"/> Waiver request approval on file and at PDE.</p>		<p>the school did not require a waiver.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
C. Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113 34 CFR Part 200 §200.77-§200.78	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		There is only one building.
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		There is only one building.
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Actual allocations match Consolidated Plan.		There is only one building.
	4. The allocation to each eligible school and the per pupil allocation match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Per pupil expenditures at building level matches consolidated application		There is only one building.
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		There is only one building.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		There is no preK.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>D. Supplement / Supplant</p> <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>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Statement of Allocation & Expenditures</p>	<p>Pertains to:</p> <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First <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>The Title I funds were expended as stated.</p>
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Statement of Allocation & Expenditures.</p> <p><input checked="" type="checkbox"/> Expenditures match SWP activities</p> <p><input checked="" type="checkbox"/> State/local fund expenditures have not decreased</p>		<p>Title I was used to supplement not supplant.</p>
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocation & Expenditures are supplemental</p>		<p>There is no targeted assistance.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> ■ Title IA & D ■ Title II A ■ Title III ■ Reading First 	An inventory, purchase orders, and receipts are available.
	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: <ul style="list-style-type: none"> ■ Title IA & D ■ Title II A ■ Title III ■ Reading First 	An inventory will be conducted next year.
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> ■ Title IA & D ■ Title II A ■ Title III ■ Reading First 	There is one building and no homeless or N&D students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved a minimum of 5% up to a maximum of 20% for transportation/supplemental services or both unless a lesser amount is needed. (for school improvement schools only; if no schools in school improvement, check NA)	<input 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).		The 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"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	The school's allocation is under \$500,000.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		The school is not in improvement.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Rider or Grant Approval Letter <input checked="" type="checkbox"/> Expenditure records begin on or after approval date	Pertains to: <ul style="list-style-type: none"> ■ Title IA & D ■ Title II A ■ Title III ■ Reading First 	The school began obligating funds at the appropriate time.
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> ■ Title IA & D ■ Title II A ■ Title III ■ Reading First 	The school does not serve non-public schools.

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 ▪ Reading First 	Affirmations are on file.
	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input checked="" type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Affirmations are on file.
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 ▪ Reading First 	Records are maintained.

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

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Comments

Institution's audit and other fiscal records indicate that ECU is in compliance with the fiscal requirements for Federal Funds. Interviews with the Business Manager plus supportive data provided evidence that ECU is using federal funds to supplement, not supplant, local funds.

Ed-Flex Waiver Review

Ed-Flex is a program that delegates to PA the authority to grant waivers of certain federal requirements to improve education.

Section 4 of the Education Flexibility Partnership Act of 1999

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Section 1 Waiver Application		The waiver application is available.	
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Section 2 Waiver Application		The waiver application is available.	
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Section 3 Waiver Application		The waiver application is available.	
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Section 4 Waiver Application		The waiver application is available.	
5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Section 5 Waiver Application		The waiver application is available.	
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 6 Waiver Application		This was the initial application for a waiver.	
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Approval Letter from PDE		The approval letter is available.	

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Comments

ECU is in compliance regarding Ed-Flex Waivers.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Administration	5/12/2011	Dwight Laufman	Federal Programs Coordinator
Administration	5/12/2011	Theresa Dillon	Business Manager
Elementary Building	5/12/2011	Donna Payne	Title I Parent
Elementary Building	5/12/2011	Tisa Schuit	Title I Reading Specialist



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

May 14, 2012

Mr. Jon McCann
CEO

Environmental Charter School at Frick Park
829 Milton Street
Pittsburgh, Pa 15218

Dear Mr. McCann:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on April 6, 2011 have been corrected as of May 9, 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

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: Environmental Charter School at Frick Park

Chief Executive Officer: Mr. Jon McCann

Special Education Director/Coordinator: Kate Dattilo

BSE Special Education Adviser: Terry Dawson

Date of Report: May 11, 2012

Date Final Report Sent to LEA: May 13, 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: June 01, 2011

Y	N	NA	DIR	Not Dir	% 0	Correction	Required Corrective Action Timeline of Closure	Timeline and Reserve	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not App.	% #	Criteria	Required Corrective Action Residence of Change	Timeline and Responsible	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
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	NA	DK	Not cite	% #	Question	Required Cognitive Action Frequency of Change	Time and Resources	Class Date
					8 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 1 1 1 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. 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	0	1				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	NA	DK	Not app.	% #	Criterion	Required Curriculum/Action Evidence of Change	Timeline and Resources	Assess Date
3	0	6				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	1	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.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not rtr	% #	Criterion	Required Curriculum Section (Indicator of Change)	Materials and Resources	Insert Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
19	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
19	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	17		2		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
14	0	5		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?			
15	0	4		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
15	0	2		2		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
19	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					5 Always 3 Sometimes 0 Rarely 0 Never 0 Don't Know 1 Does not Apply	P 55. My child does classroom work in a regular classroom with students without disabilities.			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not App	% #	Criterion	Required Comments or Evidence of Change	Timeline and Resources	Closed Date
					8 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					8 1 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 1 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
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?			
9	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	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	NA	DK	Not App.	% #	Comments	Required Corrective Action Exclusion of Changes	Timeline and Resources	Closed Date
						<p>Socially & academically. Socially & academically. Improved socially & academically. Improved academics, improved socially with peers. Interpersonal skills improved. Based on data: academically & socially successful. Student receives repeated verbal directions & physical prompts. Benefits socially by being with age peers. Positive response to peers & student is building positive teacher relationships.</p>			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
9	0	0				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 93. 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?			
8	0	2				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	2	3				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				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p> <p>Inconsistent progress. Behaviors Academic ability. Need for math & reading support. Intense speech/language support.</p>			
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	NA	DK	Not able	% #	Criterion	Required Conditions/Action Evidence of Change	Timeliness and Resources	Global Date
						<p>Team decision & student needs. Team decision & student needs. IEP team decided based on data. Structured intense math & reading instruction. Student need.</p>			
9	0	1				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?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				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?			
9	1	0				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	NA	DK	Not file	% #	Criterion	Required corrective Action Evidence of Change	Timeline 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)			
4	3	3			43%	FR 153 PTE-Consent Form is present in the student file	The LEA will provide training to its professional staff regarding the regulatory requirements of maintaining the Permission to Evaluate (PTE) Form in students files. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

Y	S	NA	DK	Not File	% #	Criterion	Required Corrective Action Evidence of Change	Timeline and Resources	Closed Date
3	1	6			25%	FR 154. Demographic data	The LEA will provide training to its professional staff regarding the regulatory requirement of completing the demographic data on the PTE. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
4	0	6				FR 155. Reason(s) for referral for evaluation			
3	1	6			25%	FR 156. Proposed types of tests and assessments	The LEA will provide training to its professional staff regarding the regulatory requirement of identifying the proposed types of tests and assessments on the PTE. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
4	0	6				FR 157. Contact person's name and contact information			
4	0	6				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
4	0	6				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
2	1	7			33%	FR 194. PTRE-Consent Form is present in the student file	The LEA will provide training to professional staff regarding the requirement to maintain documentation of permission to reevaluate students. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

Y	N	NA	DK	Not filed	% #	Criteria	Required Components and/or Evidence of Change	Timeline and Resources	Closed Date
2	0	8				FR 195. Demographic data			
2	0	8				FR 196. Reason for reevaluation			
1	1	8			30%	FR 197. Types of assessment tools, tests and procedures to be used	The LEA will provide training to professional staff regarding the requirement to identify the types of assessment tools, tests and procedures to be used to reevaluate students. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
2	0	8				FR 198. Contact person's name and contact information			
2	0	8				FR 199. Parent has selected a consent option			
2	0	8				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
7	0	3				FR 160. ER is present in the student file			

V	N	NA	DK	Not file	% #	Requirement	Required Corrective Action Evidence of Change	Timeline and Personnel	Closed Date
6	1	3			14%	FR 161. Evaluation was completed within timelines	<p>The LEA will provide training to its professional staff regarding the regulatory requirements of evaluations timelines.</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets.</p> <p>The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	<p>05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants</p>	05/09/2012
6	1	3			14%	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)	<p>The LEA will provide training to its professional staff regarding the regulatory requirement of disseminating a copy of the ER to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement is waived by the parent in writing).</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets.</p> <p>The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	<p>05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants</p>	05/09/2012
6	1	3			14%	FR 163. Demographic data	<p>The LEA will provide training to its professional staff regarding the regulatory requirement of completing the demographic data on evaluation reports.</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets.</p> <p>The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	<p>05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants</p>	05/09/2012

Y	N	NA	DK	Not dir.	% #	Criteria	Required Compliance Action (Evidence of Change)	Timeline and Resources	Closed Date
5	2	3			29%	FR 164. Date report was provided to parent	The LEA will provide training to its professional staff regarding the regulatory requirement of documenting the date the ER was provided to parents. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
7	0	3				FR 165. Reason(s) for referral			
6	1	3			14%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	The LEA will provide training to its professional staff regarding the regulatory requirement of documenting the reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
7	0	3				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 168. Teacher observations and observations by related service providers, when appropriate			
6	0	4				FR 169. Recommendations by teachers			
7	0	3				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			
7	0	3				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DR	Not off	% #	Criterion	Required Documentation Evidence of Change	Timeline and Resources	Closed Date
1	0	9				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)			
4	0	6				FR 173. Lack of appropriate instruction in reading			
4	0	6				FR 174. Lack of appropriate instruction in math			
4	0	6				FR 175. Limited English proficiency			
7	0	3				FR 176. Present levels of academic achievement			
7	0	3				FR 177. Present levels of functional performance			
5	0	5				FR 178. Behavioral information			
7	0	3				FR 179. Conclusions			
7	0	3				FR 180. Disability Category			
7	0	3				FR 181. Recommendations for consideration by the IEP team			
4	3	3			43%	FR 182. Evaluation Team Participants documented	The LEA will provide training to its professional staff regarding the regulatory requirement of documentation of the evaluation team participants. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
3	0	7				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
3	0	7				FR 184. Documentation that the student does not achieve adequately for age, etc.			
3	0	7				FR 185. Indication of process(es) used to determine eligibility			
3	0	7				FR 186. Instructional strategies used and student-centered data collected			

Y	N	NA	DK	Not GDR	% #	Criterion	Required Controls or Action Evidence of Change	Found/Not Found Response	Closed Date
3	0	7				FR 187. Educationally relevant medical findings, if any			
3	0	7				FR 188. Effects of the student's environment, culture, or economic background			
3	0	7				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	0	7				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	0	7				FR 191. Observation in the student's learning environment			
3	0	7				FR 192. Other data if needed			
3	0	7				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
3	0	7				FR 207. RR is present in the student file			
3	0	7				FR 208. Reevaluation was completed within timelines			
2	1	7			33%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing.)	The LEA will provide training to professional staff regarding the requirement that a copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP, unless this requirement was waived by the parent in writing. Evidence of Change. The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05-09-2012
3	0	7				FR 210. Demographic data			
3	0	7				FR 211. Date IEP team reviewed existing evaluation data			
3	0	7				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			

V	S	NA	DK	Not Dir.	% #	Criterion	Required Sources and Evidence of Change	Timeline and Resources	Closed Date
3	0	7				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 214. Aptitude and achievement tests			
3	0	7				FR 215. Current classroom based assessments and local and/or state assessments			
2	0	8				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
3	0	7				FR 217. Teacher recommendations			
3	0	7				FR 218. Lack of appropriate instruction in reading			
3	0	7				FR 219. Lack of appropriate instruction in math			
3	0	7				FR 220. Limited English proficiency			
3	0	7				FR 221. Conclusion regarding need for additional data is indicated			
1	0	9				FR 222. Reasons additional data are not needed are included			
3	0	7				FR 223. Determination whether the child has a disability and requires special education			
3	0	7				FR 224. Disability category(ies)			
3	0	7				FR 225. Summary of findings includes student's educational strengths and needs			
3	0	7				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
3	0	7				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
2	0	8				FR 228. Interpretation of additional data			
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			

Y	N	NY	DK	Not file	% #	Description	Required Components Action Evidence of Change	Date/Personnel Resource	Closed Date
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
2	0	8				FR 238. Statement for all 6 items			
2	1	7			33%	FR 239. Documentation of Evaluation Team Participants	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations; particularly the requirement to document the participants of the evaluation team. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
9	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

Y	N	NA	DK	Nat Obs	% #	Criterion	Required Constructive Action Evidence of Change	Timeline and Resources	Closed Date
2	0	7	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?			
2	7	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
0	0	10				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
9	1	0			10%	FR 24. Invitation is present in the student file	The LEA will provide training to professional staff regarding the requirement to maintain documentation of the invitation to the IEP team meeting. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
9	0	1				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
0	0	10				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	0	10				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			

Y	N	NA	IR	Not file	% #	Criteria	Required Component/Action Evidence of Change	Timeline and Resources	Control Date
0	0	10				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
8	1	1			11%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will provide training to professional staff regarding the documentation of the parent response or attendance at the IEP meeting or documentation of multiple efforts to encourage participation. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	3	7			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	The LEA will provide special education professional staff with training regarding the requirement to document parental consent to excuse members from attending the IEP team meeting. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
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			

V	N	NA	DR	Net Obj	% #	Criterion	Required corrective Action Evidence of Change	Timeline and Resource	Closed Date
						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			
8	2	0			20%	FR 258. IEP was completed within timelines	The LEA will provide training to its professional staff regarding the regulatory requirement dealing with IEP team lines. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
9	0	1				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
8	2	0			20%	FR 263. Parents	The LEA will provide training to professional staff regarding the documentation of IEP team member participation. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

V	S	NA	DK	Not Due	% #	Criterion	Required Elements or Action Evidence of Change	Time/Time and Resources	Closed Date
0	0	10				FR 264. Student			
7	2	1			22%	FR 265. General Education Teacher	<p>The LEA will provide training to professional staff regarding the documentation of IEP team member participation.</p> <p>Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.</p>	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
8	2	0			20%	FR 266. Special Education Teacher	<p>The LEA will provide training to its professional staff regarding the regulatory requirement regarding documentation of the required members of an IEP team meeting, specifically the special education teacher(s).</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
7	2	1			22%	FR 267. Local Education Agency Representative	<p>The LEA will provide training to professional staff regarding the documentation of IEP team member participation.</p> <p>Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.</p>	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			

Y	N	NA	DK	Not File	% #	Criterion	Required Corrective Action Evidence of Change	Timeline and Resources	Closed Date
0	0	10				FR 271. Teacher of the Gifted			
1	0	9				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			
8	1	1			11%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will provide training to its professional staff regarding IEP regulatory requirements that a copy of the procedural safeguards notice was given to the parent during the school year. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
						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			
7	0	3				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			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			

Y	N	NA	DK	Net Grs.	% #	Criterion	Required Content or Action Evidence of Change	Timeline and Resources	Closed Date
8	2	0			20%	FR 281. Student's present levels of academic achievement	<p>The LEA will provide training to its professional staff regarding IEP regulatory requirements that student's present level of academic achievement are recorded in the IEP.</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
10	0	0				FR 282. Student's present levels of functional performance			
1	0	9				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
8	2	0			20%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	<p>The LEA will provide training to its professional staff regarding IEP regulatory requirements that parental concerns for enhancing the education of the student (if provided by parent to the LEA) are addressed in the IEP.</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

V	N	NA	DK	Not UDF	% #	Criterion	Required Corrective Action Evidence of Change	Timeline and Personnel	Closed Date
8	2	0			20%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The LEA will provide training to professional staff regarding writing present levels of academic achievement and functional performance specifically, how the student's disability affects involvement and progress in the general education curriculum. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
0	0	10				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
0	0	10				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
0	0	10				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
0	0	10				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
0	0	10				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
0	0	10				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
0	0	10				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	DK	Not File	% E	Criterion	Required Quantitative Action Indicator of Change	Timeline and Resourcing	Closed Date
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				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			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				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			

W	N	NA	DK	Not Ans	% #	Criterion	Required Components Action Evidence of Change	Timeline and Frequency	Closed Date
8	0	2				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
8	0	2				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
8	0	2				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	1	1			11%	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	The LEA will provide training to professional staff regarding documentation of supports for school personnel, if included, the support, location, frequency, projected beginning date and anticipated duration of services. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

V	N	NA	DK	Not Obj	% #	Criteria	Required Corrective Action Evidence of Change	Timeline and Resources	Closed Date
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will provide special education professional staff with training regarding the requirement to document the conclusion regarding the student's eligibility for ESY. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
9	1	0			10%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will provide special education professional staff with training regarding the requirement to document the information or data reviewed by the IEP team to support the ESY eligibility determination. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
5	2	3			29%	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	The LEA will provide training to professional staff so that when ESY services are deemed appropriate, annual goals and when appropriate, short-term objectives will be addressed in the student's IEP. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

Y	N	NA	DK	Not App	% #	Criterion	Required Criterion / Action Evidence of Change	Timeline and Resources	Closed Date
4	3	3			43%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will provide training to professional staff so that when ESY services are deemed appropriate, there will be documentation of the ESY service, location, frequency, projected beginning date and anticipated duration of service in the IEP. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
7	3	0			30%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)	The LEA will provide special education professional staff with training regarding the requirement to identify the location of the student's program (name of the LEA where the IEP will be implemented). Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

Y	N	NA	DK	Not File	% #	Question	Required Corrective Action Evidence of Change	Implementation of Resources	Close Date
7	3	0			30%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)	The LEA will provide special education professional staff with training regarding the requirement to include a description of the other options the IEP team considered and the reason why those options were rejected (if the action is in regard to educational placement, options considered must begin with the regular education environment with supplementary aids and services). Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
8	2	0			20%	FR 326. If child will not be attending his/her neighborhood school, reason why not	The LEA is a charter school and as such the explanation of why the student will not be attending his/her neighborhood school is moot. No further corrective action is necessary.	05/12/2012	06/01/2011
						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)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	1			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	1			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	8	1			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
9	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			

Y	N	NA	DK	Not othr	% #	Comments	Required Components Met/Not Met/Not Applicable	Timeliness and Resources	Closed Date
0	0	9	0			P 32b. If no, what training or support would assist you?			
9	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
6	0	2	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
2	0	6	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?			
1	0	7	1			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Medical problems.			
7	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
7	0	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
7	0	2				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)			
8	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			

V	N	NA	DK	Not Obs	% #	Criterion	Required Assessment/Action Evidence of Changes	Timeline and Response	Closed Date
5	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 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
3	0	7				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?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D.R.	Not Chg.	% #	Question	Required Corrective Action To Achieve Full Compliance	Timeline and Resources	Closed Date
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
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? Socially & academically. Socially Benefiting academically & socially. Fluent reading & academic/social benefits. Student is able to receive curriculum with peers. Receives appropriate grade curriculum & has friends. Student benefits socially by being with age peers. Student benefits socially. Student benefits by being with same age peers.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. 9 Always 0 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not GPE	% #	Question	Required Changes/Section Indicators of Change	Frequency and Response	Closed Date
					9 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
9	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?			
9	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
7	0	2				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?			
6	1	2				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	3				GE 79c. If yes, what reasons were discussed for recommending removal? Speech-related services. Student math skills lacking. Need for extra support. Additional need for support in academics. Student need. Student is pulled out for speech/language & social skills class.			
0	0	3				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Team decision. IEP team decision. Specific need. Need for intense instruction. Degree of specific need. It was a team decision.			

Y	N	NA	DK	Not DTE	% #	Comments	Required Components/Action Evidence of Change	Timeliness and Resources	Closed Date
7	0	2				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?			
2	0	7				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?			
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?			
9	0	1				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)			
4	0	4	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			

Y	N	NA	DK	Not fill-	% #	Questions	Required Consents - Student Evidence of Change	Timeline and Assurances	Closed Date
9	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
9	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
9	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	9	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
5	0	4	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
7	0	3				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if child is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if child is enrolled in a charter school) involved with the planning and implementation of this student program?			
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)			

Y	N	NA	DK	Not rd-	% #	Question	Required Corrective Action Evidence of Action	Timeline and Responsible	Closed Date
0	0	9	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
9	0	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	0	0			P 50c. If yes, what reasons were discussed for recommending removal? Needs a small setting. Behaviors Student needs in reading & math. Need for math & reading - intense instruction. Need for one on one instruction. Need for related services. Student is easily distracted. Removal for testing only. Student would be given extended time for testing.			
0	0	0	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Team decision & student needs. Team decision & student needs. Team decision & student needs. Based on needs of student. Needs Needs of child. It was a team decision. It was a team decision. It was a team decision.			
8	0	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?			
8	0	1	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not othr.	% #	Question	Required Services/Action Component/Change	Timeline and Response	Closed Date
						<p>Socially & academically. Socially & academically. Peer interaction & support. Improvement noticed in comprehension. Academic & social skills with same age peers. Student now interacts with peers & asks more questions. Social adjustment has improved. Student exhibits more confidence as well as improved self-esteem, focus & attention.</p>			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					<p>0 Always 0 Sometimes 0 Rarely 0 Never 0 Don't Know 9 Does not Apply</p>	P 59. I am satisfied with the transition services developed for my child.			
					<p>7 Always 0 Sometimes 0 Rarely 0 Never 0 Don't Know 2 Does not Apply</p>	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
1	0	9				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
1	0	9				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			

V	N	NA	In R	Not file	% #	Description	Required Characteristic Action Evidence of Change	Timeframe and Resources	Closed Date
8	2	0			20%	FR 328. NOREP/PWN is present in the student file	The LEA will provide special education professional staff with training regarding the requirement to maintain the NOREP/PWN in the student file. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
8	0	2				FR 329. Demographic data			
8	0	2				FR 330. Type of action taken			
8	0	2				FR 331. A description of the action proposed or refused by the LEA			
5	3	2			38%	FR 332. An explanation of why the LEA proposed or refused to take the action	The LEA will provide special education professional staff with training regarding the requirement to document the explanation of why the LEA proposed or refused to take an action. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
8	0	2				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			

Y	N	NA	DK	Not rated	% #	Comments	Required Corrective Action Evidence of Change	Timeline and Personnel	Closed Date
7	1	2			13%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The LEA will provide special education professional staff with training regarding the requirement to document the description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
5	1	4			17%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will provide special education professional staff with training regarding the requirement to document the description of other factor(s) relevant to the LEA's proposal or refusal. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
7	1	2			13%	FR 336. Educational placement recommended (including amount and type)	The LEA will provide special education professional staff with training regarding the requirement to document the educational placement recommended (including amount and type). Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

Y	N	NA	DK	No. of Is.	% #	Criterion	Required Evidence/Action Evidence of Change	Trainers and Resources	Closed Date
2	6	2			75%	FR 337. Signature of school district superintendent or charter school CEO or designee	The LEA will provide training to its professional staff regarding the regulatory requirements having a school district superintendent or charter school CEO or designee's signature on the NOREP/PWN. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
7	1	2			13%	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.)	The LEA will provide training to its professional staff regarding the regulatory requirements of the NOREP/PWN specifically obtaining the parent's signature or documentation of reasonable efforts to obtain consent. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
7	1	2			13%	FR 339. Parent has selected a consent option	The LEA will provide training to its professional staff regarding the regulatory requirements of the NOREP/PWN relating to documentation that the parent has selected a consent option. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012

Y	N	NA	DK	Not dir	% n	Question	Proposed corrective action Evidence of Change	Timeline and Resources	Closed Date
7	1	2			13%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will provide special education professional staff with training regarding the requirement that the placement indicated on the NOREP/PWN reflects the educational placement indicated on the student's IEP. Evidence of Change: The LEA will provide the special education adviser with documentation of the training including training materials, agendas, and sign in sheets. The adviser will review student files for compliance of this requirement.	05/12/2012 IU Staff PaTTAN Staff LEA Staff Consultants	05/09/2012
						INTERVIEW RESULTS (Parent)			
0	0	9	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.			
					8 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					8 0 0 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Set offs	% #	Criterion	Required Certificate/Action Evidence of Change	Timeline and Resources	Closed Date
					2 1 2 4 3 1 3 2 4 2 1 3	<p>a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other</p> <p>Individual attention & time given. The staff & students are well integrated. Students with disabilities are not singled out. Student enjoys ESY services & reading programs. Student's confidence has improved.</p>			
		0	0		9	<p>P 67. Tell me anything you would like to change about the program.</p> <p>n. other Nothing Nothing More flexible instructional schedule. Nothing Nothing Nothing Better communication. Nothing I would like to see it expand more.</p>			
		0	0		2 5 2	<p>P 68. The school explains what options parents have if the parent disagrees with a decision of the school.</p> <p>a. Very strongly agree b. Strongly agree c. Agree</p>			
						<p>P 69. Additional comments about your child's program.</p> <p>Great program. Very happy with the personalized attention to needs of child.</p>			
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?			

Y	N	NA	DK	Net Grp	% #	Comments	Required Curriculum Action Exhibits of Change	Timeline and Resources	Closed Date
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
0	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program? 0 Very 0 Somewhat 0 A Little 0 Not at All 0 Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
						S 131. How satisfied are you with your special education supports/services? 0 Very 0 Somewhat 0 A Little 0 Not at All 0 Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
						S 134. How much time do you spend with students who do not have disabilities? 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			

Y	N	NA	DR	Not sure	% #	Question	Required Corrective Action Explanations of Change	Timeline and Resources	Current Data
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			
						Topical Area 10: Other Improvement Plan Issues			

Y	N	NA	DK	Not Title	% #	Condition	Required Corrective Action Evidence of Change	Timeline and Resources	Closed Date
						FSA 19A Teacher Survey Results	<p>The LEA will provide training to professional staff regarding augmentative communication.</p> <p>Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.</p>	<p>12/20/2011</p> <p>IU Staff PaTTAN Staff LEA Staff Consultants</p>	12/19/2011

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

Name of School Environmental Charter School at Frick Park _____

Address of School 829 Milton Street Pgh., PA 15218 _____

CEO Signature  _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	842.22
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	79083.76
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	119457.11
	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	61120
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	61889.39
	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	7322553.56
	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	111809
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	29767.44
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	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	9983.7
	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	96392.27
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	149806.52
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	249049.17
	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			8291754.23

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	/Certificate# DO NOT ENTER SSN	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 Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abrams, Gayle		Elem. K-6	5	Reading	40	100	0
2	Aiken, Ed		Elem. K-6	1	Grade 1 Team Teacher	40	100	0
3	Baldacci (Thompson), Jennifer		Sp.Ed. N-12, Elem. K-6, English 7-9	6	Grade 6 Sp.Ed. Eng.	40	100	0
4	Bannon, Jennifer		Elem. K-6	6	Grade 6 English	40	100	0
5	Bloomfield, Michelle		Elem. K-6	3	Grade 3 Team Teacher	40	100	0
6	Bouchard (Perrone), Tamra		Elem. K-6, Early Child. N-3	1	Grade 1 Math	40	100	0
7	Brand, Judy		School Nurse	K-7	School nurse	40	100	0
8	Brunger, Becky		Elem. K-6	3	Grade 3 Math	40	100	0
9	Burke, Joe		Elem. K-6	K-7	Literacy Coach	40	100	0
10	Buttenfield, Hilary		Elem. K-6, Sci. 7-9	6	Grade 6 Science	40	100	0
11	Carey, Caitlin		Elem. K-6, Bio. 7-9	7	Grade 7 Science	40	100	0
12	Cataldi, Sarah		Elem. K-6	5	Grade 5 Math	40	100	0
13	Catello, Carly		Sp.Ed. N-12	2	Grade 2 Sp.Ed.	40	100	0
14	Cook, Tawana			K-3	K-3 Principal	40	100	0
15	Cowherd, Melanie		Elem. K-6	K-7	Inquiry Coach	40	100	0
16	Cribbs, Amanda		Elem. K-6, Math 7-9, Sci. 7-9, Prin. N-12	Gr. 4-7	Grade 6 Math, Ass't.	40	100	0
17	Cunningham, Brittany		Elem. K-6	4	Grade 4 long term sub.	40	100	0
18	Davis, Shavonne		Elem. K-6, Sp.Ed. N-12	5	Grade 5 Sp.Ed. Math	40	100	0
19	Dessell (Hoak), Heather		Elem. K-6	1	Grade 1 Reading	40	100	0
20	Doerr, Trisha		Elem. K-6, Math 7-9, English 7-9, Sp.Ed. N-12	7	Grade 7 Sp.Ed. Math	40	100	0
21	Duffy, Alexandra		Elem. K-6	5	Grade 5 long term sub.	40	100	0
22	Ebersole (Dattilo), Kate		Sp.Ed. N-12	K-7	Dir. Of Student	40	100	0
23	Formal, Stacey		Elem. K-6, Sp.Ed. N-12, Math 7-9, English 7-9	6	Grade 6 Sp.Ed. Math	40	100	0
24	Franklin, Stephanie		Elem. K-6	4	Grade 4 Inquiry	40	100	0
25	Frye, Ashley		Elem. K-6	K-3	Ass't. to the principal	40	100	0
26	Gagliotti, Adam		Social Studies	6	Grade 6 Inquiry	40	100	0
27	Gregory, Megan		Health & Phys. Ed. K-12	K-3	Phys. Ed.	40	100	0
28	Hain, Katie		Elem. K-6, Early Child. N-3	K	Kindergarten	40	100	0
29	Handron, Jessie		Elem. K-6	K-7	Math Coach	40	100	0
30	Hoffman, Todd		Social Studies	K-7	Technology Coach	40	100	0
31	Hsieh, Vicky		Elem. K-6	3	Grade 3 Reading	40	100	0
32	Kaczmarek, Nick		English 7-12	7	Grade 7 English	40	100	0
33	Kessler, LaRon		Elem. K-6, Sp.Ed. N-12	2	PCA	40	100	0
34	King, Michelle		Social Studies	7	Grade 7 Inquiry	40	100	0
35	Kravec, Beth		Elem. And Secon. Counselor	K-7	Counselor	40	100	0
36	Kolano (Padezan), Jessica		Elem. K-6, Sp.Ed. N-12, Early Childhood N-3	K	Kindergarten	40	100	0
37	Kucik (Jackson), Vanessa		Elem. K-6, Math 7-9, Principal K-12	7-Apr	Ass't. Principal	40	100	0

38	Kulick, Jennifer	Elem. K-6, Math 7-9, Sp.Ed. N-12	7-Feb	Gifted Coordinator	40	100	0
39	Lackner, Rebecca	Elem. K-6, Math 7-9, English 7-9, Sp.Ed. N-12	6	PCA	40	100	0
40	Lassiter, Amy	Elem. K-6	2	Grade 2 Math	40	100	0
41	Linnelli, Frank	Elem. K-6, Sp.Ed. N-12	4	Grade 4 Sp.Ed. Math	40	100	0
42	Lovely, Jamie	Music	7-Apr	Music	40	100	0
43	Lynch, Deirdre	Elem. K-6	3	Grade 3 Inquiry	40	100	0
44	Maxwell (Kohler)	Elem. K-6, Sp.Ed. N-12, Social Studies	1	Grade 1 Sp.Ed.	40	100	0
45	McCann, Jon	Elem. K-12, Principal N-12	K-7	CEO	40	100	0
46	McCaughan, Lauren	Elem. K-6	1	Grade 1 Inquiry	40	100	0
47	McLemore (Wolfson)	Elem. K-6, English 7-12, Sp.Ed. N-12	K-7	Sp.Ed. Coach	40	100	0
48	Merenstein, Shannon	Art K-12	K-3	Thinking Lab	40	100	0
49	Meyer, Danielle	Elem. K-6	K	Kindergarten	40	100	0
50	Micco, Laura	Elem. K-6, Enviro.Ed. K-12	Grades 4-7	Enviro. Ed.	40	100	0
51	McGruff (Shupak), Shannon	Elem. K-6	2	Grade 2 Reading	40	100	0
52	Pasquale, Tom	Health & Phys. Ed. K-12	Grades 4-7	Phys. Ed.	40	100	0
53	Pellathy, Steve	Principal K-12	Grades 4-7	Principal	40	100	0
54	Pompa (Karichko), Diane	Elem. K-6, Enviro.Ed. K-12	2	Grade 2 Inquiry	40	100	0
55	Porter, Jennifer	Elem. K-6	K	Kindergarten	40	100	0
56	Purnell, Christy	Elem. K-6	4	Grade 4 Reading	40	100	0
57	Reidell, Marty	Music, Elem. K-6	K-3	Music	40	100	0
58	Rendulic, Alexandra	English 7-9, Sp.Ed. N-12	7	Grade 7 Sp.Ed. English	40	100	0
59	Schuit, Tisa	Elem. K-6, Rdg. Spec.	K-3	Reading Support	20	100	0
60	Serbin, Sierra	Elem. K-6	4	Long term sub.	40	100	0
61	Sheaffer, Nikole	Elem. K-6, Principal K-12	K-7	Dir. Of Academics	40	100	0
62	Sica (Meyer), Rachel	Elem. K-6, Gen.Sci., Envir. Ed. K-12	2	Grade 2 Team Teacher	40	100	0
63	Stewart, Andrea	Elem. K-6, Math 7-9, Enviro.Ed. K-12	4	Grade 4 Math	40	100	0
64	Szpila, Jerome	Elem. K-6, Math 7-9	5	Grade 5 Inquiry	40	100	0
65	Tutolo, Nick	Biology, Math 7-9	7	Grade 7 Math	40	100	0
66	Vogel, Marissa	Elem K-6, Sp.Ed. N-12	3	Grade 3 Sp.Ed.	40	100	0
67	Young, Chelsea	Elem. K-6, Math 7-9, Enviro.Ed. K-12	K-3	Thinking Lab	40	100	0

Total Number of Administrators (do not include CEO) ___7___

Total Number of Teachers ___53___ Counselors ___1___ School Nurses ___1___ Others ___4___

Total Number of Professional Staff ___66___

Board of Directors
Environmental Charter School at Frick Park

In planning and performing our audit of the financial statements of the Environmental Charter School at Frick Park (School) as of and for the year ended June 30, 2012, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures that are appropriate in the circumstances 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 School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified a deficiency in internal control that we consider to be a material weakness and an other deficiency that we consider to be a significant deficiency.

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 and correct 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 School's financial statements will not be prevented, or detected and corrected on a timely basis.

We understand that the School has taken significant steps subsequent to year-end to restructure its fiscal approach and strengthen internal controls over financial reporting. Our comments relate to matters that existed throughout the year ended June 30, 2012 and do not contemplate subsequent changes in policy or the adequacy thereof.

We consider the following deficiency to be a material weakness in internal control:

Account Reconciliations

Timely reconciliations are not performed for many of the School's accounts, most notably tuition and retirement accruals. Throughout the year, tuition revenue is recorded based on budgeted amounts and adjusted only at year-end based on actual billings and receipts. This process does not provide for the monitoring of actual revenue vs. budget or the monitoring of receivable balances. Tuition revenue is the School's most significant revenue source and it is critical that account reconciliations occur throughout the year. The retirement accrual was also not reconciled throughout the year and only reviewed for accuracy and corrected through the year-end closing process and audit process.

Procedures should be implemented that provide for monthly reconciliation of all balance sheet accounts but specific emphasis should be placed on ensuring that tuition revenue and receivables are reconciled monthly and reviewed and approved.

* * * * *

A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiency to be a significant deficiency in internal control:

Segregation of Duties

The Imagine Regional Finance Manager is an authorized check signer on the checking account out of which disbursements are made, prepares the bank reconciliation, and has access to most aspects of the general ledger system. Also, the Business Manager has access to the accounting system and can prepare and process checks.

Ideally, responsibilities for custody, accounting, and control of assets should be segregated. Currently, the School attempts to mitigate the segregation of duties issue by requiring that the Principal review and approve the monthly bank statements and scan the cancelled checks for reasonableness. Although these steps mitigate the segregation of duties issue, they do not eliminate the possibility that one person still has the ability to perform all of the previously mentioned accounting processes. Management and the Board of Directors should be cognizant of the fact that an absence of segregation can allow errors or irregularities to occur and not be detected. We recommend that the School continue to review its current practices and attempt to determine ways to further segregate duties at a cost that does not outweigh the benefit to the School.

It is also the Schools' policy that the Business Manager reviews and approves all journal entries made by the Regional Finance Manager. Based on discussions with management, this policy was not followed during 2012.

* * * * *

We noted the following other matters for your consideration:

Payroll Contracts

We noted two instances out of twenty-five payroll transactions tested where contracts could not be located to support the pay rate. Based on discussions with the CEO, the pay rates being paid were proper. Procedures currently in place should be reviewed to ensure that all supporting documentation related to approved pay rates is maintained.

Cash Disbursements

We noted that five out of the thirty-eight disbursements tested did not contain two signatures as is required for any purchases over \$10,000 per the School's policy. Procedures should be implemented to ensure internal policies related to check signatures are followed.

Consolidated Financial Statements

As noted in Note 1 to the School's financial statements, the Foundation's financial statements were not consolidated with the School's financial statements for 2012 due to the immaterial level of activity in the

Foundation in 2012. However, management should be aware that, under accounting standards, the Foundation is considered part of the School for financial reporting purposes. The need for consolidation should be reevaluated in 2013.

Cash Collections

Cash collected primarily relates to food service and the afterschool program. Although procedures were implemented during the year to improve the process, current procedures do not provide for segregation between the functions of collecting the cash and reconciling the cash to the child payment accounts. Procedures should be implemented to attempt to centralize the cash collection process to the business office; then, the personnel in-charge of the programs can reconcile the deposit information to what should have been deposited per the child payment account records.

Policies and Procedures

The School does not currently have written policies and procedures to guide many aspects of financial operations. As the School continues to grow, it is important that accounting and reporting requirements be documented. Such accounting policies would include information systems, cash receipts, cash disbursements, journal entries, reporting, fraud, and general ledger maintenance.

Related policies and procedures should be authored and regularly updated to promote consistent operation of the School and help minimize disruption in the event of personnel changes.

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This communication is intended solely for the information and use of the Board of Directors, management, others within the School, and applicable federal and state agencies and is not intended to be and should not be used by anyone other than these specified parties.

Maker Duessel

Pittsburgh, Pennsylvania
November 26, 2012