

Independence CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

1600 Lombard Street
Philadelphia, PA 19146
(215)238-8000

Phase:

Phase 3

CEO Name:

Thomas Scheid

CEO E-mail address:

ceotom@icscharter.com

Governance and Staff

Leadership Changes

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

Our CEO is entering his second full year over the summer of 2014. Our by-laws allow a 9 to 17 Board composition. Our Board of Trustees had a few changes after the June 11, 2014 meeting with a parent representative leaving due to her term completion and a new parent representative (one of two) beginning her two-year term. The board increased the size of the board from 15 to 17 to allow for a year of transition. At the end of the 2014-15 school year 6 board members will term-out and having new board additional members during the current year of 2014-15 will assure there is a transfer of both practice and historical knowledge. The board plans on reducing the number back to 15 after the 2014-15 school year. Our new board president was our treasurer/officer, and our new treasurer is re-assuming his duties, as he was the treasurer in the past. His term will end next year, and one of the new board members is a licensed CPA who will assume the treasurer position in the 2015-16 school year (he will serve on the finance committee over the 2014-15 school year). Our board secretary remains unchanged and our new vice-president is entering his third year on the board and comes to us with extensive experience in K-12 education. Our board remains committed to transparency and the mission of the school. Additionally, both the Lower School and the Middle School Principals remain unchanged with each entering their third and fourth year as Principal. There is an ex-officio seat for a teacher representative at the Board Meetings. This teacher is elected by the staff and is required to participate in various committee meetings and make reports to the Board and public at the meetings.

Board of Trustees Meeting Schedule

Location	Date and Time
Independence Charter School Cafeteria 1600 Lombard Street Philadelphia, PA 19146	9/10/2014 6:00 PM
Independence Charter School Cafeteria 1600 Lombard Street Philadelphia, PA 19146	10/15/2014 6:00 PM
Independence Charter School Cafeteria 1600 Lombard Street Philadelphia, PA 19146	12/10/2014 6:00 PM
Independence Charter School Cafeteria 1600 Lombard Street Philadelphia, PA 19146	2/11/2015 6:00 PM
Independence Charter School Cafeteria 1600 Lombard Street Philadelphia, PA 19146	4/8/2015 6:00 PM
Independence Charter School Cafeteria 1600 Lombard Street Philadelphia, PA 19146	6/10/2015 6:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX 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	0.00	0.00	0.00	1.00
Principal	2.00	2.00	0.00	0.00	0.00	2.00
Assistant Principal	0.00	1.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	39.00	35.00	0.00	0.00	1.00	39.00
Specialty Teacher (including Master Teachers)	14.00	12.00	0.00	0.00	0.00	14.00
Special Education Teacher (including Master Teachers)	5.00	5.00	0.00	0.00	0.00	5.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	2.00	2.00	0.00	0.00	0.00	2.00
Psychologist	1.00	1.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Totals	66.00	61.00	0.00	0.00	1.00	66.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

As part of the board's goals for the new CEO, both the current fundraising activities and new programs were carried out with success for the 2013-14 school year. The school completed a new fall appeal as well as two appeals in December and May. The school's PTA held a successful fundraising event and several grants were secured, including an after-school music grant, a grant to support literacy in the 3rd and 4th grade as well as grant to support the teacher effectiveness tool. The school supports a part-time development coordinator that works directly with the CEO and board to monitor and support all of the fundraising efforts. All of the fundraising activities support student programming and equipment.

For the 2014-15 school year, the CEO along with the board has developed an additional program that plans to reach a wider audience of supporters. The program will have a capstone event in the late spring. The school plans to use the new fundraising program to support the diverse programming, which will aid in the current decreases in local funding.

Fiscal Solvency Policies

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

The Board of Trustees has adopted financial policies and procedures which include the topics- budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year.

The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regular and attends all board and finance meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

The accounting system is Abila/Sage and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

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 business office adopted a new electronic system for tracking expenditures under the Abila/Sage accounting software.

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:	St. Clair CPA Solutions
Date of Last Audit:	12/13/2013
Fiscal Year Last Audited:	2013

Explanation of the Report

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

The school's auditing firm is St. Clair CPA Solutions. The last audit is dated *December 13, 2013* for fiscal year 2012-2013 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for 2013-2014 by August 13, 2013.

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: Yes
Date of Last Federal Programs Consolidated Review: 04/30/2013
School Year Reviewed: 2012-13

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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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
Paraprofessional	Independence Charter School 1600 Lombard Street Philadelphia, PA 19146	2
School Counselor	Independence Charter School 1600 Lombard Street Philadelphia, PA 19146	2
Special Education Coordinator	Independence Charter School 1600 Lombard Street Philadelphia, PA 19146	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Bilingual Speech Therapy	0.5 Days	Outside Contractor	10 or fewer

Hearing Support	1 Days	Outside Contractor	10 or fewer
Occupational Support	3 Days	Outside Contractor	28
Orientation and Mobility	0.5 Days	Outside Contractor	10 or fewer
Physical Support	1 Days	Outside Contractor	10 or fewer
School Psychologist-Formal Testing	3 Days	Outside Contractor	46
Speech and Language Support	4 Days	Outside Contractor	55
Vision Support	0.5 Days	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

01/21/2010

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

DOCX 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:

No fixed assets were acquired in the 2012-13 school year.

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

\$0.00

Facility Plans and Other Capital Needs

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

The major facilities plans are focused on maintain all of the major utilities and building maintenance areas. The building was renovated throughout during the initial occupation in the 2006-07 school year.

Major items on watch list:

Roof (assure roof is sealed and secure)

HVAC (update as needed)

Potential construction:

If funding becomes available the school may consider an addition of a gym/auditorium.

Memorandums of Understanding

Organization	Purpose
Philadelphia Police Department	Establishes procedures to be followed between school and police department.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by Gloria Shabazz on 7/27/2014

President, Board of Trustees

Affirmed by Thomas Scheid on 7/21/2014

Chief Executive Officer

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Gloria Shabazz on 7/27/2014

President, Board of Trustees

Affirmed by Thomas Scheid on 7/28/2014

Chief Executive Officer

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Gloria Shabazz on 7/27/2014

President, Board of Trustees

Affirmed by Thomas Scheid on 7/28/2014

Chief Executive Officer

Staff Name	SS/CERT #	Area of Certification	Grade(s) Teaching/Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	Percentage of Time in Areas NOT Certified
ARANGO-ORTIZ, MARCELA		Elementary K-6	3	3rd gr self-contained	40	100%	0%
BEAVER, KRISTEN		Elementary, General Science	4, 7	Science	40	100%	0%
BELLIZZI, STEVEN		Spanish & Social Studies	7	Spanish & Social Studies	40	100%	0%
BENNER, JOSEPH		Special Education N-12 & Mid-Level Mathematics (7-9)	7	Special Education & Math	40	100%	0%
BOLIVAR POVEDA, LUZ ANGELA		ESL & Spanish K-12	K-8	Spanish Language Arts	20	100%	0%
BONITATIBUS, MICHAEL		Health & Physical Education	6,7,8	Physical Education	20	100%	0%
BORIN, FRANCESCA		Elementary K-6 & Spanish	K-8	Spanish Language Arts & 4th Gr Self-contained	40	100%	0%
BROOKS, ANNE		English 7-12	6	English Language Arts	40	100%	9%
BRUTUS, ANAIS		PK-4 (emergency cert)	K	K self-contained	40	100%	0%
CRAIG, SCOTT		Elementary K-6	5	English Language Arts & Social Studies	40	100%	0%
DEAN, KATHARINE		Social Studies	6,8	Social Studies	40	100%	0%
DIBERARDINIS, GABRIELE		Elementary & Secondary Counselor	K-8	Counselor	40	100%	0%
DINAPOLI (KEEN), ADRIENNE		Elementary K-6	4	4th self-contained	40	100%	0%
ECKERMAN, LYNN		Elementary K-6, Mid-Level Science 7-9, Mid-Level Mathematics 7-9	8	Science	20	100%	0%
EPELBON, RONITH		None	K-5	Music	40	0%	100%
FERNANDEZ-SHEINBAUM, ODAMIS		Elementary K-6 & ESL	K-8	ESL	20	100%	0%
FLYNT, BRIAN		Special Education N-12 & English 7-12	K,1,2,8	Special Education	40	100%	0%
GANDHI,SWETA		Mid-Level Mathematics 7-9, Mid-Level English 7-9	6	Math	40	100%	0%
GUEVARA-CONDE, LUZ MARINA		None	1	1st gr self-contained	40	0%	100%
HALL, ANNE		Counselor	5,6,7,8	Social Worker	32	100%	0%
HALL, LATOYIA		Mid-Level English 7-9	7th	English Language Arts	40	100%	0%
HENDERSON, NATALIE		Art K-12	K-5	Art	40	100%	0%
INGERSON, MEAGAN		Elementary K-6, Mid-Level Citiz Ed 7-9, Mid-Level Mathematics 7-9, Mid-Level English 7-9	4	4th self-contained	40	100%	0%
JAUREGUI, ANTONIA		Elementary K-6, Spanish K-12	6,8	Spanish	40	100%	0%

Staff Name	SS/CERT #	Area of Certification	Grade(s) Teaching/Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	Percentage of Time in Areas NOT Certified
JIMENEZ, NANCY LEONOR		Biology 7-12, Spanish K-12	K-2	Science	40	0%	100%
JOHNSON, FATIMAH		Special Education N-12, Mid-Level Mathematics 7-9	8	Special Education & Math	40	100%	0%
JUTZI, JENNIFER		Elementary K-6	2	2nd gr self-contained	40	100%	0%
KAY, BARBARA		Elementary K-6, Mid-level Mathematics 7-9	5	Math & Science	40	100%	0%
KOHL, TRACEY		Elementary K-6	5	English Language Arts & Social Studies	40	100%	0%
LATIMER, ELAINE		Special Education N-12, Elementary K-6, Mid-Level Mathematics 7-9, Mid-Level English 7-9	5	Special Education	40	100%	0%
LEIGH, AMY		Reading Specialist K-12, Elementary K-6, Mid-Level English 7-9	K-8	Reading Specialist	40	100%	0%
LENNON, LEEANNA		Spanish K-12, ESL	3,4,5	Spanish	40	100%	0%
LONG, KRISTEN		Elementary K-6, ESL, Curriculum Specialist, Principal K-12	5,6,7,8	Middle School Principal	40	100%	0%
LUKASIAK, LANCE		Elementary K-6	3,4	English Language Arts & Science	40	100%	0%
MAGEE, EMILY		Mathematics 7-12	8	Math	40	100%	0%
MARTIN, TIENNE		Elementary K-6	3	English Language Arts	20	100%	0%
MCCASKEY (SHOUP-MENDIZABAL), AMAYA		Elementary K-6	1	1st gr self-contained	40	100%	0%
MEACHAM, PAMELA		Early Childhood N-3	K	K self-contained	40	100%	0%
MILLER, KEIA		None	K	K self-contained	40	0%	100%
MORRIS, ERICKA		Elementary K-6 & Mid-Level English 7-9	8	English Language Arts	40	100%	0%
MUNOZ, BEGONA		Elementary K-6	3	3rd gr self-contained	40	100%	0%
NAFFAH, DORIS		None	K	Kindergarten	40	0%	100%
NEWSOME, DANA		Spanish K-12	6,7,8	Spanish	40	100%	0%
NORRIS, SHAVON		PA does not have a K-5 Dance cert	K-5	Dance	40	* PA does not have a K-5	*PA does not have a K-5
PACHECO, BORIS		Elementary K-6	4	4th self-contained	40	100%	0%
PAINTER, ERIC		Elementary K-6, Special Education N-12	4	4th self-contained long-term sub	40	100%	0%
PAINTER, KERIANN		Elementary K-6	2	2nd self-contained	40	100%	0%

Staff Name	SS/CERT #	Area of Certification	Grade(s) Teaching/Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	Percentage of Time in Areas NOT Certified
PATER, KATARZYNA		Elementary K-6, Mid-Level Science 7-9, Mid-Level Mathematics (emergency cert)	6,7	Science & Math	40	100%	0%
RINGKLIB, ANDREA		Elementary K-6, Mid-Level English 7-9, Spanish K-12, Mid-Level Citiz Ed 7-9. Mid-Level Science 7-9	7	English Language Arts	40	100%	0%
RODRIGUEZ, ESMERALDA		Spanish K-12 (Emergency cert)	3,4,5	Spanish Language Arts	40	100%	0%
ROMERO, YINETH		PK-4 (Emergency cert)	2	2 self-contained	40	100%	0%
ROUTH, KERRY		Mid-Level Mathematics 7-9, Elementary K-6	7,8	Math	20	100%	0%
SANTIAGO-DROZ, HILDA ELISSE		Elementary K-6	5	Math & Science	40	100%	0%
SAUNDERS, ERIKA		Special Education N-12, Mid-Level English 7-9	3	3rd gr self-contained	40	0%	100%
SCHEID, THOMAS		Superintendent/CEO	K-8	CEO/Superintendent	40	100%	0%
SCHOFIELD, LAURA		Spanish K-12 (Intern cert)	K-2	Spanish	40	100%	0%
SEIFERT, SOPHIA		Chemistry 7-12, Mid-Level Science 7-9	6,7,8	Science	40	100%	0%
SPADATTO, DANA		Elementary K-6	3	3rd gr self-contained	40	100%	0%
SPURKA, AMBER		Spanish K-12, Elementary K-6	2	2nd gr self-contained	40	100%	0%
STIRBYS, GAJA		Elementary K-6	1	1st self-contained	40	100%	0%
TAGGART, RICHARD		Elementary K-6, Mid-Level Mathematics 7-9	7	Math	40	100%	0%
TAYLOR, LARRY		School Psychologist	K-8	Psychologist	12	100%	0%
TAYOUN, JOSEPH		None	6,7,8	Drumming	20	Class does not require	100%
THOMAS, KAREEM		Principal K-12	K-4	Principal	40	100%	0%
THOMPSON, KAJSA		Elementary K-6	4	4th self-contained	40	100%	0%
VASSION, TIMOTHY		Health & Physical Education	3	3rd gr self-contained (long-term sub)	40	0%	100%
WHITE, CHRISTOPHER		Social Studies (7-9)	6,7,8	Social Studies	40	80%	20%
WILLOE, HOPE		Elementary K-6	1	1st self-contained	40	100	0
ZISK, BARBARA		Elementary k-6, Special Education N-12	K-2	Special Education	40	100%	0%

Staff Name	SS/CERT #	Area of Certification	Grade(s) Teaching/Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	Percentage of Time in Areas NOT Certified
ZUMBO, ANNE		Elementary K-6, Special Education N-12	6	Special Education & Math	40	100%	0%



pennsylvania
DEPARTMENT OF EDUCATION

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

March 4, 2014

Mr. Thomas Scheid
Chief Executive Officer
Independence CS
1600 Lombard Street
Philadelphia, PA 19146

Dear Mr. Scheid:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2012-13 school year. We have received your corrective action plan. You are now in complete compliance with current statute, regulations and guidance released by the United States Department of Education.

If you have any questions, please feel free to contact your Regional Coordinator at (717) 783-2193. Thank you for your cooperation.

Sincerely,


Susan McCrone
Chief
Division of Federal Programs

cc: Project File
Federal Programs Coordinator

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

Name of School Independence Charter School
 Address of School 1600 Lombard Street Philadelphia, PA 19146

CEO Signature



7-21-14

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	2,654
	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	97,771
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	64,777
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	125,066
	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	8,136,310
	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	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	11,167
	6999	Other Revenues Not Specified Above	3,702
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	10,453
	7330	Health Services (Medical, Dental, Nurse, Act 25)	5,660
	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	14,858
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	285,227
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)	477,354
	8520	Vocational Education	
	8530	Child Nutrition Program	235,100
	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	721
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	30,000
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		9,500,818

NOTES:

See "NOTES WORKSHEET" for disclaimer

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

School Name Independence Charter School
 Address of School 1600 Lombard Street Philadelphia, PA 19146

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	3,993,650
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	610,831
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	70,102
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	66,490
2120	Guidance Services	
2130	Attendance Services	
2140	Psychological Services	61,735
2150	Speech Pathology and Audiology Services	
2160	Social Work Services	
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	63,172
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	20,507
	2270	Instructional Staff Professional Development Services	64,922
	2280	Nonpublic Support Services	
	2290	Other Instructional Services	84,530
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	52,051
	2360	Office of the Superintendent (Executive Director) Services	268,229
	2370	Community Relations Services	-
	2380	Office of the Principal Services	918,375
	2390	Other Administration Services	21,235
2400		SUPPORT SERVICES - PUPIL HEALTH	75,048
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	37,279
	2590	Other Support Services - Business	110,056
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	1,554,416
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	7,080.22
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	-
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	

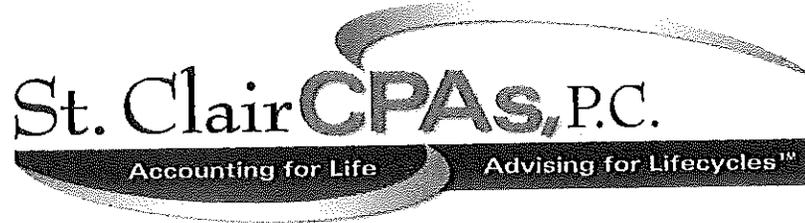
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	151,533
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	308,886
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	32,280
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	-
	3350	Welfare Activities	
	3390	Other Community Services	67,923
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

This financial statement has been prepared on a modified accrual basis solely to comply with a thirty day deadline required by the Commonwealth of Pennsylvania. As a result of this truncated timeline, this financial statement has not been prepared in accordance with generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board and may not include all accruals and/or depreciation expenses. It may materially differ from the school's final audited financial statements. Therefore, the charter school, its board and administration accept no responsibility for accuracy of the information contained herein.

Independence Charter School reserves all available objections regarding the required provision of Addendum B with the Annual Report for Charter Schools. Independence Charter School reserves its right for administrative/judicial relief pursuant to the Public School Code, Administrative Agency Law, the Pennsylvania Code and Charter School Law. Independence Charter School specifically denies that the provision of this financial statement to PDE in order to remain compliant with 24 PS Section 17-1728-A(b) and in accordance with its Charter constitutes any waiver of its rights as defined by Public School Code, Administrative Agency Law, the Pennsylvania Code and Charter School Law. Finally, Independence Charter School reserves the right to supplement or revise this submission with additional documentation which may be introduced into evidence at any subsequent proceeding.

INDEPENDENCE CHARTER SCHOOL

FINANCIAL STATEMENTS, SUPPLEMENTARY SCHEDULES AND
SINGLE AUDIT REQUIREMENTS
(WITH INDEPENDENT AUDITORS' REPORT THEREON)
JUNE 30, 2013



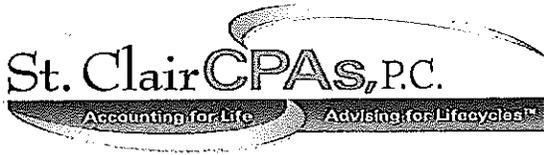
**INDEPENDENCE CHARTER SCHOOL
JUNE 30, 2013**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Independence Charter School
Philadelphia, Pennsylvania

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component unit, each major fund, and the aggregate remaining fund information of Independence Charter School, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component unit, each major fund, and the aggregate remaining fund information of Independence Charter School, as of June 30, 2013, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3-6 and 30 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Independence Charter School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2013, on our consideration of Independence Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



Certified Public Accountants

Merchantville, New Jersey
December 13, 2013

MANAGEMENT'S DISCUSSION AND ANALYSIS

**INDEPENDENCE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

The Board of Trustees of Independence Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2013. We encourage readers to consider the information presented herein in conjunction with the School's financial statements.

FINANCIAL HIGHLIGHTS

- Total revenues for the fiscal year ended June 30, 2013 were \$9,507,784, representing a decrease of \$364,415 from June 30, 2012.
- At June 30, 2013, the School reported an ending fund balance of \$5,184,869, representing an increase of \$338,945 from June 30, 2012.
- The results of operations and the increase in fund balance of \$338,945 represent the School's long term plan to prepare for reductions in the major source of revenue, subsidies from local school districts, which are expected to decrease over the next two years. This increase in fund balance is intended to minimize disruption and preserve the schools high quality educational program in fiscal years 2013-2014 and 2014-2015 as well as provide funds for unexpected capital maintenance on its building. The detail of the Fund Balance designations is found in Note 8 of the Financial Statements.
- The School's cash balance at June 30, 2013, was \$5,642,671, representing an increase of \$778,381 from June 30, 2012.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to Independence Charter School's (the School) basic financial statements. The School's basic financial statements as presented comprise four (4) components: (1) management's discussion and analysis, (2) the basis financial statements, (3) the notes to the financial statements, and (4) the federal awards section.

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

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

The statement of activities presents information showing how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. This, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. expenditures accrued in one fiscal year but paid in subsequent years, and depreciation).

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School. The School's function is to provide an alternative educational opportunity.

**INDEPENDENCE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Fund financial statements: A fund is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental-type entities, utilizes fund accounting to ensure and demonstrate compliance with financial-related legal requirements. The School has three (3) fund types, the governmental general fund, the proprietary fund, and the fiduciary agency fund.

Notes to the Financial Statements

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

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis and is prepared using a basis other than accounting principles generally accepted in the United States of America (GAAP) for state reporting requirements.

Single Audit Requirements

The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-profit Organizations*.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34, *Basis Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*, which requires a comparative analysis of current and prior year balances.

	June 30,	
	2013	2012
Current assets	\$ 6,328,043	\$ 5,931,840
Noncurrent assets	91,610	127,279
Total assets	<u>6,419,653</u>	<u>6,059,119</u>
Total liabilities	<u>1,271,360</u>	<u>1,385,845</u>
Net position:		
Invested in capital assets, net of related debt	75,363	108,898
Unrestricted	<u>5,072,930</u>	<u>4,564,376</u>
Total net position	<u>\$ 5,148,293</u>	<u>\$ 4,673,274</u>

As noted earlier, net assets may service over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$5,148,293 as of June 30, 2013.

**INDEPENDENCE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Government-Wide Financial Analysis (continued)

The School's revenues are predominately received from the School District of Philadelphia based on student enrollment. For the year ended June 30, 2013, the School's revenues (\$9,507,784) exceeded its expenditures (\$9,032,765) by \$475,019.

	<u>2013</u>	<u>2012</u>
Revenues:		
Local educational agencies	\$ 7,684,203	\$ 8,144,773
State sources	471,468	377,360
Federal sources	623,939	740,982
Food service	420,036	334,950
Other revenue	<u>308,139</u>	<u>274,137</u>
Total Revenues	<u>9,507,785</u>	<u>9,872,202</u>
Expenditures:		
Other instructional programs	4,923,360	4,666,594
Pupil personnel services	185,052	163,506
Instructional staff services	219,092	351,511
Administrative services	1,310,137	1,278,959
Pupil health	68,692	70,124
Business services	149,459	144,269
Operation and maintenance of plant services	1,432,554	1,598,402
Other support services	164,466	116,383
Student activities	104,589	80,710
Food services	407,221	337,564
Depreciation expense	<u>68,144</u>	<u>58,886</u>
Total expenditures	<u>9,032,766</u>	<u>8,866,908</u>
Change in net position	475,019	1,005,294
Net position-beginning	<u>4,673,274</u>	<u>3,667,980</u>
NET POSITION-ENDING	<u>\$ 5,148,293</u>	<u>\$ 4,673,274</u>

Governmental Fund

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

The School's governmental fund (the general fund) reported an ending fund balance of \$5,184,869 at June 30, 2013.

**INDEPENDENCE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

GENERAL FUND BUDGETARY HIGHLIGHTS

Over the course of the year, the School revised the annual operating budget several times. These budget amendments consisted of changes made within budgetary line items for programs, supplies and equipment. There were no formal budget amendments made that were required to be submitted to the State of Pennsylvania.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

As of June 30, 2013, the School's investment in capital assets for its governmental activities totaled \$75,363 (net of accumulated depreciation and related debt). This investment in capital assets includes furniture for the School along with leasehold improvements.

Long-Term Debt

As of June 30, 2013, the School had no outstanding long-term debt.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

The School's major source of revenue is the School District of Philadelphia. The Subsidy rates increased 8% in fiscal year 2013-2014. The School District has not forecast subsidy rates for the future.

FUTURE EVENTS THAT WILL FINANCIALLY IMPACT THE SCHOOL

The School does not foresee any future events at this time that will financially impact the School.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to Chief Executive Officer, Independence Charter School, 1600 Lombard Street, Philadelphia, Pennsylvania, 19146.

COMPONENT UNIT

Worlds of Opportunity Foundation (Worlds) is a component unit of the School and is reported in a separate column in the government-wide financial statements to emphasize that Worlds is legally separate from the School. Complete financial statements of Worlds can be obtained at 1600 Lombard Street, Philadelphia, Pennsylvania, 19146.

BASIC FINANCIAL STATEMENTS

**GOVERNMENT-WIDE
FINANCIAL STATEMENTS**

**INDEPENDENCE CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2013**

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>	<u>Component Unit</u>
ASSETS				
CURRENT ASSETS				
Cash, cash equivalents and investments	\$ 5,565,613	\$ 77,058	\$ 5,642,671	\$ 24,022
Restricted cash equivalents	-	-	-	630,351
State subsidies receivable	231,665	3,151	234,816	-
Federal subsidies receivable	168,698	56,899	225,597	-
Other receivables	120,557	18	120,575	-
Due from other funds	80,786	-	80,786	111
Prepaid expenses	4,797	2,615	7,412	-
Other current assets	<u>16,187</u>	<u>-</u>	<u>16,187</u>	<u>-</u>
TOTAL CURRENT ASSETS	<u>6,188,303</u>	<u>139,741</u>	<u>6,328,044</u>	<u>654,484</u>
NON CURRENT ASSETS				
Capital assets, net	75,363	16,247	91,610	14,217,398
Restricted cash and cash equivalents, net of current portion	-	-	-	1,249,037
Rent receivable	-	-	-	160,935
Intangible assets, net	<u>-</u>	<u>-</u>	<u>-</u>	<u>419,108</u>
TOTAL NONCURRENT ASSETS	<u>75,363</u>	<u>16,247</u>	<u>91,610</u>	<u>16,046,478</u>
TOTAL ASSETS	<u>\$ 6,263,666</u>	<u>\$ 155,988</u>	<u>\$ 6,419,654</u>	<u>\$ 16,700,962</u>

See accompanying notes.

INDEPENDENCE CHARTER SCHOOL
STATEMENT OF NET POSITION (CONTINUED)
JUNE 30, 2013

	Governmental Activities	Business-type Activities	Total	Component Unit
LIABILITIES				
CURRENT LIABILITIES				
Accounts payable and accrued expenses	\$ 79,229	\$ 26,095	\$ 105,324	\$ 267,983
Accrued salary and benefits	819,275	-	819,275	6,000
Deferred revenue	70,873	-	70,873	-
Current maturities of long-term debt	-	-	-	305,000
Due to other funds	<u>34,057</u>	<u>80,897</u>	<u>114,954</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	1,003,434	106,992	1,110,426	578,983
LONG-TERM LIABILITIES				
Deferred rent	160,935	-	160,935	-
Bonds payable	<u>-</u>	<u>-</u>	<u>-</u>	<u>16,625,000</u>
TOTAL LIABILITIES	<u>1,164,369</u>	<u>106,992</u>	<u>1,271,361</u>	<u>17,203,983</u>
NET POSITION				
Invested in capital assets	75,363	16,247	91,610	-
Board designated for capital improvements	750,000	-	750,000	-
Board designated for programmatic improvements	750,000	-	750,000	-
Board designated for unforeseen contingencies	3,523,934	-	3,523,934	-
Unrestricted	<u>-</u>	<u>32,749</u>	<u>32,749</u>	<u>(503,021)</u>
TOTAL NET POSITION	<u>5,099,297</u>	<u>48,996</u>	<u>5,148,293</u>	<u>(503,021)</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 6,263,666</u>	<u>\$ 155,988</u>	<u>\$ 6,419,654</u>	<u>\$ 16,700,962</u>

See accompanying notes.

**INDEPENDENCE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2013**

	Expenses	Charges for Services	Operating Grants and Contributions	Net (Expense) Revenues and Changes in Net Position			Component Unit
				Governmental Activities	Business-type Activities	Total	
FUNCTIONS							
PRIMARY GOVERNMENT							
Governmental activities							
Other instructional programs	\$ 4,923,360	\$ -	\$ 1,118,133	\$ (3,805,227)	\$ -	\$ (3,805,227)	\$ -
Pupil personnel services	185,052	-	-	(185,052)	-	(185,052)	-
Instructional staff services	219,092	-	-	(219,092)	-	(219,092)	-
Administrative services	1,310,137	-	9,200	(1,300,937)	-	(1,300,937)	-
Pupil health	68,692	-	-	(68,692)	-	(68,692)	-
Business services	149,459	-	-	(149,459)	-	(149,459)	-
Operation and maintenance of plant services	1,432,554	-	108,996	(1,323,558)	-	(1,323,558)	-
Other support services	164,465	-	-	(164,465)	-	(164,465)	-
Student activities	104,589	-	-	(104,589)	-	(104,589)	-
Depreciation expense	68,144	-	-	(68,144)	-	(68,144)	-
Total governmental activities	<u>\$ 8,625,544</u>	<u>\$ -</u>	<u>\$ 1,236,329</u>	<u>(7,389,215)</u>	<u>-</u>	<u>(7,389,215)</u>	<u>-</u>
Business-type activities							
Food Service							
Total business-type activities	<u>\$ 407,221</u>	<u>\$ 99,031</u>	<u>\$ 321,005</u>	<u>-</u>	<u>12,815</u>	<u>12,815</u>	<u>-</u>
Component unit							
Worlds of Opportunity Foundation							
Total component unit	<u>\$ 1,653,781</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(1,653,781)</u>
General revenues							
Local educational agencies				7,684,202	-	7,684,202	-
Rental income				-	-	-	1,082,010
Other revenue				167,217	-	167,217	286,078
Total general revenues				<u>7,851,419</u>	<u>-</u>	<u>7,851,419</u>	<u>1,368,088</u>
Changes in net position				462,204	12,815	475,019	(285,693)
Net position, beginning				<u>4,637,093</u>	<u>36,181</u>	<u>4,673,274</u>	<u>(217,328)</u>
Net position, ending				<u>\$ 5,099,297</u>	<u>\$ 48,996</u>	<u>\$ 5,148,293</u>	<u>\$ (503,021)</u>

See accompanying notes.

FUND FINANCIAL STATEMENTS

INDEPENDENCE CHARTER SCHOOL
 BALANCE SHEET
 GOVERNMENTAL FUNDS
 JUNE 30, 2013

ASSETS

Cash, cash equivalents and investments	\$ 5,565,613
State subsidies receivable	231,665
Federal subsidies receivable	168,698
Other receivables	120,557
Prepaid expenses	4,797
Due from other funds	80,786
Other current assets	<u>16,187</u>
TOTAL ASSETS	<u>\$ 6,188,303</u>

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts payable and accrued expenses	\$ 79,229
Accrued salary and benefits	819,275
Deferred revenue	70,873
Due to other funds	<u>34,057</u>
TOTAL LIABILITIES	<u>1,003,434</u>

FUND BALANCE

Nonspendable	4,797
Restricted	-
Committed	5,180,072
Assigned	-
Unassigned	<u>-</u>
TOTAL FUND BALANCE	<u>5,184,869</u>

TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 6,188,303</u>
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See accompanying notes.

**INDEPENDENCE CHARTER SCHOOL
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE
STATEMENT OF NET POSITION
JUNE 30, 2013**

TOTAL FUND BALANCE, GOVERNMENTAL FUNDS **\$ 5,184,869**

Total net assets reported for governmental activities in the statement of net assets is different because:

Long-term liabilities that pertain to governmental funds, including notes payable, capitalized lease obligations and deferred rent, are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities - both current and long-term- are reported in the statement of net assets. Balances at year end are: (160,935)

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

Leasehold improvements	1,410,059	
Machinery and equipment	229,713	
Vehicles	34,609	
Software	29,165	
Less: accumulated depreciation	<u>(1,628,183)</u>	
		<u>75,363</u>

**TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES IN THE
STATEMENT OF NET POSITION** **\$ 5,099,297**

See accompanying notes.

INDEPENDENCE CHARTER SCHOOL
 STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 GOVERNMENTAL FUNDS
 YEAR ENDED JUNE 30, 2013

REVENUES	
Local educational agencies	\$ 7,684,202
Other local sources	308,139
State sources	471,468
Federal sources	<u>623,939</u>
TOTAL REVENUES	<u>9,087,748</u>
EXPENDITURES	
Instructional	4,923,360
Support services	3,720,854
Non-instructional services	<u>104,589</u>
TOTAL EXPENDITURES	<u>8,748,803</u>
NET CHANGE IN FUND BALANCE	338,945
FUND BALANCE, BEGINNING	<u>4,845,924</u>
FUND BALANCE, ENDING	<u>\$ 5,184,869</u>

See accompanying notes.

**INDEPENDENCE CHARTER SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS TO THE STATEMENT
OF ACTIVITIES
YEAR ENDED JUNE 30, 2013**

NET CHANGE IN FUND BALANCE - TOTAL GOVERNMENTAL FUNDS **\$ 338,945**

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds do not report deferred rent as expenditures. However, in the statement of activities, deferred rent is reported as an expense, as follows:

Rent expense	156,794	
		156,794

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense, as follows:

Capital outlays	34,609	
Depreciation expense	<u>(68,144)</u>	<u>(33,535)</u>

**CHANGES IN NET POSITION OF GOVERNMENTAL
ACTIVITIES - STATEMENT OF ACTIVITIES** **\$ 462,204**

See accompanying notes.

INDEPENDENCE CHARTER SCHOOL
 STATEMENT OF NET POSITION
 PROPRIETARY FUND - FOOD SERVICE FUND
 JUNE 30, 2013

ASSETS

CURRENT ASSETS

Cash	\$ 77,058
Federal subsidies receivable	56,899
State subsidies receivable	3,151
Other receivable	18
Prepaid expenses	<u>2,615</u>
TOTAL CURRENT ASSETS	<u>139,741</u>

CAPITAL ASSETS, NET

16,247

TOTAL ASSETS

\$ 155,988

LIABILITIES AND NET POSITION

CURRENT LIABILITIES

Accounts payable and accrued expenses	\$ 26,095
Due to other funds	<u>80,897</u>
TOTAL LIABILITIES	<u>106,992</u>

NET POSITION

Invested in capital assets	16,247
Unrestricted	<u>32,749</u>
TOTAL NET POSITION	<u>48,996</u>

TOTAL LIABILITIES AND NET POSITION

\$ 155,988

See accompanying notes.

**INDEPENDENCE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
PROPRIETARY FUND - FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2013**

REVENUES	
Revenue from students	\$ 99,031
Revenue from federal sources	303,605
Revenue from state sources	<u>17,400</u>
TOTAL REVENUES	<u>420,036</u>
EXPENSES	
Bank service charges	3,354
Depreciation	9,634
Equipment	9,264
Food service management	360,293
Office	8,218
Professional service	1,585
Repairs and maintenance	2,142
Salaries and benefits	<u>12,731</u>
TOTAL EXPENSES	<u>407,221</u>
NET INCOME BEFORE TRANSFERS	12,815
OPERATING TRANSFERS	<u>-</u>
CHANGE IN NET POSITION	12,815
NET POSITION, BEGINNING	<u>36,181</u>
NET POSITION, ENDING	<u>\$ 48,996</u>

See accompanying notes.

**INDEPENDENCE CHARTER SCHOOL
STATEMENT OF CASH FLOWS
PROPRIETARY FUND - FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2013**

CASH FLOWS FROM OPERATING ACTIVITIES	
Receipts from students	\$ 99,031
Receipts from federal sources	284,336
Receipts from state sources	16,950
Payments to suppliers for goods and services	(379,117)
Payments to employees	<u>(12,731)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>8,469</u>
CASH USED BY NONCAPITAL FINANCING ACTIVITIES	
Due to other internal funds	<u>(25,292)</u>
NET CASH USED BY NONCAPITAL FINANCING ACTIVITIES	<u>(25,292)</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Purchase of capital assets	<u>(7,500)</u>
NET CASH USED BY CAPITAL AND RELATED FINANCING ACTIVITIES	<u>(7,500)</u>
TOTAL DECREASE IN CASH	(24,323)
CASH, BEGINNING	<u>101,381</u>
CASH, ENDING	<u>\$ 77,058</u>
RECONCILIATION OF INCOME FROM OPERATIONS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Income from operations	<u>\$ 12,815</u>
Adjustment to reconcile operating gain to net cash provided by operating activities	
Depreciation	9,634
Changes in assets and liabilities	
Federal subsidies receivable	(19,269)
State subsidies receivable	(451)
Prepaid expense	429
Accounts payable	<u>5,311</u>
Total adjustments	<u>(4,346)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 8,469</u>

See accompanying notes.

INDEPENDENCE CHARTER SCHOOL
STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
JUNE 30, 2013

	<u>Agency Funds</u>
ASSETS	
Cash and cash equivalents	\$ 34,057
TOTAL ASSETS	<u>\$ 34,057</u>
LIABILITIES	
Due to student groups	\$ 23,141
Due to general fund	<u>10,916</u>
TOTAL LIABILITIES	<u>\$ 34,057</u>

See accompanying notes.

**INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Independence Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997 (the Act), and is operating under a charter school contract through 2014, which may be renewed for an additional term. The School is located in Philadelphia, Pennsylvania, and began operations in September 2001. During the 2012-2013 school year, the School serviced children in grades K through 8.

The School has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. The reporting entity of the School is based upon criteria set forth by Governmental Accounting Standards Board (GASB) Statement 14, *The Financial Reporting Entity*. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable, and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

The accompanying financial statements present the activities of the School. The School is not a component unit of another reporting entity. The decision to include the component unit in the School's reporting entity is based on several criteria, including legal standing, fiscal dependency, and financial accountability.

Component Unit

Worlds of Opportunity Foundation (Worlds) is a legally separate, tax-exempt component unit of the School. Worlds was organized to acquire and construct the School's facilities. Although the School does not control the timing or amounts of receipts from Worlds, the majority of resources, and income thereon that Worlds holds is restricted to the activities of the School. Because these restricted resources held by Worlds can only be used by or for the benefit of the School, Worlds is considered a component unit of the School and is discretely presented in the School's financial statements.

Basis of Presentation

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

Government-Wide and Fund Financial Statements

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

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

INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Measurement Focus, Basis of Accounting and Financial Statement Presentation

Government-Wide Financial Statements

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

Fund Financial Statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The School reports the following major governmental funds:

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

The School reports the following proprietary fund:

Food Service Fund – Enterprise funds are required to be used to account for operations for which a fee is charged to external users for goods and services and the activity (a) is financed with debt that is solely secured by a pledge of the net revenues, (b) has third-party requirements that the cost of providing services, including capital costs, be recovered with fees and charges, or (c) establishes fees and charges based on a pricing policy designed to recover similar costs.

The following fund is a nonmajor fund of the School included in other governmental funds:

Student Activities Fund – Used to account for assets held by the School for student groups and are available to the students. The student activities fund is custodial in nature and does not have a measurement focus.

INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Method of Accounting

The School applies the provision of GASB Statement No. 34 (Statement 34), *Basic Financial Statements -- and Management's Discussion and Analysis -- for State and Local Governments*. Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets and a statement of activities. It requires the classification of net assets into three (3) components -- invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

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

Fund Balance Classification Policies and Procedures

The School follows the provisions of GASB Statement No. 54, *Fund Balances* (Statement 54). Statement 54 requires the classification of the School's fund balance into five (5) components: nonspendable, restricted, committed, assigned, and unassigned. These classifications are defined as follows:

- Nonspendable -- This category is for amounts that cannot be spent because they are either (1) not in spendable form or (2) legally or contractually required to remain intact.
- Restricted -- This category is the part of the fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or by enabling legislation.
- Committed -- This category is the portion of the fund balance that can only be used for specific purposes as a result of action (resolution) by the School's highest level of authority, the Board of Trustees.
- Assigned -- this category reflects funds that the School intends to use for a specific purpose but are not considered restricted or committed.
- Unassigned -- This category represents the part of the spendable fund balance that has not been categorized as nonspendable, restricted, committed, or assigned.

Budgets and Budgetary Accounting

The School adopts an annual budget on a basis consistent with GAAP for the general fund. The School is required to present the adopted and final budgeted revenues and expenditures for the general fund that were filed and accepted by the Labor, Education, and Community Services Comptroller's Office. The general fund budget is presented in the Statement of Revenues, Expenditures and Changes in Fund Balance- Budget and Actual (Budgetary Basis) -- (Unaudited) General Fund.

**INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fair Value Measurements

FASB ASC 820 establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs. Under the new standard, fair value is defined as the exit price, or the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants as of the measurement date.

The three (3) levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices in active markets for identical assets or liabilities;

Level 2 - Inputs to the valuation methodology are inputs other than quoted market prices that are observable for the asset or liability;

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement of the asset or liability.

As of June 30, 2013, Worlds had investments in money market funds of \$1,879,388 in cash and cash equivalents classified as Level 1, and no financial assets or liabilities in the Level 2 or 3 hierarchy.

Use of Estimates

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

Cash

The School's cash consists of cash on hand and demand deposits.

Prepaid Expenses

Prepaid expenses include payments to vendors for services applicable to future accounting periods such as rental payments and insurance premiums.

Receivables

Receivables primarily consist of amounts due from the Pennsylvania Department of Education for federal and state grants and subsidies. Receivables are stated at the amount management expects to collect. As of June 30, 2013, based on historical experience, no allowance has been established.

**INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Capital Assets

Capital assets, which include leasehold improvements and furniture and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Worlds holds the building and related debt. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are expensed. The School's capital assets are depreciated using the straight-line method over the estimated useful lives of the assets, which range from five to thirty-nine years.

Deferred Rent

The School leases its facilities from Worlds under a 30 year lease which began in November 2007. The School recognizes rent on a straight-line basis over the lease term beginning with the date of inception. The School records deferred rent liabilities and amortizes the deferred rent over the term of the lease.

Advertising Costs

All costs associated with advertising and promotion are expenses in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(3)(3) of the Internal Revenue Code.

Uncertain Tax Positions

The School and Worlds account for uncertainty in income taxes in which tax positions initially need to be recognized in the financial statements when it is more likely than not that the positions will be sustained upon examination by taxing authorities. As of June 30, 2013, the School and Worlds had no uncertain tax positions that qualified for either recognition or disclosure in the financial statements. Additionally, there was no interest and penalties related to income taxes.

The School and Worlds each file Federal Form 990 (Return of Organization Exempt From Income Tax). With few exceptions they are no longer subject to U.S. federal and state tax examinations by taxing authorities for years before fiscal year ended June 30, 2010.

**INDEPENDENCE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Recent Pronouncements

In December 2010, the GASB issued Statement No. 62, "Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements." GASB 62 is intended to enhance the usefulness of the Codification of Governmental Accounting and Financial Reporting Standards by incorporating guidance that previously could only be found in certain FASB and AICPA pronouncements thereby having all sources of generally accepted accounting principles for state and local governments derive from a single source. The requirements of GASB 62 are effective for financial statements for periods beginning after December 15, 2011. The School has implemented this statement for the year ended June 30, 2013.

In June 2011, the GASB issued Statement No. 63, "Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position." This statement provides guidance for reporting deferred outflows and inflows of resources in separate sections and amends the net asset reporting requirements in Statement No. 34, by renaming the residual amount as net position, rather than net assets, and renaming the statement as the Statement of Net Position. This statement was effective for periods beginning after December 15, 2011, and the School has implemented this statement for the year ended June 30, 2013.

NOTE 2 CASH

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School monitors custodial credit risk by periodically reviewing the Federal Deposit Insurance Corporation's (FDIC) limits and published credit ratings of its depository bank(s). Accounts are insured by the FDIC up to \$250,000 for interest-bearing accounts. Noninterest-bearing accounts are fully insured under the FDIC's temporary transaction guarantee program. Under Pennsylvania Act 72, financial institutions pledge collateral on a pooled basis to secure public deposits in excess of FDIC insurance limits. The School has not elected for its accounts to be covered under this act. The Foundation is also not covered under this act.

As of June 30, 2013 the total cash balances per the financial statements is \$5,565,613, \$77,058, and \$1,903,410 which includes net outstanding checks for Governmental Activities, Business-Type Activities, and the Component Unit, respectively.

	<u>Governmental Activities</u>	<u>Business-Type Activity</u>	<u>Component Unit</u>
Uninsured and uncollateralized	\$ -	\$ -	\$ 1,629,391
Collateralized	-	-	274,019
Uninsured and collateral held by the pledging bank's trust department not in the School's name	<u>4,728,059</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 4,728,059</u>	<u>\$ -</u>	<u>\$ 1,903,410</u>

**INDEPENDENCE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013**

NOTE 3 RECEIVABLES

Receivables as of June 30, 2013, consisted of subsidies from federal, state, local, and other sources. All receivables are considered collectible due to the stable condition of the federal, state, and programs.

A summary of receivables is as follows:

	Governmental <u>Activities</u>	Business-Type <u>Activity</u>
Federal	\$ 168,698	\$ 56,899
State	231,665	3,151
Other sources	<u>120,557</u>	<u>18</u>
	<u>\$ 520,920</u>	<u>\$ 60,068</u>

NOTE 4 LOCAL EDUCATIONAL AGENCY ASSISTANCE (REVENUE)

The School receives funding from the School District of Philadelphia on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Charter schools are funded by the local public school district. For non-special education students, a charter school receives for each student enrolled no less than the budgeted total expenditure per average daily membership of the prior school year as defined by the Act. For the year ended June 30, 2013, the rate for the majority of the students was \$8,096 per year per student, plus additional funding for special education students and transportation. The annual rate is paid monthly and is prorated if a student enters or leaves during the year. Total revenue from student enrollment was \$7,684,203 for the year ended June 30, 2013.

INDEPENDENCE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013

NOTE 5 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2013, was as follows:

	Balance July 1, 2012	Additions	Disposals	Balance June 30, 2013
Governmental activities:				
Leasehold improvements	\$ 1,410,059	\$ -	\$ -	\$ 1,410,059
Furniture and equipment	229,713	-	-	229,713
Vehicle	-	34,609	-	34,609
Software	29,165	-	-	29,165
Less: accumulated depreciation	<u>(1,560,039)</u>	<u>(68,144)</u>	<u>-</u>	<u>(1,628,183)</u>
Governmental capital assets, net	<u>\$ 108,898</u>	<u>\$ (33,535)</u>	<u>\$ -</u>	<u>\$ 75,363</u>
	Balance			Balance
Business-type activities:	July 1, 2012	Additions	Disposals	June 30, 2013
Leasehold improvements	\$ -	\$ 7,500	\$ -	\$ 7,500
Furniture and equipment	48,168	-	-	48,168
Less: accumulated depreciation	<u>(29,787)</u>	<u>(9,634)</u>	<u>-</u>	<u>(39,421)</u>
Business-type activities capital assets, net	<u>\$ 18,381</u>	<u>\$ (2,134)</u>	<u>\$ -</u>	<u>\$ 16,247</u>
	Balance			Balance
Component unit:	July 1, 2012	Additions	Disposals	June 30, 2013
Land	\$ 660,750	\$ -	\$ -	\$ 660,750
Building and improvements	15,099,682	-	-	15,099,682
Furniture and equipment	723,465	-	-	723,465
Less: accumulated depreciation	<u>(1,775,264)</u>	<u>(491,235)</u>	<u>-</u>	<u>(2,266,499)</u>
Component unit capital assets, net	<u>\$ 14,708,633</u>	<u>\$ (491,235)</u>	<u>\$ -</u>	<u>\$ 14,217,398</u>

As of June 30, 2013, depreciation expense was \$68,144, \$9,634, and \$491,235 for Governmental Activities, Business-Type Activities, and the Component Unit, respectively.

**INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 6 RETIREMENT PLAN

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

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

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System prior to, on, or after July 22, 1983 through and including June 30, 2011, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2011, can choose between two classes of membership and, therefore, two different base contribution rates that are subject to a limited fluctuation based on a "shared risk". Membership Class T-E members have a base employee contribution rate of 7.5%, with shared risk contribution rate levels from 7.5% through and including 9.5%. Membership Class T-F members have a base employee contribution rate of 10.3%, with shared risk contribution rate levels from 10.3% through and including 12.3%.

With the "shared risk" program, members benefit when investments of the fund are doing well and share some of the risk when investments underperform. Membership Class T-E or T-F contribution rates stay within the specified range, but may increase or decrease by .5% with the specified range once every three years, starting July 1, 2015. The contribution rates for these two membership classes will never go below the base rate or above the highest percentage rate.

Contributions required of the School are based upon the most recent actuarial valuation (June 30, 2012). For the fiscal year ended June 30, 2013, the rate of the School's contribution was 12.36% of covered payroll. The 12.36% rate is composed of a pension contribution rate of 11.5% for pension benefits and 0.86% for healthcare insurance premium assistance. Payroll expense for employees covered by the System for the year ended June 30, 2013, was approximately \$4,150,000. The School's contributions to the System for the years ended June 30, 2013, 2012, and 2011, amounted to \$495,971, \$353,459, and \$248,536, respectively.

INDEPENDENCE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013

NOTE 7 LONG-TERM DEBT

On September 19, 2007, Worlds borrowed \$17,800,000 of Series A and \$200,000 of Series B bonds for the construction and improvement of a building to be used by the School as its facilities. The loan is payable in semi-annual payments of principal and interest, which correspond as to amounts and due dates to the principal or redemption price of the bonds that were issued on behalf of Worlds by the Philadelphia Authority for Industrial Development. The bonds are secured by the assets of both Worlds and the School. The balance payable on the loan was \$16,930,000 as of June 30, 2013. The \$200,000 Series B bonds for construction and improvement of a building was repaid as of June 30, 2010.

The School is a co-borrower with Worlds on long-term debt used for the construction and improvement of a building to be used by the School as its facilities.

Following are changes in long-term debt for the year ended June 30, 2013:

	Balance July 31, 2012	Increase	Decrease	Balance June 30, 2013	Amount Due within One Year
Long-term debt	\$ 17,220,000	\$ -	\$ (290,000)	\$ 16,930,000	\$ 305,000

Future maturities of long-term debt are as follows:

<u>Years ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2014	\$ 305,000	\$ 905,734	\$ 1,210,734
2015	325,000	888,849	1,213,849
2016	340,000	870,382	1,210,382
2017	360,000	851,256	1,211,256
2018	380,000	831,055	1,211,055
2019-2023	2,235,000	3,815,770	6,050,770
2024-2028	2,915,000	3,126,592	6,041,592
2029-2033	3,815,000	2,206,864	6,021,864
2034-2038	6,255,000	924,722	7,179,722
	<u>\$ 16,930,000</u>	<u>\$ 14,421,224</u>	<u>\$ 31,351,224</u>

**INDEPENDENCE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013**

NOTE 8 FUND BALANCE DESIGNATIONS

A fund balance designation is used to indicate that a portion of the total fund balance is not appropriable for expenditures because some underlying assets are not available financial resources or are legally segregated for specific future uses. As of June 30, 2013, the Board of Trustees has established fund balance designations as follows:

	<u>Governmental Funds</u>
Fund Balances:	
Nonspendable	\$ 4,797
Restricted for	
Committed to:	
Capital repair and replacement fund	750,000
Subsidy shortfall	1,500,000
MSA goals achievement	500,000
Growth	250,000
Working Capital contingency	2,180,072
Assigned	-
Unassigned	-
	<u> -</u>
Total fund balances:	<u>\$ 5,184,869</u>

NOTE 9 GRANT CONTINGENCIES

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

NOTE 10 LITIGATION

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

**INDEPENDENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 11 RELATED-PARTY ARRANGEMENTS

In November 2007, the School entered into a 30-year lease with Worlds. All costs of the building such as utilities, assessments, and taxes are paid by the School. In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 840, *Accounting for Leases*, rental payments are recognized on a straight-line basis over the term of the lease. The difference between the actual rent paid and the expense charged is an increase or decrease to rent receivable in the accompanying statement of net position.

Worlds leases 100% of its rental facility to the School under a long-term operating lease.

Future minimum rentals are as follows:

<u>Years Ending June 30,</u>	
2014	\$ 1,170,132
2015	1,275,372
2016	1,276,224
2017	1,277,098
2018	1,276,896
Thereafter	<u>24,655,279</u>
	<u>\$ 30,931,001</u>

Rent expense was \$1,082,010 for the year ended June 30, 2013, which includes an adjustment as follows:

Rent expense per lease agreement	\$ 1,236,377
Adjustment to other costs and expenses charged	<u>(154,367)</u>
Rent expense as of June 30, 2013	<u>\$ 1,082,010</u>

In addition, the School paid a management fee of \$225,000 to Worlds to cover administrative and salary expenses.

NOTE 12 SUBSEQUENT EVENTS

The School has evaluated all events and transactions that have occurred after June 30, 2013 (the financial statement date) through December 13, 2013, the date that the financial statements were available to be issued. Except for the following, the School did not have any material recognizable subsequent events that would require adjustment to, or disclosure in the financial statements:

The School had elected not to sign their current charter school contract due to certain disagreements with the School District of Philadelphia. Following a meeting with the School District on December 10, 2013, the School has agreed to sign the charter pending written confirmation from the School District that all funds already received will not be challenged by the School District.

REQUIRED SUPPLEMENTARY INFORMATION

INDEPENDENCE CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - BUDGET AND ACTUAL (BUDGETARY BASIS) - (UNAUDITED)
GENERAL FUND
YEAR ENDED JUNE 30, 2013

	Budgeted Amounts		Actual	Variance with Final Budget
	Original	Final		
REVENUES				
Local educational agencies	\$ 7,337,350	\$ 7,605,171	\$ 7,684,202	\$ 79,031
Other sources	267,524	296,524	308,139	11,615
State sources	444,402	450,674	471,468	20,794
Federal sources	588,357	588,357	623,939	35,582
Transfer from reserve	300,000	-	-	-
TOTAL REVENUES	<u>8,937,633</u>	<u>8,940,726</u>	<u>9,087,748</u>	<u>147,022</u>
EXPENDITURES				
Instruction	4,767,620	4,952,760	4,923,360	(29,400)
Support services	3,912,022	3,694,949	3,720,854	25,905
Non-instructional services	68,811	88,063	104,589	16,526
TOTAL EXPENDITURES	<u>8,748,453</u>	<u>8,735,772</u>	<u>8,748,803</u>	<u>13,031</u>
NET CHANGE IN FUND BALANCE	<u>189,180</u>	<u>204,954</u>	<u>338,945</u>	<u>133,991</u>
FUND BALANCE				
Fund balance - beginning of year	<u>4,845,924</u>	<u>4,845,924</u>	<u>4,845,924</u>	<u>-</u>
FUND BALANCE - END OF YEAR	<u>\$ 5,035,104</u>	<u>\$ 5,050,878</u>	<u>\$ 5,184,869</u>	<u>\$ 133,991</u>

See accompanying notes.

SINGLE AUDIT REQUIREMENTS

**INDEPENDENCE CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND ASSISTANCE
YEAR ENDED JUNE 30, 2013**

Grantor Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Expenditures
U.S. DEPARTMENT OF EDUCATION			
Foreign Language Assistance	84.293B	N/A	\$ 48,759
U.S. DEPARTMENT OF EDUCATION			
PASS-THROUGH			
PENNSYLVANIA DEPARTMENT OF EDUCATION			
Title I Grants to LEAs	84.010	013-130995	538,010
State Grants Improving Teacher Quality	84.367	020-130995	20,524
State Grants English Language Acquisition	84.365	010-130995	16,646
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
PASS-THROUGH			
PENNSYLVANIA DEPARTMENT OF EDUCATION			
Medical Assistance Program	93.778	044-007569	9,200
U.S. DEPARTMENT OF AGRICULTURE			
PASS-THROUGH			
PENNSYLVANIA DEPARTMENT OF EDUCATION			
National School Lunch Program	10.555	362	191,620
Fresh Fruit and Vegetable Program	10.582	362	49,693
School Breakfast Program	10.553	367	62,293
U.S. DEPARTMENT OF EDUCATION			
PASS-THROUGH			
SCHOOL DISTRICT OF PHILADELPHIA IDEA PART B	84.027	N/A	<u>140,922</u>
TOTAL FEDERAL AWARDS AND ASSISTANCE			<u>\$ 1,077,667</u>

See notes to schedule of expenditures of federal awards and assistance.

INDEPENDENCE CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND ASSISTANCE
JUNE 30, 2013

1. General

The accompanying Schedule of Expenditures of Federal Awards and Assistance presents the activity of all federal financial assistance programs of Independence Charter School. The School's reporting entity is defined in Note 1 of the School's financial statements. The information in this schedule is presented in accordance with the requirements of *OMB Circular A-133, Audits of States, Local Governments and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

2. Basis of Accounting

The accompanying Schedule of Expenditures of Federal Awards and Assistance is presented using the modified accrual basis of accounting, which is described in Note 1 to the School's financial statements.

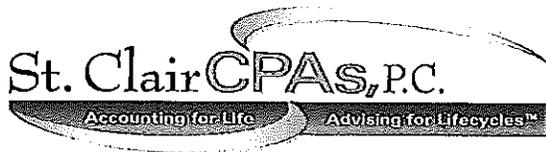
3. Relationship to Financial Statements

Federal financial assistance revenue is reported in the School's financial statements as part of Federal sources and as part of the Proprietary fund revenue was \$1,077,667 for the year ended June 30, 2013.

4. Major Programs

The program tested as major programs in accordance with the requirements of *OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations* is:

Title I Grants to LEAs CFDA #84.010



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

To the Board of Trustees
Independence Charter School
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component unit, each major fund, and the aggregate remaining fund information of Independence Charter School, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 13, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Independence Charter School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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 a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a 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.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

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

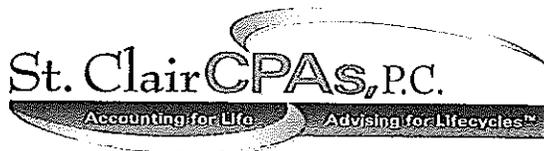
Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Certified Public Accountants

Merchantville, New Jersey
December 13, 2013



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH
OMB CIRCULAR A-133**

To the Board of Trustees
Independence Charter School
Philadelphia, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited Independence Charter School's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2013. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Independence Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, Independence Charter School, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of Independence Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Independence Charter School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.


Certified Public Accountants

Merchantville, New Jersey
December 13, 2013

**INDEPENDENCE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2013**

SUMMARY OF AUDITORS' RESULTS

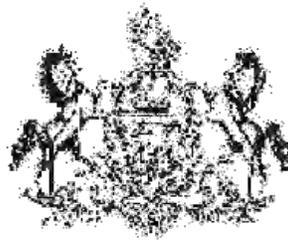
1. The auditors' report expresses an unqualified opinion on the financial statements of Independence Charter School (the School).
2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of the School were disclosed during the audit.
4. No significant deficiencies relating to the audit of the major federal awards programs are reported in the Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133.
5. The auditors' report on compliance for major federal award programs for the School expresses an unqualified opinion on all major federal programs.
6. Audit findings relative to the major federal award programs for the School are reported in this schedule.
7. The program tested as major program Title I Grants to LEAs, CFDA #84.010.
8. The threshold for distinguishing types A and B programs was \$300,000.
9. Independence Charter School is a low-risk auditee.

FINDINGS - FINANCIAL STATEMENT AUDIT

None

FINDINGS AND QUESTIONED COSTS -- MAJOR FEDERAL AWARD PROGRAMS AUDIT

None



Executive Summary BSE Compliance Monitoring Review of the Independence CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau of Special Education (BSE) monitoring the week of January 21, 2010, the Independence CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

Commendations

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

- The Charter School is commended for its continuous and comprehensive parent involvement and staff inservice training.
- The Charter School is commended for the thorough and comprehensive re-evaluation reports. The detail provided in these reports allows the students' IEP teams to explore many program options to pursue.
- The Charter School is commended for the number and variety of additional resources and supports (administrative and teacher) devoted to the special education program.
- The Charter School is commended for its comprehensive and schoolwide effective behavior support program and the staff resources devoted to making the program successful.

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

C. Overall Findings

1. FACILITATED SELF-ASSESSMENT (FSA)

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

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

IMPROVEMENT PLAN REQUIRED	Yes	No
Effective use of Dispute Resolution	0	1
Graduation Rates (SPP)	0	0
Dropout Rates (SPP)	0	0
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation due to Identification, Educational Environment, Suspension or Expulsion	0	1

2. FILE REVIEW (Student case studies)

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

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

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	85	1	74
Evaluation/Reevaluation: Process and Content	313	7	460
Individualized Education Program: Process and Content	447	9	344
Procedural Safeguards: Process and Content	114	0	6
TOTALS	959	17	884

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	223	0	27
Program Implementation: Special Ed Teacher Interviews	270	0	30
Program Implementation: Parent Interviews	148	3	96
TOTALS	641	3	153

4. STUDENT INTERVIEWS

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

5. CLASSROOM OBSERVATIONS

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

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	60	0	10

**PART II
CORRECTIVE ACTION PROCESS**

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

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

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

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

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Single Point of Contact (SPOC) will generally select students at random and not focus solely on those students in the original sample. However in specific circumstances, e.g. students of secondary transition age, follow up of students in the original sample is required. Consequently, the charter school should approach corrective action on a systemic basis. If there has been a finding of noncompliance regarding the appropriateness or implementation of an individual student's program, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students, the charter school must take immediate, individual corrective action.

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

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



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
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Bureau of Special Education
717-783-6913

FAX: 717-783-6139

March 14, 2011

Ms. Jurate Krokys
CEO
Independence CS
1600 Lombard Street
Philadelphia, Pa 19146

Dear Ms. Krokys:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on January 21, 2010 have been corrected as of March 10, 2011 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 corrective 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,

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: Independence CS

Chief Executive Officer: Ms. Jurate Krokys

Special Education Director/Coordinator: Barbara Zisk

BSE Special Education Adviser: Walter Howard

Date of Report: March 11, 2011

Date Final Report Sent to LEA: March 12, 2010

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: April 15, 2010

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard: The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
	N					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.	The LEA will maintain an agenda and sign in sheet of parent training sessions related to special education. Topics will include but is not limited to: Child Find, Evaluation, IEP's, NOREP's Goals and progress reporting, and Due Process. Evidence of change: The LEA will make the agenda and sign in sheets available for the BSE Advisor's review.	03/12/2011 LEA PATTAN Philadelphia, IU and Phila CS Office.	02/28/2011
						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 Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 0 0 1 4 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 1 3 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)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	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?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation.			
						Topical Area 2: Delivery of Service			
Y						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.			
						CLASSROOM OBSERVATIONS			
10	0	0		0		CO-1. Is the instruction provided to the student individualized as required by his/her IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0		0		CO.2. Is the instruction being provided in accordance with the goals in the student's IEP?			
2	0	8		0		CO.3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
10	0	0		0		CO.4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
10	0	0		0		CO.5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
8	0	2		0		CO.6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
10	0	0		0		CO.7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					8 0 0 0 0 0	P.55. My child does classroom work in a regular classroom with students without disabilities.			
					8 0 0 0 0 0	P.56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
10	0	0				GE.70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE.71. Do you adapt and modify the general education curriculum based on the student's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
5	0	5				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services Toolkit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A: FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment.			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
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)			
3	.0	.7				FR 153: PTE-Consent Form is present in the student file			
3	.0	.7				FR 154: Demographic data			
3	.0	.7				FR 155: Reason(s) for referral for evaluation			
2	.0	.8				FR 156: Proposed types of tests and assessments			
3	.0	.7				FR 157: Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 158: Parent signature or documentation of reasonable efforts to obtain consent			
3	0	7				FR 159: Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
7	0	3				FR 194: PTRE-Consent Form is present in the student file			
7	0	3				FR 195: Demographic data			
7	0	3				FR 196: Reason for reevaluation			
7	0	3				FR 197: Types of assessment tools, tests and procedures to be used			
7	0	3				FR 198: Contact person's name and contact information			
7	0	3				FR 199: Parent has selected a consent option			
7	0	3				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)			
3	0	7				FR 160: ER is present in the student file			
1	0	9				FR 161: Evaluation was completed within timelines			
2	0	8				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)			
3	0	7				FR 163: Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 164. Date report was provided to parent			
3	0	7				FR 165. Reason(s) for referral			
3	0	7				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	7				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 168. Teacher observations and observations by related service providers, when appropriate			
3	0	7				FR 169. Recommendations by teachers			
2	0	8				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.			
3	0	7				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.			
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)			
2	0	8				FR 173. Lack of appropriate instruction in reading			
2	0	8				FR 174. Lack of appropriate instruction in math			
2	0	8				FR 175. Limited English proficiency			
3	0	7				FR 176. Present levels of academic achievement			
2	0	8				FR 177. Present levels of functional performance			
3	0	7				FR 178. Behavioral information			
3	0	7				FR 179. Conclusions			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 180: Disability Category			
3	0	7				FR 181: Recommendations for consideration by the IEP team			
3	0	7				FR 182: Evaluation Team Participants documented			
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			
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			
2	1	7			.33%	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			
2	0	8				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)			
7	0	3				FR 207: RR is present in the student file			
6	1	3			14%	FR 208: Reevaluation was completed within timelines			
7	0	3				FR 209: A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
6	1	3			14%	FR 210: Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
7	0	3				FR 215. Current classroom based assessments and local and/or state assessments			
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
4	1	5			20%	FR 218. Lack of appropriate instruction in reading			
4	1	5			20%	FR 219. Lack of appropriate instruction in math			
3	0	7				FR 220. Limited English proficiency			
5	0	5				FR 221. Conclusion regarding need for additional data is indicated			
1	0	9				FR 222. Reasons additional data are not needed are included			
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
7	0	3				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
7	0	3				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
5	0	5				FR 228. Interpretation of additional data			
6	0	4				FR 229. Documentation that the student does not achieve adequately for age, etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 230. Indication of process(es) used to determine eligibility			
5	0	5				FR 231. Instructional strategies used and student-centered data collected			
1	1	8			50%	FR 232. Educationally relevant medical findings, if any			
3	1	6			25%	FR 233. Effects of the student's environment, culture, or economic background			
4	1	5			20%	FR 234. Data demonstrating that regular education instruction was delivered by personnel, including the ESL program, if applicable			
6	0	4				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
5	0	5				FR 236. Observation in the student's learning environment			
4	0	6				FR 237. Other data if needed			
5	0	5				FR 238. Statement for all 6 items			
7	0	3				FR 239. Documentation of Evaluation Team Participants			
6	0	4				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	0	1	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	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?			
0	0	8	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting).			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
2	0	8				FR 245. Transition planning and services -- Invitation to parents is checked (age 14, younger if determined appropriate).			
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
2	0	8				FR 247. Transition planning and services -- Invitation to student is checked (age 14, or younger if determined appropriate).			
4	0	6				FR 248. Invited IEP team members			
4	0	6				FR 249. Date/time/location of meeting			
4	0	6				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary.			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting.			
0	0	10				FR 255. Parent written consent is documented.			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative.			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file.			
9	0	1				FR 258. IEP was completed within timelines.			
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.			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting.			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents.			
4	0	6				FR 264. Student.			
9	0	1				FR 265. General Education Teacher.			
9	0	1				FR 266. Special Education Teacher.			
9	0	1				FR 267. Local Education Agency Representative.			
1	0	9				FR 268. Career/Technical Education (CTE) Representative.			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE.			
1	0	9				FR 270. Community Agency Representative.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
9	0	1				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
1	0	9				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			
2	0	8				FR 275. If the student is deaf or hard of hearing, a communication plan			
2	3	5			60%	FR 276. If the student has communication needs, needs must be addressed in the IEP	The LEA will review the annotated formats related to how to complete this section. The LEA will indicate when appropriate that the team has considered if the student has communication needs. Evidence of change: The BSI Advisor will conduct file review.	03/12/2011 LEA	03/10/2011
3	0	7				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
1	0	9				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	1	7			33%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement.			
7	0	3				FR 282. Student's present levels of functional performance.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
6	0	4				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
9	0	1				FR 286. Strengths			
8	0	2				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			
2	0	8				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
2	0	8				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living.			
2	0	8				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
2	0	8				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
2	0	8				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
2	0	8				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
2	0	8				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
9	0	1				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
5	0	5				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
4	0	6				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services.			
4	1	5			20%	FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP.			
8	0	2				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services.			
9	0	1				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.			
1	0	9				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability.			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY.			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination.			
1	0	9				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program.			
1	0	9				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services.			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
9	1	0			10%	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.			
9	1	0			10%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
9	1	0			10%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
10	0	0				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	7	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
8	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?			
7	0	1	0			P 35. Was the current IEP developed at the IEP meeting?			
5	1	2	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
9	0	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
9	0	1				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
9	0	1				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class, do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	1	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
6	0	2	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services)?			
10	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
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?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
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)			
7	0	1	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
6	0	1	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
6	0	4				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP?			
10	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?			
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
7	0	3				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				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?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	3	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
7	1	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?			
7	1	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	1	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
1	0	7	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?			
5	0	5				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
1	0	7	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
					2 0 0 0 0 6	Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
0	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	0	5				SR 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)			
10	0	0				FR 328. NOREP/PWN is present in the student file.			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA.			
9	0	1				FR 332. An explanation of why the LEA proposed or refused to take the action			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
9	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
8	0	2				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
9	0	1				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.)			
9	0	1				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	8	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					8 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		2 1 1 2 3 3 1 2	P 66. Tell me anything you really like about your child's special education program. a. modifications c. staff-aide ratios d. staff's knowledge, training g. staff open to suggestions, good communication i. support services j. student ratios k. staff's understanding and attitude n. other They care and have a real partnership with parents. They are working well with my child and giving special attention and help.			
		3	0		1 1 1 2	P 67. Tell me anything you would like to change about the program. f. less inclusion h. follow the IEP m. services provided outside neighborhood school n. other Nothing Nothing			
		0	0		4 2 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
						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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 0 0 0 0	Very Somewhat A Little Not at All Don't Know			
						S.129. What do you like best about the program?			
						S.130. What do you like least about the program?			
					0 0 0 0 0	S.131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S.132. What do you like best about the special education supports/services?			
						S.133. What do you like least about the special education supports/services?			
					0 0 0 0 0	S.134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
0	0	0	0			S.135. Do you participate in any extra-curricular activities?			
						S.136. If yes, which ones			
						S.137. If no, why not			
0	0		0			S.138. Were you invited to participate in the last IEP meeting? Other			
0	0		0			S.139. Did you participate in the last IEP meeting? Other			
0	0		0			S.140. Do you have a post secondary transition program? Other			

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