

Lehigh Valley Academy Regional CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

1560 Valley Center Parkway
Suite 200
Bethlehem, PA 18017
(610)866-9660

Phase:

CEO Name:

CEO E-mail address:

Phase 2

Susan Mauser

s.mauser@lvacademy.org

Governance and Staff

Leadership Changes

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

At the start of the 2013/2014 school year, two Assistant Principal positions were added to the administrative team due to an increase in enrollment of the students.

The Interim Chief Executive Officer (CEO) was appointed to the position permanently starting July 1, 2013.

The Board of Trustees (BOT) started the school year off with seven members. In April 2014, one BOT member resigned due to other time commitments. Another BOT member moved out of state at the end of her term in June 2014. The Board is currently in the process of filling both positions.

Board of Trustees Meeting Schedule

Location	Date and Time
ES K-3 cafeteria (1560 VCP building)	7/15/2014 7:00 PM
ES K-3 Cafeteria (1560 VCP building)	8/19/2014 7:00 PM
ES K-3 cafeteria (1560 VCP building)	9/16/2014 7:00 PM
ES K-3 cafeteria (1560 VCP building)	10/21/2014 7:00 PM
ES K-3 cafeteria (1560 VCP building)	11/18/2014 7:00 PM
ES K-3 cafeteria (1560 VCP building)	12/16/2014 7:00 PM
ES K-3 cafeteria (1560 VCP building)	1/20/2015 7:00 PM
ES K-3 cafeteria (1560 VCP building)	2/17/2015 7:00 PM
ES K-3 cafeteria (1560 VCP building)	3/17/2015 7:00 PM
ES K-3 cafeteria (1560 VCP building)	4/21/2015 7:00 PM
ES K-3 cafeteria (1560 VCP building)	5/19/2015 7:00 PM
ES K-3 cafeteria (1560 VCP building)	6/16/2015 7:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

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	0.00					0.00
Principal	2.00	2.00				4.00
Assistant Principal	2.00	1.00	2.00			0.00
Classroom Teacher (including Master Teachers)	57.00	57.00				56.00
Specialty Teacher (including Master Teachers)	28.00	27.00			1.00	20.00
Special Education Teacher (including Master Teachers)	7.00	7.00				7.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	2.00	2.00				2.00
Psychologist	1.00	1.00				1.00
School Nurse	1.00	1.00				1.00
Totals	101.00	99.00	2.00	0	1.00	92.00

Further explanation:

Of the eight specialist teachers that left, one was terminated and seven resigned. They either retired, moved or chose to find full-time employment in other school districts. One classroom teacher resigned. Two assistant principals were promoted to principals.

Fiscal Matters

Major Fundraising Activities

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

For the 2013/2014 school year, Lehigh Valley Academy (LVA) did not participate in any larger scale fundraising. The school held a number of traditional type fundraisers like Bingo, a couple of Bookfairs, Coupon Book sales and Joe Corbis.

For the 2014/2015, LVA is currently planning a reception entitled "Power Up!" in October and a "fun run" in November along with its traditional smaller scale fundraising activities.

Fiscal Solvency Policies

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

The Board of Trustees (BOT) did not make any changes to any of its financial policies or procedures during the 2013/2014 school year.

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:

Lehigh Valley Academy did not make any changes to its accounting system in the 2013/2014 school year.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

XLSX file uploaded.

Financial Audits

Basics

Audit Firm:	Buckno Lisicky and Company
Date of Last Audit:	01/07/2014
Fiscal Year Last Audited:	2012-2013

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 audit for the 2012/2013 school year is included in this report. The audit for the 2013/2014 school year will begin in September 2014.

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:	03/11/2012
School Year Reviewed:	2011-2012

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	K-12 campus	1
Special Education Coordinator	K-12 campus	1
Special Education Teacher	K-12 campus	6
Special Education Teaching Assistant	K-12 campus	2

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Hearing support	0.12 Days	Intermediate Unit	10 or fewer
IU classroom	5 Days	Intermediate Unit	10 or fewer
Occupational Therapist	1.5 Days	Outside Contractor	11

Speech Therapist	4 Days	Outside Contractor	37
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Special Education Cyclical Monitoring

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

12/12/2011
Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

The Charter School purchased furniture and technology for a number of new classroom spaces. The school also completed two lease hold improvement projects, additional classroom spaces in the Jr High school and the playground area.

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

\$478,310.00

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:

Lehigh Valley Academy added about 8,000 square feet in additional classroom spaces in the Jr High School for the 2014/2015 school year in order to meet the needs of the increased enrollment.

The parking lot in front of two of the buildings was reconfigured for bus parking which was a requirement by the Township.

The school has a lease through until 2013. A facilities committee is currently in the process of developing a needs assessment and a long term facilities plan.

Memorandums of Understanding

Organization	Purpose
Bethlehem Area School District	Off campus shelter in case of emergency
Colonial Regional Police Department	To establish procedures to be followed when certain incidents occur on school property, at a school sponsored activities or on any public conveyance providing transportation to or from school or school sponsored activity and to foster a relationship of cooperation and mutual support.

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 Diane Lawson on 8/6/2014

President, Board of Trustees

Affirmed by Susan Mauser on 8/1/2014

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 Diane Lawson on 8/6/2014

President, Board of Trustees

Affirmed by Susan Mauser on 8/1/2014

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 Diane Lawson on 8/6/2014

President, Board of Trustees

Affirmed by Susan Mauser on 8/1/2014

Chief Executive Officer

PA Certified	Area of Cert/Type	Grades	Teaching areas	Hours Worked	% Time in Cert Position	% Time in Non Cert areas
Yes	ESOL	7-12	ELL	32	100	0
Yes	Elem K-6	1	Elementary Classroom	40	100	0
Yes	English	9,11	English	40	100	0
Yes	Counselor	11-12	Secondary School Counseling	40	100	0
Yes	Elem K-6	6	Elementary Classroom	40	100	0
Yes	Social Studies	10-12	Humanities	40	100	0
Yes	Elem K-6	6	Elementary Classroom	40	100	0
Yes	Music	K-10	Music	40	100	0
Yes	Nurse	K-12	School Nursing	40	100	0
Yes	Art K-12	k-6	Art	40	100	0
Yes	Biology	11-12	Biology	40	100	0
Yes	Elem K-6	2	Elementary Classroom	40	100	0
Yes	Elem K-6	4	Elementary Classroom	40	100	0
Yes	Chemistry	10	Chemistry	20	100	0
Yes	Elem K-6	5	Elementary Classroom	40	100	0
Yes	Special Education	6	Special Education	40	100	0
Yes	Elem K-6, Reading	4	Elementary Classroom	40	100	0
Yes	French	10-12	French	20	100	
Yes	English	7-8	Science	40	100	0
Yes	Social Studies	7-8	Social Studies	40	100	0
Yes	English	7-8	English	20	100	0
Yes	Elem K-6, Reading	K-6	Reading	20	100	
Yes	Elem K-6	4	Elementary Classroom	40	100	0
Yes	School Librarian	K-6	Library	40	100	0
HOUSSE	Elem K-6	K-6	Asst. Principal	40	0	100
Yes	Elem K-6	4	Elementary Classroom	40	100	0
Yes	Science	7-8	Science	40	100	0
Yes	Elem K-6	2	Elementary Classroom	40	100	0
Yes	Math	11-12	Mathematics	40	100	0
Yes/HOUSSE	Special Education	9-12	Special Education	40	60	40
Yes	Elem K-6	3	Elementary Classroom	40	100	0
Yes	Elem K-6	6	Elementary Classroom	40	100	0
Yes	Chinese	K-3	Chinese	24	100	0
Yes	Spanish	7-8	Spanish	40	100	0
Yes	Elem K-6	6	Elementary Classroom	40	100	
Yes	Elem K-6	2	Elementary Classroom	40	100	0
Yes	Elem K-6	2	Elementary Classroom	40	100	
Yes	English	11-12	English	40	100	0
Yes	Physical Education	K-6	Health/PE	24	100	0
Yes	Elem K-6	3	Elementary Classroom	40	100	0
Yes	Elem K-6	4	Elementary Classroom	40	100	
Yes	Music	K-6	Music	40	100	0
Yes	Physical Education	K-6	Health/PE	40	100	0
Yes	Elem K-6	5	Elementary Classroom	40	100	
Yes	Reading	K-6	Reading	40	100	
Yes	Math	7-8	Mathematics	40	100	0
Yes	Elem K-6	1	Kindergarten	40	100	0
Yes	Art	5-8	Art	40	100	0

PA Certified	Area of Cert/Type	Grades	Teaching areas	Hours Worked	% Time in Cert Position	% Time in Non Cert areas
Yes	Industrial Arts	9-12	Design Technology	40	100	0
Yes	Art	9-12	Art	40	100	0
Yes	Counselor	9-10	Secondary School Counseling	40	100	0
Yes	Special Education	K-12	Special Education	40	100	0
Yes	Elem K-6	5	Elementary Classroom	40	100	
Yes	Spanish	3-6	Spanish	40	100	
Yes	Physical Education	9-12	Health/PE	40	100	0
Yes	Elem K-6	KG	Elementary Classroom	40	100	
Yes	Music	7-10	Music	40	100	0
Yes	Special Education	K-6	Special Education	40	100	0
Yes	Elem K-6	5	Elementary Classroom	40	100	0
Yes	Reading	K-6	Reading	20	100	
Yes	Elem K-6	KG	Elementary Classroom	40	100	0
Yes	Science	7-8	Science	40	100	0
Yes	Elem K-6	3	Elementary Classroom	40	100	0
Yes	Psychologist	K-12	Psychologist	40	100	
Yes	Spanish	3-10	Spanish	40	100	
Yes	Principal K-12	7-12	Principal	40	100	0
Yes/HOUSSE	Special Education	7-8	Special Education	40	75	25
Yes	Elem K-6, Reading	K-6	Reading Specialist	40	100	0
Yes	Elem K-6, Reading	1	Kindergarten	40	100	0
Yes	English	7-8	English	40	100	0
Yes	Physical Education	4-8	Health/PE	40	100	0
Yes	Spanish	7-8	Spanish	40	100	0
Yes	Elem K-6, Principal K	7-12	Asst. Principal	40	100	0
Yes	Math	9-10	Mathematics	40	100	0
Yes	Elem K-6	4	Elementary Classroom	40	100	
Yes	Social Studies	7-8	Social Studies	20	100	0
Yes	Special Education	K-6	Special Education	40	100	0
Yes	Social Studies	9-10	Humanities	40	100	0
Yes	Elem K-6	4	Elementary Classroom	40	100	0
Yes	English	10	English	20	100	
Yes	Elem K-6	KG	Elementary Classroom	40	100	0
Yes	Elem K-6	2	Elementary Classroom	40	100	
Yes	Elem K-6	3-6	Spanish	20	100	
HOUSSE	Spanish	9-12	Spanish	40	100	0
Yes	Math 7-9	7-8	Mathematics	40	100	0
Yes	Physical Education	7-8	Health/PE	40	100	0
HOUSSE	Special Education	9-12	Special Education	40	100	0
Yes	Elem K-6	KG	Elementary Classroom	40	100	0
Yes	Elem K-6	K-6	Math Specialist	40	100	0
Yes	School Librarian	7-12	Library	40	100	0
Yes	Biology	9	Biology	20	100	
Yes	Reading	K-6	Reading Specialist	32	100	0
Yes	Principal K-12	K-6	Principal	40	100	0
Yes	Elem K-6	1	Kindergarten	40	100	0
Yes	Social Studies	11-12	Humanities	40	100	0
Yes	Math	9-10	Math	40	100	

PA Certified	Area of Cert/Type	Grades	Teaching areas	Hours Worked	% Time in Cert Position	% Time in Non Cert areas
Yes	Elem K-6	6	Elementary Classroom	40	100	
Yes	ESOL	K-6	ELL	40	100	0
Yes	Elem K-6	KG	Elementary Classroom	40	100	0

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

Name of School Lehigh Valley Academy Regional Charter School

Address of School 1560 Valley Center Parkway, Suite 200, Bethlehem, PA 18017

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	5,899,675.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	763,175.00
1300	VOCATIONAL EDUCATION		
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$	92,113.00
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		
	2120 Guidance Services	\$	118,169.00
	2130 Attendance Services		
	2140 Psychological Services	\$	63,325.00
	2150 Speech Pathology and Audiology Services		
	2160 Social Work Services	\$	80,855.00
	2170 Student Accounting Services	\$	70,455.00
	2190 Other Pupil Personnel Services	\$	239,709.00
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	\$	184,249.00
	2260	Instruction and Curriculum Development Services	\$	22,744.00
	2270	Instructional Staff Professional Development Services		
	2280	Nonpublic Support Services		
2300		SUPPORT SERVICES - ADMINISTRATION		
	2310	Board Services		
	2320	Board Treasurer Services		
	2340	Staff Relations and Negotiations Services		
	2350	Legal Services	\$	26,703.00
	2360	Office of the Superintendent (Executive Director) Services	\$	242,423.00
	2370	Community Relations Services	\$	41,331.00
	2380	Office of the Principal Services	\$	680,602.00
	2390	Other Administration Services		
2400		SUPPORT SERVICES - PUPIL HEALTH	\$	205,365.00
2500		SUPPORT SERVICES - BUSINESS		
	2510	Fiscal Services	\$	142,277.00
	2520	Purchasing Services		
	2530	Warehousing and Distributing Services		
	2540	Printing, Publishing and Duplicating Services		
	2590	Other Support Services - Business		
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	\$	4,006,830.00
	2610	Supervision of Operation and Maintenance of Plant Services		
	2620	Operation of Buildings Services		
	2630	Care and Upkeep of Grounds Services		
	2640	Care and Upkeep of Equipment Services		
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)		
	2660	Security Services		
	2690	Other Operation and Maintenance of Plant Services		
2700		STUDENT TRANSPORTATION SERVICES		
	2710	Supervision of Student Transportation Services		
	2720	Vehicle Operation Services		
	2730	Monitoring Services		
	2740	Vehicle Servicing and Maintenance Services		
	2750	Nonpublic Transportation		

	2790	Other Student Transportation Services		
2800		SUPPORT SERVICES - CENTRAL		
	2810	Planning, Research, Development and Evaluation Services		
	2820	Information Services	\$	357,940.00
	2830	Staff Services	\$	107,097.00
	2840	Data Processing Services		
	2850	State and Federal Agency Liaison Services		
	2860	Management Services		
	2890	Other Support Services Central		
2900		OTHER SUPPORT SERVICES - CENTRAL		
	2990	Pass-Thru Funds		
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES		
3100		FOOD SERVICES	\$	373,780.00
3200		STUDENT ACTIVITIES		
	3210	School Sponsored Student Activities	\$	119,257.00
	3250	School Sponsored Athletics	\$	16,954.00
3300		COMMUNITY SERVICES		
	3310	Community Recreation		
	3320	Civic Services		
	3330	Public Library Services		
	3340	Custody and Child Care		
	3350	Welfare Activities		
	3390	Other Community Services		
3400		SCHOLARSHIPS AND AWARDS		
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$	310,647.00
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL		
4200		EXISTING SITE IMPROVEMENT SERVICES		
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL		
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS		

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		\$ 14,165,675.00

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2008 \$ 197,686.00

**LEHIGH VALLEY ACADEMY REGIONAL
CHARTER SCHOOL**

FINANCIAL REPORT

June 30, 2012

**BUCKNO
LISICKY** 
& COMPANY

BUCKNOLISICKY.COM

A Professional Corporation

Certified Public Accountants | Business Consultants

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Lehigh Valley Academy Regional Charter School
Bethlehem, Pennsylvania

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund and the aggregate remaining fund information of Lehigh Valley Academy Regional Charter School, Bethlehem, Pennsylvania, as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Lehigh Valley Academy Regional Charter School's management. Our responsibility is to express opinions on these financial statements based on our audit.

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

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

In accordance with *Government Auditing Standards*, we have also issued our report dated January 7, 2013 on our consideration of the Lehigh Valley Academy Regional Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 through 7 and 37 through 38 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.

Buckno Lisicky + Company

Allentown, Pennsylvania
January 7, 2013

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS

Year Ended June 30, 2012

Unaudited

The discussion and analysis of Lehigh Valley Academy Regional Charter School's financial performance provides an overall review of the School's financial activities for the years ended June 30, 2012 and 2011. The intent of the discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the financial statements and notes to enhance their understanding of the School's financial performance.

In this fiscal year the Lehigh Valley Academy Regional Charter School increased its student enrollment from 975 to 1,017 students. Since student enrollment is directly related to revenues, this helped account for an increase in revenues of \$1,149,309 for total revenues of \$10,600,278.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts—management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the School:

- The first two statements are government-wide financial statements that provide both long-term and short-term information about the School's overall financial status.
- The remaining statements are fund financial statements that focus on individual parts of the government, reporting the School's operations in more detail than the government-wide statements.
- The governmental funds statements tell how general government services were financed in the short term as well as what remains for future spending.
- Proprietary fund statements offer short- and long-term financial information about the activities the government operates like businesses, such as food service.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the information in the financial statements.

Government-wide Statements

The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the School's net assets and how they have changed. Net assets— the difference between the School's assets and liabilities— is one way to measure the School's financial health or position. Over time, increases or decreases in the School's net assets are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the School include the Governmental activities. Most of the School's basic services are included here, such as instruction, extracurricular activities, curriculum and staff development and general administration. Subsidies from local school districts and grants finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's most significant funds—not the School as a whole. Funds are accounting devices that the School uses to keep track of specific sources of funding and spending for particular purposes.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS
Year Ended June 30, 2012
Unaudited

- Some funds are required by State law. The School Board establishes other funds to control and manage money for particular purposes or to show that it is properly using certain subsidies and grants.

The School has the following types of funds:

- *Governmental funds*—Most of the School's basic services are included in governmental funds, which focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental fund statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information on a subsequent page that explains the relationship (or differences) between them.
- *Proprietary funds*—Services for which the School charges customers a fee are generally reported in proprietary funds. Proprietary funds, like the government-wide statements, provide both long-term and short-term financial information.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

The Statement of Net Assets provides the perspective of the School as a whole. The School's net assets as of June 30, 2012 and 2011 were as follows:

	2012			2011		
	Government Activities	Business Type Activities	Total	Government Activities	Business Type Activities	Total
Assets						
Current Assets	\$2,839,833	\$57,885	\$2,897,718	\$2,558,816	\$28,299	\$2,587,115
Capital Assets	585,856	6,607	592,463	543,192	-	543,192
Total Assets	\$3,425,689	\$64,492	\$3,490,181	\$3,102,008	\$28,299	\$3,130,307
Liabilities & Net Assets						
Liabilities						
Current Liabilities	\$598,816	\$17,343	\$616,159	\$474,504	-	\$474,504
Long Term Liabilities	23,522	-	23,522	29,300	-	29,300
Total Liabilities	622,338	17,343	639,681	503,804	-	503,804
Net Assets						
Investment in Capital Assets, Net of Related Debt	518,838	-	518,838	463,826	-	463,826
Unrestricted	2,284,513	47,149	2,331,662	2,134,378	28,299	2,162,677
Total Net Assets	2,803,351	47,149	2,850,500	2,598,204	28,299	2,626,503
Total Liabilities & Net Assets	\$3,425,689	\$64,492	\$3,490,181	\$3,102,008	\$28,299	\$3,130,307

As of June 30, 2012, the Lehigh Valley Academy Regional Charter School had total assets of \$3,490,181 with 41% of those assets being in cash and 38% being in receivables due from other governments. The remaining 21% represents prepaid expenses, security deposits and the net value of furniture and equipment. Total liabilities of \$639,681 include trade accounts payable, accrued salaries and benefits, and obligations from existing financing arrangements. The resulting net assets of \$2,850,500 include unrestricted assets of \$2,331,662 and \$518,838 in investment in capital assets, net of related debt.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS
Year Ended June 30, 2012
Unaudited

As of June 30, 2011, the Lehigh Valley Academy Regional Charter School had total assets of \$3,130,307 with 28% of those assets being in cash and 47% being in receivables due from other governments. The remaining 25% represents prepaid expenses, security deposits and the net value of furniture and equipment. Total liabilities of \$503,804 include trade accounts payable, accrued salaries and benefits, and obligations from existing financing arrangements. The resulting net assets of \$2,626,503 include unrestricted assets of \$2,162,677 and \$463,826 in investment in capital assets, net of related debt.

The Statement of Activities shows the revenues, expenses and changes in net assets for fiscal years 2012 and 2011. The summarized figures are as follows:

	2012			2011		
	Government Activities	Business Type Activities	Total	Government Activities	Business Type Activities	Total
Program Revenues						
Charges for Services	\$9,707,475	\$107,161	\$9,814,636	\$8,576,616	\$104,486	\$8,681,102
Operating Grants & Contributions	626,975	166,278	793,253	622,344	144,041	766,385
General Revenues						
Investment Earnings	1,645	-	1,645	1,634	-	1,634
Miscellaneous Income	11,884	-	11,884	1,734	-	1,734
Refund Prior Year Expenditures	-	-	-	114	-	114
Sale of Fixed Assets						
Transfers	(33,688)	12,548	(21,140)	(17,860)	17,860	-
Total Revenues	10,314,291	285,987	10,600,278	9,184,582	266,387	9,450,969
Expenses						
Instruction	5,484,869	-	5,484,869	4,891,744	-	4,891,744
Instruction Student Support	510,971	-	510,971	266,566	-	266,566
Administration & Financial Support Services	1,592,993	-	1,592,993	1,477,072	-	1,477,072
Operation & Maintenance of Plant Services	2,494,320	-	2,494,320	2,049,459	-	2,049,459
Student Activities	20,248	-	20,248	46,507	-	46,507
Food Service	-	267,137	267,137	-	249,058	249,058
Interest on Long Term Debt	5,743	-	5,743	3,806	-	3,806
Total Expenses	10,109,144	267,137	10,376,281	8,735,154	249,058	8,984,212
Change in Net Assets	205,147	18,850	223,997	449,428	17,329	466,757
Net Assets Beginning	2,598,204	28,299	2,626,503	2,148,776	10,970	2,159,746
Net Assets Ending	\$2,803,351	\$47,149	\$2,850,500	\$2,598,204	\$28,299	\$2,626,503

The governmental activity revenue for the 2011-2012 school year from the Lehigh Valley Academy Regional Charter School came from three major program sources. These program sources included subsidies from school districts for instructional services \$9,705,587, grants and subsidies from the State and Federal Programs \$592,849. In addition the School received approximately \$50,000 from other sources including miscellaneous income, fundraising activities, investment earnings, and student activities. Revenue from business-type activities (food services) amounted to \$285,987.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS

Year Ended June 30, 2012

Unaudited

The revenue for the 2010-2011 school year from the Lehigh Valley Academy Regional Charter School came from three major program sources. These program sources included subsidies from school districts for instructional services \$8,576,589, grants and subsidies from the State of Pennsylvania \$359,686, and grants under Federal programs \$195,482. In addition the School received approximately \$70,000 from other sources including miscellaneous income, fundraising activities, investment earnings, and student activities. Revenue from business-type activities (food services) amounted to \$266,387.

The revenues received during 2011-12 were used to pay expenses of \$10,376,281. These expenses were segregated into various programs depending on the functions of the activity as follows:

Instruction	\$ 5,995,840
Support services	4,087,313
Operation of non-instructional services	287,385
Debt service	5,743

The revenues received during 2010-11 were used to pay expenses of \$8,984,212. These expenses were segregated into various programs depending on the functions of the activity as follows:

Instruction	\$ 5,158,310
Support services	3,526,531
Operation of non-instructional services	295,565
Debt service	3,806

These programs and the costs associated with each, as well as in comparison to the original budget are presented in the basic financial statements and required supplementary information.

MAJOR FINANCIAL ISSUES

Building Space

The major financial issues that were addressed by Lehigh Valley Academy Regional Charter School were necessary as a result of current and anticipated future growth. During the audit period, the School amended its lease agreement to include additional space for the 2012-2013 school year and future periods. With a lease extension signed subsequent to June 30, 2012, the existing building leases extend until the 2022-2023 school year.

Technology

Subsequent to the balance sheet date, the School incurred approximately \$96,000 of expenditures to upgrade its computer network. During that same period, the School entered into a financing agreement of approximately \$169,000 to lease new computers.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2012 the School had a net value of \$592,463 of capital assets that consisted of office furniture, computer equipment, and leasehold improvements. The School's policy requires the capitalization of individual furniture and equipment purchases of \$1,000 or more.

At June 30, 2011 the School had a net value of \$543,192 of capital assets that consisted of office furniture, computer equipment, and leasehold improvements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

**MANAGEMENT DISCUSSION AND ANALYSIS
Year Ended June 30, 2012
Unaudited**

Long-Term Debt

At June 30, 2012, long-term debt represents capital leases for furniture and equipment in the amount of \$67,018, of which \$43,496 is to be paid off within one year from the balance sheet date.

As mentioned earlier, the School incurred capital lease obligations of approximately \$50,000 subsequent to the balance sheet date.

At June 30, 2011, long-term debt represents capital leases for furniture and equipment in the amount of \$79,366, of which \$50,066 was to be paid off within one year from the balance sheet date.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The School expects to continue its growth, as the fiscal year 2012-2013 budget has been prepared using a revenue amount of approximately \$11.9 million based on a projected enrollment of 1065 students. Expenditures have been budgeted to be approximately \$11.8 million in this fiscal year.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School's Business Services Department.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF NET ASSETS

June 30, 2012

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
ASSETS			
CURRENT ASSETS			
Cash	\$ 1,414,573	\$ 30,526	\$ 1,445,099
Due from other governments	1,299,189	27,359	1,326,548
Prepaid expenses	59,045	-	59,045
Other accounts receivable	846	-	846
Deposits	66,180	-	66,180
	<u>2,839,833</u>	<u>57,885</u>	<u>2,897,718</u>
NONCURRENT ASSETS			
Capital assets, net	<u>585,856</u>	<u>6,607</u>	<u>592,463</u>
	<u>585,856</u>	<u>6,607</u>	<u>592,463</u>
Total assets	<u>\$ 3,425,689</u>	<u>\$ 64,492</u>	<u>\$ 3,490,181</u>

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
LIABILITIES			
CURRENT LIABILITIES			
Accounts payable	\$ 336,680	\$ 17,343	\$ 354,023
Accrued salaries and benefits	204,905	-	204,905
Current portion of long-term debt	43,496	-	43,496
Other current liabilities	<u>13,735</u>	<u>-</u>	<u>13,735</u>
 Total current liabilities	 <u>598,816</u>	 <u>17,343</u>	 <u>616,159</u>
NONCURRENT LIABILITIES			
Extended term financing agreements	<u>23,522</u>	<u>-</u>	<u>23,522</u>
 Total noncurrent liabilities	 <u>23,522</u>	 <u>-</u>	 <u>23,522</u>
 Total liabilities	 <u>622,338</u>	 <u>17,343</u>	 <u>639,681</u>
NET ASSETS			
Investment in capital assets, net of related debt	518,838	-	518,838
Unrestricted	<u>2,284,513</u>	<u>47,149</u>	<u>2,331,662</u>
 Total net assets	 <u>2,803,351</u>	 <u>47,149</u>	 <u>2,850,500</u>
 Total liabilities and net assets	 <u>\$ 3,425,689</u>	 <u>\$ 64,492</u>	 <u>\$ 3,490,181</u>

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF ACTIVITIES
Year Ended June 30, 2012

Functions/Programs	Expenses	Program Revenues	
		Charges for Services	Operating Grants and Contributions
GOVERNMENTAL ACTIVITIES			
Instruction	\$ 5,484,869	\$ 5,278,869	\$ 401,714
Instructional student support	510,971	492,073	88,287
Administration and financial support services	1,592,993	1,533,483	26,160
Operation and maintenance of plant service	2,494,320	2,401,162	105,071
Student activities	20,248	1,888	-
Interest on long-term debt	5,743	-	5,743
Total governmental activities	<u>10,109,144</u>	<u>9,707,475</u>	<u>626,975</u>
BUSINESS-TYPE ACTIVITIES			
Food service	<u>267,137</u>	<u>107,161</u>	<u>166,278</u>
Total	<u>\$ 10,376,281</u>	<u>\$ 9,814,636</u>	<u>\$ 793,253</u>

GENERAL REVENUES

Investment earnings
Miscellaneous income
Transfers

Total general revenues

Change in net assets

NET ASSETS, July 1, 2011

NET ASSETS, June 30, 2012

See Notes to Financial Statements.

**Net (Expense) Revenue and
Changes in Net Assets**

<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
\$ 195,714	\$ -	\$ 195,714
69,389	-	69,389
(33,350)	-	(33,350)
11,913	-	11,913
(18,360)	-	(18,360)
-	-	-
<u>225,306</u>	<u>-</u>	<u>225,306</u>
-	6,302	6,302
<u>225,306</u>	<u>6,302</u>	<u>231,608</u>
1,645	-	1,645
11,884	-	11,884
(33,688)	12,548	(21,140)
<u>(20,159)</u>	<u>12,548</u>	<u>(7,611)</u>
205,147	18,850	223,997
<u>2,598,204</u>	<u>28,299</u>	<u>2,626,503</u>
<u>\$ 2,803,351</u>	<u>\$ 47,149</u>	<u>\$ 2,850,500</u>

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

COMPONENT UNIT FINANCIAL STATEMENTS
THE EDUCATION FOUNDATION OF THE LEHIGH VALLEY ACADEMY

STATEMENT OF FINANCIAL POSITION
June 30, 2012

ASSETS

Cash and cash equivalents	\$ <u>12,880</u>
Total assets	\$ <u><u>12,880</u></u>

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable	\$ <u>-</u>
Total liabilities	<u>-</u>

NET ASSETS

Unrestricted	<u>12,880</u>
Total net assets	<u>12,880</u>
Total liabilities and net assets	\$ <u><u>12,880</u></u>

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

COMPONENT UNIT FINANCIAL STATEMENTS
THE EDUCATION FOUNDATION OF THE LEHIGH VALLEY ACADEMY

STATEMENT OF ACTIVITIES
Year Ended June 30, 2012

	<u>Unrestricted</u>
REVENUES AND OTHER SUPPORT	
Investment return	\$ <u>21</u>
Total revenues and other support	<u>21</u>
EXPENSES	
Supporting services	
Management and general	<u>991</u>
Total expenses	<u>991</u>
Change in net assets	(970)
NET ASSETS, July 1, 2011	<u>13,850</u>
NET ASSETS, June 30, 2012	<u>\$ 12,880</u>

See Notes to Financial Statements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

COMPONENT UNIT FINANCIAL STATEMENTS
THE EDUCATION FOUNDATION OF THE LEHIGH VALLEY ACADEMY

COMPONENT UNIT FINANCIAL STATEMENTS
STATEMENT OF CASH FLOWS
Year Ended June 30, 2012

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$	(970)
Decrease in liabilities:		
Accounts payable		<u>(1,296)</u>
Net cash provided by operating activities		<u>(2,266)</u>
Net decrease in cash		(2,266)

CASH AND CASH EQUIVALENTS:

Beginning		<u>15,146</u>
Ending	\$	<u>12,880</u>

See Notes to Financial Statements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

BALANCE SHEET
GOVERNMENTAL FUND
June 30, 2012

	<u>General Fund</u>
ASSETS	
Cash	\$ 1,414,573
Due from other governments	1,299,189
Other accounts receivable	846
Prepaid expenditures	59,045
Deposit	<u>66,180</u>
Total assets	<u>\$ 2,839,833</u>
LIABILITIES AND FUND EQUITY	
LIABILITIES	
Accounts payable	\$ 336,680
Accrued salaries and benefits	98,420
Payroll deductions and withholdings	106,485
Deferred revenues	<u>13,735</u>
Total liabilities	<u>555,320</u>
FUND BALANCES	
Nonspendable:	
Prepaid expenditures	59,045
Committed	1,050,000
Unassigned	<u>1,175,468</u>
Total fund equity	<u>2,284,513</u>
Total liabilities and fund equity	<u>\$ 2,839,833</u>

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS

June 30, 2012

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS \$ 2,284,513

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

Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of assets and the accumulated depreciation are as follows:

Cost of assets	\$ 1,424,554	
Accumulated depreciation	<u>(838,698)</u>	
		585,856

Long-term liabilities, are not due and payable in the current period, and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:

Extended-term financing agreements	\$ <u>(67,018)</u>	
		<u>(67,018)</u>

TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES \$ 2,803,351

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUND
Year Ended June 30, 2012

	<u>General Fund</u>
REVENUES	
Local sources	\$ 9,838,120
State sources	258,136
Federal sources	<u>251,747</u>
Total revenues	<u>10,348,003</u>
EXPENDITURES	
Instruction	5,481,039
Support services	4,532,152
Operation of noninstructional services	20,248
Facilities services	112,626
Debt service	<u>68,990</u>
Total expenditures	<u>10,215,055</u>
Excess of revenues over expenditures	<u>132,948</u>
OTHER FINANCING SOURCES (USES)	
Refund of prior year revenues	(25)
Proceeds from extended term financing agreements	50,900
Fund transfers	<u>(33,688)</u>
Total other financing sources (uses)	<u>17,187</u>
Net change in fund balance	150,135
FUND BALANCE, July 1, 2011	<u>2,134,378</u>
FUND BALANCE, June 30, 2012	<u>\$ 2,284,513</u>

See Notes to Financial Statements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCE TO STATEMENT OF ACTIVITIES
 Year Ended June 30, 2012

TOTAL NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ 150,135

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

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

Depreciation expense	\$ (131,609)	
Capital outlays	<u>174,274</u>	42,665

Repayment of long-term liabilities is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net assets.

Extended term financing agreements	\$ <u>63,247</u>	63,247
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Proceeds of long-term liabilities are revenues in the governmental funds, but the receipt increases long-term liabilities in the statement of net assets.

Extended term financing agreements	\$ <u>(50,900)</u>	<u>(50,900)</u>
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CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES \$ 205,147

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF NET ASSETS
 PROPRIETARY FUND
 June 30, 2012

	<u>Food Service</u>
ASSETS	
CURRENT ASSETS	
Cash	\$ 30,526
Due from other governments	<u>27,359</u>
Total current assets	<u>57,885</u>
NONCURRENT ASSETS	
Capital assets, net	<u>6,607</u>
Total noncurrent assets	<u>6,607</u>
Total assets	<u>\$ 64,492</u>
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	<u>\$ 17,343</u>
Total current liabilities	<u>17,343</u>
NET ASSETS	
Unrestricted	<u>47,149</u>
Total net assets	<u>47,149</u>
Total liabilities and net assets	<u>\$ 64,492</u>

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS
 PROPRIETARY FUND
 Year Ended June 30, 2012

	<u>Food Service</u>
OPERATING REVENUES	
Food service revenue	\$ <u>107,161</u>
Total operating revenues	<u>107,161</u>
OPERATING EXPENSES	
Salaries	31,818
Depreciation	1,483
Employee benefits	3,818
Supplies	229,868
Other	<u>150</u>
Total operating expenses	<u>267,137</u>
Operating loss	<u>(159,976)</u>
NONOPERATING REVENUES	
State sources	12,721
Federal sources	<u>153,557</u>
Total nonoperating revenues	<u>166,278</u>
Loss before transfers	6,302
OPERATING TRANSFER IN	<u>12,548</u>
Change in net assets	18,850
FUND BALANCE, July 1, 2011	<u>28,299</u>
FUND BALANCE, June 30, 2012	<u>\$ 47,149</u>

See Notes to Financial Statements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF CASH FLOWS
 PROPRIETARY FUND
 Year Ended June 30, 2012

	<u>Food Service</u>
CASH FLOWS FROM OPERATING ACTIVITIES	
Cash received from users	\$ 107,161
Cash payments for employee benefits	(31,818)
Cash payments to employees for services	(3,818)
Cash payments to suppliers for goods and services	<u>(212,675)</u>
Net cash used in operating activities	<u>(141,150)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State sources	11,960
Federal sources	143,099
Operating transfer in	12,548
Acquisition of capital assets	<u>(8,090)</u>
Net cash provided by noncapital financing activities	<u>159,517</u>
Net increase in cash	18,367
CASH, July 1, 2011	<u>12,159</u>
CASH, June 30, 2012	<u>\$ 30,526</u>
RECONCILIATION OF OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES	
Operating loss	\$ (159,976)
Adjustments to reconcile operating income to net cash used in operating activities:	
Depreciation	1,483
Increase (decrease) in liabilities:	
Accounts payable	<u>17,343</u>
Net cash used in operating activities	<u>\$ (141,150)</u>

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF NET ASSETS
FIDUCIARY FUNDS
June 30, 2012

	<u>Activity Funds</u>
ASSETS	
ASSETS	
Cash	\$ <u>10,075</u>
Total assets	\$ <u><u>10,075</u></u>
LIABILITIES	
LIABILITIES	
Other current liabilities	\$ <u>10,075</u>
Total liabilities	\$ <u><u>10,075</u></u>

See Notes to Financial Statements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 1. Summary of Significant Accounting Policies

The Lehigh Valley Academy Regional Charter School (the School) was established to operate a charter school within the Bethlehem Area and Saucon Valley School Districts through December 31, 2016 in accordance with the provisions of the Charter School Law, 24 P.S.17-1701-A et seq. The School is regulated by the Pennsylvania Department of Education. The regional charter may be renewed for additional periods of five years and can only be terminated in accordance with the provisions of applicable law.

The School's financial statements are prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). Governments are also required to follow the pronouncements of the Financial Accounting Standards Board (FASB) issued through November 30, 1989 (when applicable) that do not conflict with or contradict GASB pronouncements. Although the School has the option to apply FASB pronouncements issued after that date to its business-type activities and enterprise funds, the School has chosen not to do so. The more significant accounting policies established in GAAP and used by the School are discussed below.

Reporting entity:

The School's financial statements include all of the funds relevant to the operations of the School.

The Governmental Accounting Standards Board (GASB) has established the criteria for determining the activities, organizations and functions of government to be included in the financial statements of the reporting entity. GASB defines the financial reporting entity as consisting of (1) the primary government, (2) organizations for which the primary government is financially accountable, and (3) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete. A primary government is financially accountable for those organizations that make up the legal entity as well as legally separate organizations if the primary government appoints a voting majority of an organization's governing body, and either it can impose its will on that organization or there is a potential for the organization to provide specific financial benefits to, or to impose specific financial burdens on the primary government.

As defined by generally accepted accounting principles established by the GASB, the financial reporting entity consists of the primary government, as well as its component unit The Education Foundation of the Lehigh Valley Academy (the Foundation). The Foundation is a legally separate, nonprofit corporation and is considered a component unit of the School. The Foundation is a tax exempt organization under the Internal Revenue Code. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the School in support of its programs. Per its organizing documents, the Foundation has been established to operate exclusively for the support and benefit of the School. The activities of the Foundation are reported in separate financial

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

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statements because of the difference in its reporting model, as further described below.

The Foundation is a not-for-profit organization that reports its financial results in accordance with Financial Accounting Standard Board (FASB) Codification. Most significant to the Foundation's operations and reporting model are FASB ASC 958-605 related to revenue recognition and FASB ASC 958-205 related to presentation of financial statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the School's financial reporting entity for these differences; however note disclosures significant to the Foundation's financial statements have been incorporated into the School's notes to the financial statements.

Under GASB reporting standards, the School is not considered to be a component unit of the Bethlehem Area or Saucon Valley School Districts.

Basis of presentation:

Government-Wide Financial Statements

Government-wide financial statements report information on all of the nonfiduciary activities of the School. As a general rule the effect of any interfund activity has been eliminated from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported separately from business-type activities, which rely, to a significant extent on fees and charges for support.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment. In addition, program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other items not properly included among program revenues are reported instead as general revenues.

Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprises its assets, liabilities, reserves, fund equity, revenues and expenditures/expenses.

Fund financial statements are provided in the report for all of the governmental funds, proprietary funds, and the fiduciary funds of the School. Major individual governmental funds and major individual enterprise funds are reported as separate columns in the fund financial statements. The School reports the General Fund as a major governmental fund and the Food Service Fund as a

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major enterprise fund. Fiduciary funds are reported by fund type. The School has no nonmajor funds as of June 30, 2012.

The following represent the three categories of funds used by the School.

Governmental Funds:

These are funds through which most functions of the School are typically financed. The following is a description of the governmental fund of the School:

General Fund - The principal operating fund of the School used to account for all financial resources except those required to be in another fund.

Proprietary Fund:

These funds are accounted for similar to businesses in the private sector. These funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with the proprietary fund's principal ongoing operations. The principal operating revenues of the School's enterprise fund are food service charges. Operating expenses for the School's enterprise fund include food production costs. All revenues or expenses not meeting this definition are reported as nonoperating revenues and expenses.

The following is a description of the proprietary fund of the School:

Enterprise Fund - This fund is comprised of the School's Food Service Fund. This fund is used to account for the operation of the Food Service. Enterprise funds are required to be used to account for operations for which a fee is charged to external users for goods or 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.

Fiduciary Funds:

Fiduciary Funds are used to report assets held in a trustee or agency capacity for others and therefore are not available to support the School's programs.

The funds included in this category are:

Activity Fund - This fund is used to account for assets held by the School as trustee for student organizations and activities.

Measurement focus and basis of accounting:

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting as are the proprietary and fiduciary fund financial statements. Revenues are recorded when

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earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. Net assets (total assets less total liabilities) are used as a practical measure of economic resources and the operating statement includes all transactions and events that increased or decreased net assets. Depreciation is charged as expense against current operations and accumulated depreciation is reported on the statement of net assets.

The fund financial statements, with the exception of the proprietary fund and fiduciary fund, are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both 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 revenue to be available if collected within 60 days of the end of the fiscal period. Revenue from federal, state and other grants designated for payment of specific school expenditures is recognized when the related expenditures are incurred. Accordingly, when such funds are received, they are recorded as deferred revenues until earned. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due. The activities of the proprietary fund are presented on the accrual basis of accounting.

Budgets and budgetary accounting:

An operating budget is adopted each year for the General Fund on a modified accrual basis of accounting.

The Pennsylvania School Code dictates specific procedures relative to adoption of the School's budget and reporting in its financial statements, specifically:

- The School is required to prepare a proposed operating budget for the following fiscal year. The budget is prepared on a form prescribed by the Pennsylvania Department of Education.

The Board of Trustees may make transfers of funds appropriated to any particular item of expenditure by legislative action. There were no supplemental budget amendments for the year ended June 30, 2012.

- Fund balances in budgetary funds may be appropriated based on resolutions passed by the Board of Trustees, which authorize the School to make expenditures. Appropriations lapse at the end of the fiscal period. The level of control or the level on which expenditures may not legally exceed appropriations is the fund.
- Included in the General Fund budget are program budgets as prescribed by the state and federal agencies funding the program. These budgets are approved on a program-by-program basis by the state or federal funding agency.

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- A Proprietary fund budget is not adopted.

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 the reported amounts of assets and liabilities and contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenditures and expenses during the reporting period. Actual results could differ from those estimates.

Risk management:

The School is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs.

Interfund transfers:

Interfund transfers are used to move unrestricted revenue collected in the general fund to finance various programs accounted for in other funds in accordance with budgetary authorizations.

Cash:

For the purposes of the Statement of Cash Flows, the School considers all highly liquid financial instruments with original maturities of three months or less to be cash.

Capital assets:

Capital assets, which include furniture and equipment, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$1,000 and an estimated useful life in excess of one year. Capital assets purchased with long-term debt may be capitalized regardless of the thresholds established. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Major outlays for capital assets and improvements are capitalized as projects are constructed.

All reported capital assets are depreciated using the straight-line method over the following estimated useful lives:

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

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<u>Assets</u>	<u>Years</u>
Furniture	7
Equipment	5-7
Leasehold improvements	10

Long-term obligations:

In the government-wide financial statements, and proprietary fund types in the fund financial statements, long-term debt, which consists of capital leases, is reported as liabilities in the applicable governmental activities or proprietary fund type statement of net assets.

In the fund financial statements, the face amount of debt issued is reported as other financing sources while payment on such debt is reported as other financing uses.

Compensated absences:

The School provides paid sick leave benefits to all eligible employees for periods of temporary absence due to illnesses or injuries.

Eligible employees will accrue sick leave benefits at a maximum of 5 days per school year (.50 of a day for every full month of service). Sick leave benefits are calculated on the basis of a "benefit year," the 12 month period that begins when the employee starts to earn sick leave benefits.

Sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Unused sick leave benefits will be allowed to accumulate until the employee has accrued a total of 20 calendar day's worth of sick leave benefits. If the employee's benefits reach this maximum, further accrual of sick leave benefits will be suspended until the employee has reduced the balance below the limit. In lieu of this, the employee can choose to be paid at the end of the benefit year for unused sick leave at a rate of \$40 per day. This option cannot be chosen for sick leave benefits that have been accrued in a previous benefit year.

Deferred revenues:

Deferred revenues in the government-wide financial statements and the fund financial statements represent grant proceeds that have been received but not yet expended.

Governmental fund balances:

Governmental fund balances are classified as follows:

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

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

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

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

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

The School has only unassigned, assigned and nonspendable fund balance as of June 30, 2012.

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

Income taxes:

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

The School files a Return of Organization Exempt From Income Tax annually. The School's returns for 2009, 2010 and 2011 are subject to examination by the IRS, generally for three years after they were filed.

Date of management's review:

The School has evaluated subsequent events through January 7, 2013, the date which the financial statements were available to be issued.

Component unit disclosures:

The Education Foundation of the Lehigh Valley Academy

The Foundation, located in Bethlehem, Pennsylvania, operates exclusively for the support and benefit of the Lehigh Valley Academy Regional Charter School (the

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"School"). The Foundation operates under an independent Board of Directors. The Foundation's support comes primarily from fund-raising activities.

Financial statement presentation follows the requirements of the Financial Accounting Standards Board Codification. The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The Foundation has no temporarily or permanently restricted net assets.

The financial statements of the Foundation have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities.

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

The Foundation is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The Organization qualifies for the charitable contribution deduction under Section 170 of the Internal Revenue Code. The Foundation is considered a Type 1 supporting organization to the School under Internal Revenue Code Section 509(a)(3). The Foundation files a Return of Organization Exempt From Income Tax annually. The Foundation's returns for 2009, 2010 and 2011 are subject to examination by the IRS, generally for three years after they were filed.

Note 2. Deposits

The deposit and investment policy of the School adheres to state statutes and prudent business practices. School deposits must be held in insured, federally regulated banks or financial institutions which have appropriate collateral in accordance with Pennsylvania law. In addition to certificates of deposit, permissible investments may include United States Treasury bills, short-term obligations of the United States Government or its agencies, the Commonwealth of Pennsylvania or any of its agencies and its subdivisions, the payment of which is backed by the full faith and credit of the issuing entity.

Custodial credit risk – deposits:

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a deposit policy for custodial credit risk. As of June 30, 2012, \$1,317,269 of the School's bank balance of \$1,597,794 was exposed to custodial credit risk as follows:

Uninsured and collateral held by pledging banks
trust department not in the School's name

\$ 1,317,269

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Deposits are included in the statement of net assets as cash.

Note 3. Fund Transfers

Interfund transfers for the year ended June 30, 2012 consist of the following:

	Transfers To Other Funds	Transfers From Other Funds
General Fund	\$ 33,688	\$ -
Food Service Fund	-	12,548
Student Activity Fund	-	21,140
	\$ 33,688	\$ 33,688

Note 4. Due From and Due To Other Governments

Due from other governments represent receivables for revenues earned by the School. As of June 30, 2012, the following amounts are due from other governmental units:

Due From	General Fund	Food Service Fund	Total
Local	\$ 960,869	\$ -	\$ 960,869
State	132,450	2,064	134,514
Federal	205,870	25,295	231,165
	\$ 1,299,189	\$ 27,359	\$ 1,326,548

Note 5. Capital Assets

The following schedule summarizes the changes in capital assets during the year ended June 30, 2012:

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NOTES TO FINANCIAL STATEMENTS

	Balance July 1, 2011	Additions	Deletions	Balance June 30, 2012
Governmental Activities				
Furniture and equipment	\$ 796,497	\$ 62,852	\$ -	\$ 859,349
Leasehold improvements	<u>453,784</u>	<u>111,421</u>	<u>-</u>	<u>565,205</u>
	1,250,281	174,273	-	1,424,554
Less accumulated depreciation	<u>707,089</u>	<u>131,609</u>	<u>-</u>	<u>838,698</u>
	<u>\$ 543,192</u>	<u>\$ 42,664</u>	<u>\$ -</u>	<u>\$ 585,856</u>
Business-Type Activities				
Machinery and equipment	\$ -	\$ 8,090	\$ -	\$ 8,090
Less accumulated depreciation	<u>-</u>	<u>1,483</u>	<u>-</u>	<u>1,483</u>
	<u>\$ -</u>	<u>\$ 6,607</u>	<u>\$ -</u>	<u>\$ 6,607</u>

Depreciation expense was charged to functions/programs as follows:

Governmental activities:

Instruction:	
Regular	\$ 81,908
Special	600
Support services:	
Administration and financial support services	35,571
Operation and maintenance of plant service	8,021
Facilities acquisition service	<u>5,509</u>
Total depreciation expense, governmental activities	<u>\$ 131,609</u>

Business-type activities:

Cafeteria Fund	<u>\$ 1,483</u>
Total depreciation expense, business-type activities	<u>\$ 1,483</u>

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NOTES TO FINANCIAL STATEMENTS

Note 6. Notes Payable, Bank

The School has a line of credit in the amount of \$250,000 with local bank. The outstanding balance on the line of credit is \$0 as of June 30, 2012. The line is secured by the School's deposits in the Bank and is to be used for the purpose of providing working capital for the School. The interest rate on the line of credit is the Wall Street Journal Prime Rate plus 0.5% with an interest rate floor fixed at 4.25%. The line of credit is due to expire in April, 2013.

There was no short-term debt activity for the year ended June 30, 2012.

Note 7. Long-Term Debt / Capital Leases

The School's long-term debt consists of capital lease obligations for equipment. The future minimum lease payments as of June 30, 2012 with deductions for the amounts considered to be interest is as follows:

Year ending June 30	
2013	\$ 46,097
2014	21,251
2015	<u>3,115</u>
	70,463
Less amount representing interest	<u>3,445</u>
	<u>\$ 67,018</u>

Long-term liabilities have been liquidated by expenditures from the General Fund.

The changes in long-term debt during the year ended June 30, 2012 are as follows:

	Balance July 1, 2011	Additions	Deletions	Balance June 30, 2012	Current Portion
Capital lease obligation	<u>\$ 79,366</u>	<u>\$ 50,900</u>	<u>\$ 63,248</u>	<u>\$ 67,018</u>	<u>\$ 43,496</u>

Note 8. Pension Plan

Plan description:

The School participates in the Public School Employees' Retirement System of Pennsylvania (PSERS), a state-administered pension program established by authority of the Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa. C. S. 8101-8535). The pension program is a governmental cost

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

sharing multiple-employer plan covering substantially all public school districts and many vocational-technical schools, intermediate units, colleges and universities within Pennsylvania. PSERS provides retirement and disability benefits, with legislatively mandated ad hoc cost-of-living adjustments and healthcare insurance premium assistance to qualifying annuitants. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial Management, Public School Employees' Retirement System, 5 N. 5th Street, Harrisburg PA 17101-1905. The CAFR is also available on the Publications page of the PSERS website.

Funding policy:

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

- Active members who joined PSERS prior to July 22, 1983 contribute at a rate of 5.25% (Membership Class TC) or at 6.50% (Membership Class TD) of the member's qualifying compensation.
- Members who joined the PSERS on or after July 22, 1983 and who were active or inactive as of July 1, 2001, contribute at a rate of 6.25% (Membership Class TC) or at 7.50% (Membership Class TD) of the member's qualifying compensation.
- Members who joined PSERS after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic membership Class TD). For all new hires and for members who elected Class TD membership, the higher contribution rates began with service rendered on or after January 1, 2002.
- Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.50% (base rate) of the member's qualifying compensation.
- All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.30% (base rate) of the member's qualifying compensation.

Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.50% and 9.50% and Membership Class T-F contribution rate to fluctuate between 10.30% and 12.30%.

Contributions required by employers are based upon an actuarial valuation. For the year ended June 30, 2012, the rate of employer contribution was 8.65% of covered payroll. The 8.65% rate is composed of a pension contribution rate of 8.00% for pension benefits and .65% for healthcare insurance premium assistance. The School's contribution to PSERS net of state subsidy for the years ending June 30, 2012, 2011 and 2010 was \$230,165, \$121,441 and \$89,654, respectively. This contribution was equal to the required contribution.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 9. Operating Leases

The School leases the buildings and some equipment which it utilizes in its operations.

Building Leases

The School leases various buildings which house its schools and administrative functions. Based upon a lease extension signed subsequent to June 30, 2012, the building leases run through August 31, 2023. The School is responsible for minimum annual rent payable on a monthly basis along with a monthly payment for estimated operating expenses, which includes utilities and insurance, for which settlement is made to actual operating expenses at the end of each lease year.

Equipment

The School has various equipment leases under operating leases agreements. The School is responsible for a monthly lease payment for the term of the leases.

The future minimum lease payments under operating leases, not including the estimated operating expenses, as of June 30, 2012 is as follows:

<u>Year ending June 30</u>	
2013	\$ 1,866,835
2014	1,925,144
2015	1,980,672
2016	2,035,842
2017	2,093,859
2018	<u>15,432,600</u>
	<u>\$ 25,334,952</u>

Rent expense under operating leases for the year ended June 30, 2012 was \$1,498,415.

Note 10. Revenue Concentration

The School received approximately 57% of its total revenue for the year ended June 30, 2012 from one school district. In addition, the School also received approximately 17% of its total revenue for the year ended June 30, 2012 from another district.

Note 11. Contingent Liabilities

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

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 12. Governmental Fund Balances

The details of governmental fund balances are presented below.

General Fund

The General Fund has nonspendable fund balance of \$59,045 as of June 30, 2012 related to its prepaid expenditures.

The General Fund committed fund balance as of June 30, 2012 consists of the following:

Future construction projects	\$ 900,000
Future pension obligations	<u>150,000</u>
	<u>\$ 1,050,000</u>

The General Fund has unassigned fund balance of \$1,175,468 as of June 30, 2012.

Note 13. Subsequent Events

On July 19, 2012, the School entered into a lease agreement for computer equipment which will be accounted for as a capital lease. The lease calls for 36 monthly payments of \$5,046 commencing on August 1, 2012.

In November 2012, the School signed an extension of its building lease agreements which extend the leases through August 2023. The lease extension increases the School's lease commitment by approximately \$15 million through August 2023. This additional commitment is reflected in the lease commitment disclosed in Note 9.

Note 14. Future Accounting Pronouncement

In June 2012, the Governmental Accounting Standards Board issued Statement No. 68 Accounting and Financial Reporting for Pensions. The Statement establishes new standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources and expense for pension plans. The Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. In addition, this Statement details the disclosure requirements for employers with liabilities to defined benefit pension plans.

The School will be required to implement GASB Statement No. 68 during the year ending June 30, 2015. The School is in the process of assessing the impact on its financial statements of the implementation of the Standard. The adoption of the Standard is expected to have a material impact on the School's financial statements.

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - BUDGET AND ACTUAL
GENERAL FUND
Year Ended June 30, 2012

	Budgeted Amounts		Actual	Variance with
	Original	Final		Final Budget Over (Under)
				Budget
REVENUES				
Local sources	\$ 9,167,200	\$ 9,167,200	\$ 9,838,120	\$ 670,920
State sources	417,000	417,000	258,136	(158,864)
Federal sources	200,000	200,000	251,747	51,747
Total revenues	<u>9,784,200</u>	<u>9,784,200</u>	<u>10,348,003</u>	<u>563,803</u>
EXPENDITURES				
Instruction:				
Regular programs	4,685,812	4,685,812	4,851,201	165,389
Special programs	679,298	679,298	593,911	(85,387)
Other programs	-	-	35,927	35,927
Total instruction	<u>5,365,110</u>	<u>5,365,110</u>	<u>5,481,039</u>	<u>115,929</u>
Support services:				
Pupil personnel	309,012	309,012	280,657	(28,355)
Instructional staff	64,288	64,288	98,210	33,922
Administration	1,427,737	1,427,737	1,453,595	25,858
Pupil health	134,545	134,545	132,104	(2,441)
Business	90,000	90,000	63,407	(26,593)
Operation and maintenance of plant services	2,562,984	2,562,984	2,462,609	(100,375)
Other support services	71,547	71,547	41,570	(29,977)
Total support services	<u>4,660,113</u>	<u>4,660,113</u>	<u>4,532,152</u>	<u>(127,961)</u>
Operation of noninstructional services:				
Student activities	60,000	60,000	20,248	(39,752)
Total operation of noninstructional services	<u>60,000</u>	<u>60,000</u>	<u>20,248</u>	<u>(39,752)</u>
Facilities services:				
Facilities acquisition, construction and improvements services	100,000	100,000	112,626	12,626

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - BUDGET AND ACTUAL
GENERAL FUND
Year Ended June 30, 2012

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with</u>
	<u>Original</u>	<u>Final</u>		<u>Final Budget</u>
				<u>Over (Under)</u>
				<u>Budget</u>
Debt service	-	-	68,990	68,990
Total expenditures	10,185,223	10,185,223	10,215,055	29,832
Excess of revenue over (under) expenditures	(401,023)	(401,023)	132,948	533,971
OTHER FINANCING SOURCES (USES)				
Refund of prior year revenues	-	-	(25)	(25)
Proceeds from extended term financing agreements	-	-	50,900	50,900
Budgetary reserve	402,000	402,000	-	(402,000)
Fund transfers	-	-	(33,688)	(33,688)
Total other financing sources (uses)	402,000	402,000	17,187	(384,813)
Net change in fund balance	977	977	150,135	149,158
FUND BALANCE, July 1, 2011	<u>2,134,378</u>	<u>2,134,378</u>	<u>2,134,378</u>	<u>-</u>
FUND BALANCE, June 30, 2012	<u>\$ 2,135,355</u>	<u>\$ 2,135,355</u>	<u>\$ 2,284,513</u>	<u>\$ 149,158</u>

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& COMPANY

Certified Public Accountants Business Consultants

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

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Lehigh Valley Academy Regional Charter School
Bethlehem, Pennsylvania

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Lehigh Valley Academy Regional Charter School as of and for the year ended June 30, 2012, which collectively comprise Lehigh Valley Academy Regional Charter School's basic financial statements and have issued our report thereon dated January 7, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

This report is intended solely for the information and use of the Board of Trustees, management, others within the entity and is not intended to be and should not be used by anyone other than these specified parties.

Buckno Lisicky + Company

Allentown, Pennsylvania
January 7, 2013

LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL

SUMMARY OF AUDITORS' RESULTS
Year Ended June 30, 2012

Section I: Summary of Auditors' Results

Financial Statements:

Type of auditors' report issued: Unqualified

Internal control over financial reporting:

- Material weakness identified? _____ Yes X No

- Significant deficiencies identified that are not considered to be material weaknesses? _____ Yes X None Reported

Noncompliance material to financial statements noted? _____ Yes X No

Section II: Financial Statement Findings

No finding to be reported

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

Division of Federal Program
Consolidated Program Review

2011-2012 School Year

Lehigh Valley Acad. Regional CS
1560 Valley Center Parkway
Suite 200
Bethlehem, PA 18017

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Aldo Cavalli	(610) 866-9660 x4107	<input checked="" type="checkbox"/>
Business Manager:	Lee Merendino	(610) 866-9660 x4101	<input checked="" type="checkbox"/>
Title I Coordinator:	Susan Mauser	(610) 866-9660 x4103	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Susan Mauser	(610) 866-9660 x4103	<input checked="" type="checkbox"/>
Title III Coordinator:	Susan Mauser	(610) 866-9660 x4103	<input checked="" type="checkbox"/>
Fiscal Requirements Coordinator:	Susan Mauser	(610) 866-9660 x4103	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	N/A		<input type="checkbox"/>
Title VI-B REAP Coordinator:	N/A		<input type="checkbox"/>

Program(s) Reviewed:

- Title I Fiscal Requirements Title VI-B REAP
 Title II Part A Ed-Flex Waiver Review
 Title III

Program Reviewer/s: Joseph Roberts

Visit Date: 3/1/2012

Title I Program Review

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

I. Highly Qualified

Component I: Highly Qualified						
The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.						
Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		Monitor Comments 3/11/2012 7:23:40 PM Monitor Joe Roberts Checked via PIMS ACS and District Info JR
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> LEA Plan		Monitor Comments 3/11/2012 7:24:44 PM Monitor Joe Roberts All core content teachers are HQ. District has PD plan in place to ensure all HQ. JR
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		Monitor Comments 3/11/2012 7:25:22 PM Monitor Joe Roberts No paras are paid by Titled funds

<p>3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification						
<p>4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">District Comments</th> </tr> <tr> <td style="padding: 2px;"> 2/16/2012 12:27:30 PM CAO Susan Mauser We have not had students taught by teachers who are not highly qualified. </td> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">Monitor Comments</th> </tr> <tr> <td style="padding: 2px;"> 3/11/2012 7:26:14 PM Monitor Joe Roberts Agree but will have letter in place should that situation arise </td> </tr> </table>	District Comments	2/16/2012 12:27:30 PM CAO Susan Mauser We have not had students taught by teachers who are not highly qualified.	Monitor Comments	3/11/2012 7:26:14 PM Monitor Joe Roberts Agree but will have letter in place should that situation arise
District Comments										
2/16/2012 12:27:30 PM CAO Susan Mauser We have not had students taught by teachers who are not highly qualified.										
Monitor Comments										
3/11/2012 7:26:14 PM Monitor Joe Roberts Agree but will have letter in place should that situation arise										

II. Parent Involvement

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

c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		Monitor Comments 3/11/2012 7:27:18 PM Monitor Joe Roberts No other programs available JR
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		Monitor Comments 3/11/2012 7:27:53 PM Monitor Joe Roberts LEA uses transact as needed.
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input type="checkbox"/> documentation shared or distributed		
5. LEA has required schools to develop a written school-parent compact.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> school-home compact <input type="checkbox"/> Staff/Parent meeting agenda, memoranda.		Monitor Comments 3/11/2012 7:29:01 PM Monitor Joe Roberts LEA currently working on implementing school-parent compact. Left examples for suggestions. JR

6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.				
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.				
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		<table border="1"> <tr> <th data-bbox="1581 550 1986 602">Monitor Comments</th> </tr> <tr> <td data-bbox="1581 602 1986 847"> 3/11/2012 8:01:15 PM Monitor Joe Roberts Agree. No parent resource center present, but LEA has many online suggestions for parents. </td> </tr> </table>	Monitor Comments	3/11/2012 8:01:15 PM Monitor Joe Roberts Agree. No parent resource center present, but LEA has many online suggestions for parents.
Monitor Comments								
3/11/2012 8:01:15 PM Monitor Joe Roberts Agree. No parent resource center present, but LEA has many online suggestions for parents.								

III. LEA Improvement

Component III: LEA Improvement

LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Sec. 1116(b)(1)(B)
 Sec. 1116(b)(3)
 Sec. 1116(b)(4)-(6)
 Sec. 1116(b)(7)(C)(ii)
 Sec. 1116(b)(14)(B)

If the LEA is not identified for LEA Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). <input type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input type="checkbox"/> Website <input type="checkbox"/> Other	
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. 	<p>If the LEA also has schools in improvement it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	
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IV. School Improvement

Component IV: School Improvement

Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Sec. 1116(b)(1)(B)
 Sec. 1116(b)(3)
 Sec. 1116(b)(4)-(6)
 Sec. 1116(b)(7)(C)(ii)
 Sec. 1116(b)(14)(B)

If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

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

V. School Choice

Component V: School Choice

The LEA ensures that requirements for public school choice are met.

Sec. 1116(b)(1)(D) and (E)

Sec. 1112(g)(4)

If the LEA has no buildings in School Improvement I or choice can't be offered because there are no schools available for choice, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> As Part of a General Notification <input type="checkbox"/> In Different Languages	

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

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

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

Sec. 1116(e)

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

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

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

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

Component VII: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans 		
2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide agenda/minutes. <input type="checkbox"/> School wide plan that includes goals. <input type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs. 		

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

VIII. Targeted Assistance

Component VIII: Targeted Assistance

The LEA targeted assistance programs meet all requirements.

Sec. 1115

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identification of scientifically-researched based instructional models. <input type="checkbox"/> School improvement plans. <input checked="" type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input checked="" type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction. 		<p>Monitor Comments</p> <p>3/11/2012 7:31:51 PM Monitor Joe Roberts Dibbles and DRA scores used</p>
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input checked="" type="checkbox"/> Documentation of scheduled team meetings. 		
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff schedules <input checked="" type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc. 		

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

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sec. 1120

Sec. 9503

34 CFR Part 200

§200.62 - 200.67, 200.77

§200.77(f)

§200.78(a)

If the LEA has no participating Nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application		
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures		
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed		
4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data		

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

X. Comparability

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

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Comments

LEA offers a fully functional and complete Title I program. Will finish Parent-School compact this year. LEA complies to federal guidelines.
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Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified			
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Individual professional development plan for each nonHQ teacher <input checked="" type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers			
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented (this could vary from LEA to LEA)		<table border="1"> <tr> <td> Monitor Comments 3/11/2012 7:35:06 PM Monitor Joe Roberts Agree all HQ </td> </tr> </table>	Monitor Comments 3/11/2012 7:35:06 PM Monitor Joe Roberts Agree all HQ
Monitor Comments 3/11/2012 7:35:06 PM Monitor Joe Roberts Agree all HQ							

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings				
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting Notices		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2012 7:36:16 PM Monitor Joe Roberts LEA does not currently involve parents but will as advised by monitor</td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:36:16 PM Monitor Joe Roberts LEA does not currently involve parents but will as advised by monitor
Monitor Comments								
3/11/2012 7:36:16 PM Monitor Joe Roberts LEA does not currently involve parents but will as advised by monitor								
6. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2012 7:36:52 PM Monitor Joe Roberts Staff survey seen.</td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:36:52 PM Monitor Joe Roberts Staff survey seen.
Monitor Comments								
3/11/2012 7:36:52 PM Monitor Joe Roberts Staff survey seen.								
7. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters				
8. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan				

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input checked="" type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		<p style="text-align: center;">District Comments</p> <p>2/16/2012 12:47:30 PM CAO Susan Mauser We only have one school in our LEA.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/11/2012 7:37:54 PM Monitor Joe Roberts Agree but LEA also does it on grade level placement.</p>
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Highly Qualified Teacher Credentials from PDE		<p style="text-align: center;">Monitor Comments</p> <p>3/11/2012 7:38:59 PM Monitor Joe Roberts Title IIA money not used for class size reduction. However, all teachers are HQ.</p>
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		<p style="text-align: center;">Monitor Comments</p> <p>3/11/2012 7:39:35 PM Monitor Joe Roberts No Nonpubs.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/16/2012 12:49:01 PM CAO Susan Mauser LVA only has one school in its LEA. All teachers are HQT.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:40:46 PM Monitor Joe Roberts LEA developing equity plan. LEA believed it was absolved due to one building.</td> </tr> </tbody> </table>	District Comments	2/16/2012 12:49:01 PM CAO Susan Mauser LVA only has one school in its LEA. All teachers are HQT.	Monitor Comments	3/11/2012 7:40:46 PM Monitor Joe Roberts LEA developing equity plan. LEA believed it was absolved due to one building.
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Monitor Comments										
3/11/2012 7:40:46 PM Monitor Joe Roberts LEA developing equity plan. LEA believed it was absolved due to one building.										

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Comments

Lea advised to develop Equity Plan and to not use Title IIA funds for tuition reimbursement. Will use local funds for that purpose and use IIA funds for professional development. Title IIA program complies with federal guidelines.

Title III Program Review

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

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

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

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

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

II. Assessment

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

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

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of AMAO Status Report and letter received from the SEA		
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years. <i>(This has not yet been implemented by PDE.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification and AMAO Improvement Planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.		

IV. Evaluation

Section 3121

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

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs.</p> <p>The LEA/Consortia bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records and grades <input type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input type="checkbox"/> ACCESS for ELLs Score Report data <input type="checkbox"/> PSSA Score Report data <input type="checkbox"/> District AMAO Status Reports		
<p>2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELLs b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies. c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input type="checkbox"/> Completion of eGrant System subgrantee professional development activities	<input type="checkbox"/> Agenda <input type="checkbox"/> Training schedule <input type="checkbox"/> Teacher Act 48 lists	

VI. Authorized Subgrantee Activities for LEP

Section 3115(d)

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

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

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

VIII. Parental Notification

Section 3302

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

IX. Implementation of the Title III Application - Local Plans

Section 3116

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.		
5. The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Verification of difference between core program budget and expenditures, and Title III budget and expenditures	Evidence of budget/expenditures for ESL in state and local funds Time & effort logs	

X. Post Exit Student Monitoring

Section 3121 (a)(4)

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

Component XI: Fiscal Requirements

%>

Comments

LEA complies with fiscal requirements. Will institute semi-annual attestation form

Ed-Flex Waiver Review

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		District Comments 2/18/2012 9:22:53 AM CAO Susan Mauser Our LEA has not applied for any waivers.
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 2 Waiver Application		District Comments 2/18/2012 9:22:39 AM CAO Susan Mauser Our LEA has not applied for any waivers.
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		District Comments 2/18/2012 9:22:46 AM CAO Susan Mauser Our LEA has not applied for any waivers.
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 4 Waiver Application		District Comments 2/18/2012 9:22:59 AM CAO Susan Mauser Our LEA has not applied for any waivers.
5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		District Comments 2/18/2012 9:23:04 AM CAO Susan Mauser Our LEA has not applied for any waivers.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 6 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1644 129 2003 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 178 2003 357"> 2/18/2012 9:23:13 AM CAO Susan Mauser Our LEA has not applied for any waivers. </td> </tr> </tbody> </table>	District Comments	2/18/2012 9:23:13 AM CAO Susan Mauser Our LEA has not applied for any waivers.
District Comments								
2/18/2012 9:23:13 AM CAO Susan Mauser Our LEA has not applied for any waivers.								
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE		<table border="1"> <thead> <tr> <th data-bbox="1644 370 2003 418">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 418 2003 591"> 2/18/2012 9:23:18 AM CAO Susan Mauser Our LEA has not applied for any waivers. </td> </tr> </tbody> </table>	District Comments	2/18/2012 9:23:18 AM CAO Susan Mauser Our LEA has not applied for any waivers.
District Comments								
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Title VI-B REAP

Allocating Funds for SRSA								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for SRSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Uses of Funds: <ul style="list-style-type: none"> <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title II-D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/18/2012 9:25:27 AM CAO Susan Mauser LVA did not receive any Title VI-B funds.</td> </tr> </tbody> </table>	District Comments	2/18/2012 9:25:27 AM CAO Susan Mauser LVA did not receive any Title VI-B funds.
District Comments								
2/18/2012 9:25:27 AM CAO Susan Mauser LVA did not receive any Title VI-B funds.								
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: <ul style="list-style-type: none"> • Title II-A • Title II-D • Title IV-A Uses of Applicable Funding <ul style="list-style-type: none"> <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title II-D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/18/2012 9:25:18 AM CAO Susan Mauser LVA did not receive any Title VI-B Flex funds.</td> </tr> </tbody> </table>	District Comments	2/18/2012 9:25:18 AM CAO Susan Mauser LVA did not receive any Title VI-B Flex funds.
District Comments								
2/18/2012 9:25:18 AM CAO Susan Mauser LVA did not receive any Title VI-B Flex funds.								

<p>3. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for RLIS</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	<p>Uses of Funds:</p> <input type="checkbox"/> Teacher Recruitment and Retention <input type="checkbox"/> Teacher Professional Development <input type="checkbox"/> Educational Technology <input type="checkbox"/> Parent Involvement Activities <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title I-A <input type="checkbox"/> Title III	<table border="1"> <thead> <tr> <th data-bbox="1581 38 1986 94">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 94 1986 267"> <p>2/18/2012 9:25:50 AM CAO Susan Mauser LVA did not receive any Title VI-B funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/18/2012 9:25:50 AM CAO Susan Mauser LVA did not receive any Title VI-B funds.</p>
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Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
LVRCS	3/1/2012	Eileen Cro	Title I Reading
LVRCS	3/1/2012	Lynn Fischer	Title I Math
LVRCS	3/1/2012	Sheri McNitt	Title I Reading
LVRCS	3/1/2012	Tricia Ryan	Title I Math

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p>OMB Circular A-87</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input checked="" type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	<table border="1"> <thead> <tr> <th data-bbox="1381 207 2163 261">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 261 2163 399"> <p>3/11/2012 8:03:53 PM Monitor Joe Roberts June 2010 and June 2011 audits presented with no findings</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/11/2012 8:03:53 PM Monitor Joe Roberts June 2010 and June 2011 audits presented with no findings</p>
Monitor Comments									
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<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I Budget section on eGrants.				
	<p>2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Waiver request on eGrants. <input checked="" type="checkbox"/> Waiver request approval on file and at PDE.				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>C. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77- §200.78</p>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentati on detailing the poverty data used to determine eligibility		<table border="1"> <tr><td>District Comments</td></tr> <tr><td>2/16/2012 12:54:37 PM CAO Susan Mauser There is only one school in our LEA.</td></tr> <tr><td>Monitor Comments</td></tr> <tr><td>3/11/2012 7:47:48 PM Monitor Joe Roberts Agree. Only one school in LEA</td></tr> </table>	District Comments	2/16/2012 12:54:37 PM CAO Susan Mauser There is only one school in our LEA.	Monitor Comments	3/11/2012 7:47:48 PM Monitor Joe Roberts Agree. Only one school in LEA
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	Monitor Comments										
3/11/2012 7:47:48 PM Monitor Joe Roberts Agree. Only one school in LEA											
2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		<table border="1"> <tr><td>Monitor Comments</td></tr> <tr><td>3/11/2012 7:48:04 PM Monitor Joe Roberts Agree</td></tr> </table>	Monitor Comments	3/11/2012 7:48:04 PM Monitor Joe Roberts Agree			
Monitor Comments											
3/11/2012 7:48:04 PM Monitor Joe Roberts Agree											
3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		<table border="1"> <tr><td>District Comments</td></tr> <tr><td>2/16/2012 12:58:46 PM CAO Susan Mauser There is only one school in our LEA.</td></tr> <tr><td>Monitor Comments</td></tr> <tr><td>3/11/2012 7:48:17 PM Monitor Joe Roberts Agree</td></tr> </table>	District Comments	2/16/2012 12:58:46 PM CAO Susan Mauser There is only one school in our LEA.	Monitor Comments	3/11/2012 7:48:17 PM Monitor Joe Roberts Agree	
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2/16/2012 12:58:46 PM CAO Susan Mauser There is only one school in our LEA.											
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3/11/2012 7:48:17 PM Monitor Joe Roberts Agree											
4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches consolidated application		<table border="1"> <tr><td>District Comments</td></tr> <tr><td>2/16/2012 12:59:20 PM CAO Susan Mauser There is only one school in our LEA.</td></tr> <tr><td>Monitor Comments</td></tr> <tr><td>3/11/2012 7:48:26 PM Monitor Joe Roberts Agree</td></tr> </table>	District Comments	2/16/2012 12:59:20 PM CAO Susan Mauser There is only one school in our LEA.	Monitor Comments	3/11/2012 7:48:26 PM Monitor Joe Roberts Agree	
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	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input checked="" type="checkbox"/> System tracking expenditure reports.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/16/2012 12:59:37 PM CAO Susan Mauser There is only one school in our LEA.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:48:34 PM Monitor Joe Roberts Agree. Every expense is tracked correctly by LEA</td> </tr> </tbody> </table>	District Comments	2/16/2012 12:59:37 PM CAO Susan Mauser There is only one school in our LEA.	Monitor Comments	3/11/2012 7:48:34 PM Monitor Joe Roberts Agree. Every expense is tracked correctly by LEA
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3/11/2012 7:48:34 PM Monitor Joe Roberts Agree. Every expense is tracked correctly by LEA											
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/16/2012 1:00:07 PM CAO Susan Mauser Our LEA does not currently offer a Pre-K program.</td> </tr> </tbody> </table>	District Comments	2/16/2012 1:00:07 PM CAO Susan Mauser Our LEA does not currently offer a Pre-K program.		
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2/16/2012 1:00:07 PM CAO Susan Mauser Our LEA does not currently offer a Pre-K program.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
D. Supplement / Supplant The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First *Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.			
Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>3/11/2012 7:50:41 PM Monitor Joe Roberts No schoolwide program</td> </tr> </table>	Monitor Comments	3/11/2012 7:50:41 PM Monitor Joe Roberts No schoolwide program
	Monitor Comments								
3/11/2012 7:50:41 PM Monitor Joe Roberts No schoolwide program									
3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/18/2012 9:13:12 AM CAO Susan Mauser LVA has not purchased any equipment using Federal Programs funds.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:51:49 PM Monitor Joe Roberts LEA has not purchased equipment with federal funds.</td> </tr> </tbody> </table>	District Comments	2/18/2012 9:13:12 AM CAO Susan Mauser LVA has not purchased any equipment using Federal Programs funds.	Monitor Comments	3/11/2012 7:51:49 PM Monitor Joe Roberts LEA has not purchased equipment with federal funds.
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3/11/2012 7:51:49 PM Monitor Joe Roberts LEA has not purchased equipment with federal funds.											
2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2012 7:52:07 PM Monitor Joe Roberts N/A</td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:52:07 PM Monitor Joe Roberts N/A			
Monitor Comments											
3/11/2012 7:52:07 PM Monitor Joe Roberts N/A											
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the budget. <input checked="" type="checkbox"/> Line items can be followed. <input checked="" type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		<table border="1"> <thead> <tr> <th data-bbox="1381 212 1688 261">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 261 1688 399">3/11/2012 7:52:45 PM Monitor Joe Roberts None necessary</td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:52:45 PM Monitor Joe Roberts None necessary
Monitor Comments									
3/11/2012 7:52:45 PM Monitor Joe Roberts None necessary									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1381 212 1688 261">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 261 1688 399"> 3/11/2012 7:53:03 PM Monitor Joe Roberts Not over \$500000 </td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:53:03 PM Monitor Joe Roberts Not over \$500000
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1"> <thead> <tr> <th data-bbox="1381 212 1688 261">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 261 1688 399">3/11/2012 7:53:15 PM Monitor Joe Roberts N/A</td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:53:15 PM Monitor Joe Roberts N/A
Monitor Comments									
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Rider or Grant Approval Letter <input checked="" type="checkbox"/> Expenditure records begin on or after approval date	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2012 7:53:51 PM Monitor Joe Roberts Dated July 12, 2011</td> </tr> </tbody> </table>	Monitor Comments	3/11/2012 7:53:51 PM Monitor Joe Roberts Dated July 12, 2011		
Monitor Comments											
3/11/2012 7:53:51 PM Monitor Joe Roberts Dated July 12, 2011											
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/18/2012 9:18:13 AM CAO Susan Mauser LVA is a Charter School. We do not have any non-public schools connected with our Federal Programs funding.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:54:06 PM Monitor Joe Roberts Agree</td> </tr> </tbody> </table>	District Comments	2/18/2012 9:18:13 AM CAO Susan Mauser LVA is a Charter School. We do not have any non-public schools connected with our Federal Programs funding.	Monitor Comments	3/11/2012 7:54:06 PM Monitor Joe Roberts Agree
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Monitor Comments											
3/11/2012 7:54:06 PM Monitor Joe Roberts Agree											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:54:58 PM Monitor Joe Roberts Lea will begin this year</td> </tr> </table>	Monitor Comments	3/11/2012 7:54:58 PM Monitor Joe Roberts Lea will begin this year
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3/11/2012 7:54:58 PM Monitor Joe Roberts Lea will begin this year									
2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:55:20 PM Monitor Joe Roberts No prorated staff</td> </tr> </table>	Monitor Comments	3/11/2012 7:55:20 PM Monitor Joe Roberts No prorated staff	
Monitor Comments									
3/11/2012 7:55:20 PM Monitor Joe Roberts No prorated staff									
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/11/2012 7:55:42 PM Monitor Joe Roberts Record area visited</td> </tr> </table>	Monitor Comments	3/11/2012 7:55:42 PM Monitor Joe Roberts Record area visited
Monitor Comments									
3/11/2012 7:55:42 PM Monitor Joe Roberts Record area visited									

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: Lehigh Valley Academy Regional CS

Chief Executive Officer: Mr. Aldo Cavalli

Special Education Director/Coordinator: Susan Mauser

BSE Special Education Adviser: Dr. Juanita Kirton

Date of Report: July 15, 2013

Date Final Report Sent to LEA: January 16, 2012

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

First Visit Date: January 24, 2012

Y	N	NA	D K	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			
	N					2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	CS will update positive behavior support policy that complies with PDE requirements. Evidence of Change: CS will provide PDE Adviser with copy of new positive behavior support policy.	01/15/2013 IU, PDE CS, Pattan	11/26/2012
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.	CS will develop an improvement plan to address the training needs of parents who have children with disabilities. Evidence of Change: The CS will provide PDE Adviser with improvement plan for 2012-13. Due 180 days from date of report, Due June 22, 2012	01/15/2013 IU, PAttan, CS, PDE	06/22/2012
						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
					5 0 0 4 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 5 0 1	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)			
7	3	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	2	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	1	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	6	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
7	1	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
6	0	4				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
9	0	0		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
9	0	0		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
6	0	4		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?			
7	0	0		3		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)			
					9 1 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					9 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					8 1 0 0 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					10 0 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
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?			
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?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Academically</p> <p>Socially, interactions are appropriate, academically.</p> <p>Academically, socially.</p> <p>Benefiting because the student is at grade level.</p> <p>The student puts forth good effort in class & participates well during class.</p> <p>Benefiting because the student is at grade level.</p> <p>Improving in math skills. Participates more in class.</p> <p>Passes tests. Participates in book talks.</p> <p>Socially & academically.</p> <p>Improving in IEP goals.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
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 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
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 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
3	6	1				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p> <p>Reading</p> <p>Math is too low.</p> <p>Language arts is low. Specifically reading.</p>			
0	0	7				<p>SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?</p> <p>Group decision.</p> <p>IEP team decision.</p> <p>Individual discussion.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				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?			
5	5	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
6	0	4				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						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
2	4	4			67%	FR 194. PTRE-Consent Form is present in the student file	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 195. Demographic data			
2	0	8				FR 196. Reason for reevaluation			
2	0	8				FR 197. Types of assessment tools, tests and procedures to be used			
2	0	8				FR 198. Contact person's name and contact information			
2	0	8				FR 199. Parent has selected a consent option			
2	0	8				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
2	1	7			33%	FR 201. Agreement to Waive Reevaluation is present in the student file	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS Pattan	10/16/2012
2	0	8				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
2	0	8				FR 203. Reason reevaluation is not necessary at this time is included			
2	0	8				FR 204. Contact person's name and contact information			
2	0	8				FR 205. Parent has selected a consent option			
2	0	8				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
6	0	4				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	3	4			50%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	3	4			50%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
6	0	4				FR 210. Demographic data			
6	0	4				FR 211. Date IEP team reviewed existing evaluation data			
6	0	4				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
6	0	4				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
6	0	4				FR 214. Aptitude and achievement tests			
6	0	4				FR 215. Current classroom based assessments and local and/or state assessments			
6	0	4				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
6	0	4				FR 217. Teacher recommendations			
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
6	0	4				FR 220. Limited English proficiency			
6	0	4				FR 221. Conclusion regarding need for additional data is indicated			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 222. Reasons additional data are not needed are included			
6	0	4				FR 223. Determination whether the child has a disability and requires special education			
6	0	4				FR 224. Disability category(ies)			
6	0	4				FR 225. Summary of findings includes student's educational strengths and needs			
6	0	4				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	0	4				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
2	1	7			33%	FR 228. Interpretation of additional data	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 229. Documentation that the student does not achieve adequately for age, etc.	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 230. Indication of process(es) used to determine eligibility	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 231. Instructional strategies used and student-centered data collected	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 232. Educationally relevant medical findings, if any	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 233. Effects of the student's environment, culture, or economic background	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 236. Observation in the student's learning environment	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
2	2	6			50%	FR 237. Other data if needed	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	1	6			25%	FR 238. Statement for all 6 items	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
5	1	4			17%	FR 239. Documentation of Evaluation Team Participants	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
3	2	5			40%	FR 240. Documentation that team members Agree/Disagree	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	1	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
9	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?			
6	1	3	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	9	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	6	3	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	6	4	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			
6	4	0			40%	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)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	4			17%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
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			
5	1	4			17%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, Pattan, CS	10/16/2012
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 0 0	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	1	0			10%	FR 258. IEP was completed within timelines	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
0	0	10				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			
6	2	2			25%	FR 264. Student	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 267. Local Education Agency Representative	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, pattan	10/16/2012
1	0	9				FR 268. Career/Technical Education (CTE) Representative			
1	0	9				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
2	0	8				FR 275. If the student is deaf or hard of hearing, a communication plan			
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
1	0	9				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
7	3	0			30%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
9	1	0			10%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
6	0	4				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	1	4			17%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	1	4			17%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
6	0	4				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
6	0	4				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	1	9			100%	FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
7	0	3				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
6	0	4				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
8	2	0			20%	FR 305. Documentation of progress reporting on Annual Goals	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
0	0	10				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
6	0	4				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			
7	3	0			30%	FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
8	0	2				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
4	6	0			60%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
0	0	10				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			
0	0	10				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			
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				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)			
10	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
10	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
10	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
4	0	6	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
10	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	2	1	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you? Foreign language. How to help. The whole process/legal rights.			
9	1	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	3	0	0			P 35. Was the current IEP developed at the IEP meeting?			
9	0	1	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	1	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
5	1	4	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	3	2	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		10	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
5	3	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
6	0	4				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)			
8	1	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?			
8	1	1	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.			
9	0	1				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?			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				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 student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
6	0	4				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	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 student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Socially, academically. Socially & academically. Socially, academically. Social skills. Social skills, the faster pace of the classroom. Social skills. Works well in group activity. Participates more. Writes more daily. Participates in extra activities, cooperative. Volunteers in activities. Language skills increasing.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	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	1	0	2			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?			
10	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					7 0 0 3 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			
					8 0 0 1 0 1	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	6				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	3	7				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	10				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
5	0	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	5				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?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
7	0	3				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	5	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
9	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?			
8	2	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
9	0	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
5	0	4	1			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	4	2			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?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
8	2	0	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
10	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
5	5	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal? Math class. Extra help in science & history from special ed teacher. Evals, scores, levels, reading written assignments. Learning disabled. The student is struggling with certain subjects.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Study hall. By teacher availability. General discussion. IEP team decision. Group decision.			
10	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	1	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						At ease with peers. Socially accepted. Confidence, self-esteem, social skills, is challenged, can maintain levels. No teasing, more social. Socially Social, likes after school clubs. Social, more independent. Likes clubs, more social. Individual attention.			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Math instruction in special ed & help during the day.			
					8 1 0 1 0 0	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					9 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
6	1	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	0	4				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	1	0			10%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
8	2	0			20%	FR 336. Educational placement recommended (including amount and type)	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
9	1	0			10%	FR 339. Parent has selected a consent option	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The CS will issue a memorandum to pertinent personnel on the requirements of this issue. Evidence of Change: CS will provide PDE Adviser with copy of memorandum. PDE Adviser will conduct a file review	01/15/2013 IU, PDE, CS, Pattan	10/16/2012
						INTERVIEW RESULTS (Parent)			
5	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					6 1 1 0 0 2	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)			
					8 2 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 2 1 2 1 3 3 3 1 3	a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services j. student ratios m. services provided outside neighborhood school n. other When the child was in special ed for math & for help during the day. The school does nothing to support. Same teacher each year. They get to know the kids.			
		0	4		1 1 1 2 1 4	P 67. Tell me anything you would like to change about the program. b. progress reports d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP n. other More help during the day. Very focused on academics. Not able to do diploma program, only vo-tech. Only special ed students get to go to vo-tech, so my child gets singled out. Nothing Very happy.			
		3	0		4 1 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>No one is available to find out information either by phone or e-mail. Failures are communicated by reports sent home half way through marking period.</p> <p>The child is graduating this year & has had no transition services.</p> <p>Better communication with regular ed teachers. They really feel that the school has the student's best interests at heart. More professional development especially in study guides & SDI.</p> <p>The school makes it seem that the special ed students will not be able to handle diploma program. They can have the option of the regular high school program, but it's the same as diploma program. Otherwise, love LVA. My child would not do as well in a smaller school.</p> <p>Very pleased with the program.</p>			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
					4 1	a. Learning Support k. Don't Know			
4	0	0	1			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?			
					2 3 0 0 0	Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?			
						<p>College prep.</p> <p>Ready for college.</p> <p>Nice preparation for college years. High academics.</p> <p>If I need help I can ask for it.</p> <p>Individual time they put into one student. Try hard to help students.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 130. What do you like least about the program? Amount of work. Amount of work. The amount of time I spend on academics daily. Too many kids. Wants more subjects to choose from.			
					3 1 0 0 1	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? Extended time. It is quieter in the study hall I go to. Worksheets in the morning are helpful. More time.			
						S 133. What do you like least about the special education supports/services? Extended time. Not enough teachers in study hall to help all.			
					0 5 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			
1	4	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones A sports club.			
						S 137. If no, why not None here. No time. Don't know. Could not get in. Clubs too full.			
3	1		1			S 138. Were you invited to participate in the last IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Other			
4	1		0			S 139. Did you participate in the last IEP meeting?			
						Other			
3	1		1			S 140. Do you have a post secondary transition program?			
						Other			
1	3		1			S 141. Do you have an employment transition program?			
						Other			
1	2		2			S 142. Do you have a community living transition program?			
						Other			
2	1		2			S 143. Did you assist in the development of the transition program?			
						Other			
2	0		3			S 144. Is that transition plan being followed?			
						Other			
2	1		2			S 145. Did you discuss what you would do after graduation or finishing high school?			
						Other			
			0		5	S 146. Which of the following agencies participate in your IEP development? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services?			
						Other			
						S 148. Comments			
2	3	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Community service. Church			
						S 151. If no, why not? There is none. Does not have the time. Work			
						S 152. Are there any other agencies that could help you within the community?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						No Doesn't know. Don't know.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results	The CS will develop an improvement plan to provide teachers with additional training based on results of data from teacher survey.	06/22/2012 IU,PDE, CS, Pattan	06/22/2012
						FSA 19A Teacher training survey	CS will train teachers and staff on Positive behavior support,Special education law, differentiated instruction,assistive technology/augmentative communication, aspergers Evidence of change CS will provide PDE with copies of agendas and sign-in sheets	06/24/2013 IU, PDE, CS, Pattan	06/24/2013
						FSA 15 Parent Training survey	SD will train parents in the following areas for 2012-2013 school year. Introduction to Special Education, math and reading night, Positive Behavior support @ home, assistive technology & augmentative communication, Aspergers. Evidence of Change, CS will provide PDE with agendas, and sign-in sheets	06/24/2013 IU, Pattan, CS, PDE	06/24/2013