

Manchester Academic CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

1214 Liverpool Street
Pittsburgh, PA 15233
(412)322-0585

Phase:

Phase 3

CEO Name:

Vasilios Scoumis

CEO E-mail address:

vscoumis@macksk8.org

Governance and Staff

Leadership Changes

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

There were no changes in the leadership on the Board of Trustees during the school year of 2013-2014. However, there was one change in the leadership in the School Administration; inasmuch as, a qualified person was hired to fill a two year vacant leadership position. The Board unanimously re-elected the following Board Officers to serve a second term (2013-2014): Trustee Carl Cooper, Esq. as Board Chair; Trustee Larry Berger as Board Vice Chair; Trustee Margaret McKeown, Ph.D. as Board Secretary; and Trustee Kevin Cameron as Board Treasurer.

There was one change in leadership in the School Administration during the school year of 2013-2014. After two years as a vacant position, the External Affairs position was filled in July 2013 for the school year of 2013-2014 with the hiring of Ms. Kimberly A. VanBeek. Ms. VanBeek brings valuable work experience in this position having administered and monitored grant proposals and applications, implemented fundraising and awareness events, as well as, volunteer service abroad on Mission Trips in France, Spain, and Honduras. No changes were made in MACS's other five leadership administration positions noted as: Chief Executive Officer Vasillos Scoumis completed his eleventh full year in the top leadership administrative position. In the second leadership administrative position, Beth McCaskey also completed her eleventh full year as Deputy Chief Executive Officer. Special Education Coordinator Tracy Carr was added last year and continues her second school year as a member of the Administrative Staff. She also continues as a Special Education Teacher and provides special education curriculum support services. Director of Pupil Affairs George Edmunds completed his eighth year in this administrative support position. And Business Manager Jahmal Sanders completed his sixth year in this administrative financial management support position.

Board of Trustees Meeting Schedule

Location	Date and Time
MACS Multi-Purpose Room	9/12/2013 6:10 PM
MACS Multi-Purpose Room	10/10/2013 5:40 PM
MACS Multi-Purpose Room	11/14/2013 5:30 PM
Bistro to Go Restaurant (Northside)	12/13/2013 5:30 PM
MACS Multi-Purpose Room	1/9/2014 6:10 PM

MACS Muliti-Purpose Room	2/19/2014 5:35 PM
MACS Muliti-Purpose Room	3/13/2014 5:37 PM
MACS Muliti-Purpose Room	4/10/2014 5:45 PM
MACS Muliti-Purpose Room	5/8/2014 6:00 PM
MACS Sewing Room	6/11/2014 7:30 AM
MACS Gymnasium/Auditorium--Annual Membership & Board Meeting	6/11/2014 9:15 AM

Professional Staff Member Roster

Anne Batyko	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	20
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jacqueline Davis	
PA Certified	Yes
Areas of Certification	Elementary K-3
Grades Teaching or Serving	2nd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dan DiMucci	
PA Certified	Yes
Areas of Certification	Industrial Arts & Technology
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Technology
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dave Haslett	
PA Certified	Yes
Areas of Certification	Elementary K-3
Grades Teaching or Serving	3rd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dennis Henderson	
PA Certified	Yes
Areas of Certification	Elementary K-8
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Middle School Social Studies
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Clinetta Jackson	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1st Grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Javens	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	4th Grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessica Jochum	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	3rd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Caranina Koloshinsky	
PA Certified	Yes
Areas of Certification	Elementary K-6 & Mid-Level Science Grades 7-9
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Middle School Science
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Kruk	
PA Certified	Yes
Areas of Certification	Elementary K-8
Grades Teaching or Serving	K-5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Middle School English & Language Arts
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Angela Lavrinc	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1st Grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40

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

Lafayette Moran	
PA Certified	Yes
Areas of Certification	Elementary K-8
Grades Teaching or Serving	7th & 8th Grade
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kristian Paladin	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	2nd
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary, Curriculum, & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jamila Pugh	
PA Certified	Yes
Areas of Certification	Elementary Education Content: Knowledge & Education of Exceptional Students
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Enrichment & Support
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Debbie Robinson	
PA Certified	Yes
Areas of Certification	Nursery & Kindergarten
Grades Teaching or Serving	Kindergarten

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Kindergarten Curriculum & Instruction
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sara Rodack	
PA Certified	Yes
Areas of Certification	Music: Content Knowledge
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary Music
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Bethany Stout	
PA Certified	Yes
Areas of Certification	Library Media Specialist
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Library Science & Media Content & Knowledge
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

Phylissa Thomas	
PA Certified	Yes
Areas of Certification	Middle School English Language

	Arts
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Middle School Reading & Language Arts
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Adina Thuransky (formerly Castillo)	
PA Certified	Yes
Areas of Certification	Elementary K-12
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kristen Walker	
PA Certified	Yes
Areas of Certification	Middle School English Language Arts
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Middle School Reading & Language Arts
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rae Lynn Yahrting	
PA Certified	Yes
Areas of Certification	Elementary & Middle School Special Education
Grades Teaching or Serving	3, 4, 5, & 6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tracy Carr	
PA Certified	Yes
Areas of Certification	Mental & Physical Handicapped
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Coordinator
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sara Evans, MD	
PA Certified	Yes
Areas of Certification	Psychology, College Major
Grades Teaching or Serving	K-8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Psychologist
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

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

Mark Beck	
PA Certified	Yes
Areas of Certification	Elementary K-6 & Reading Specialist K-12
Grades Teaching or Serving	K-5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading Specialist
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amanda Butler (formerly Donovan)	
PA Certified	Yes
Areas of Certification	English Language, Literature, & Composition
Grades Teaching or Serving	6, 7, & 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Enrichment & Support (High School Advisor)
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Daniel Kuban	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary Curriculum Instruction - ROSO Director
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stacy McCandless	
PA Certified	Yes
Areas of Certification	Elementary K-6 & Reading Specialist
Grades Teaching or Serving	K-2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40

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

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

DOCX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00	0.00	0.00	0.00	1.00
Principal						
Assistant Principal	1.00	1.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	16.00	16.00	0.00	0.00	0.00	16.00
Specialty Teacher (including Master Teachers)	7.00	7.00	0.00	0.00	0.00	7.00
Special Education Teacher (including Master Teachers)	3.00	3.00	0.00	0.00	0.00	3.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor						
Psychologist	1.00	1.00	0.00	0.00	0.00	1.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Totals	31.00	31.00	0.00	0.00	0.00	31.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

MACS major fund-raising activities this school year 2013-2014 was performed by the School's active PTO and the student body. The PTO donates money towards buses for the Students winter field trips to the PPG Ice Skating Rink, the Carnegie Science Center, as well as, in the Spring for the annual Kennywood Park Day celebration. The PTO sponsored their first Father and Daughter Dance, which was a huge success!! The PTO donated monies toward the 8th Grade Trip and the Kindergarten promotion ceremony expenses and pays for some or all of school wide trips and picnics. The PTO also shows support to the teachers throughout the school year. For the second year, the PTO provided teachers with items they wish to have for their classroom. Every month during this school year, a teacher was selected by PTO to receive the items from their wish list which each teacher had submitted. During Teacher Appreciation Week, the PTO showed their support and appreciation by providing teachers with breakfast, lunch, treats, and a chocolate fountain. During the Winter of 2013, MACS raised \$2,650.00 for participating in the Duquesne Light School Energy Pledge Program! A total of 106 families from MACS received conservation kits and pledged to save 43,884 kWh in energy consumption. To close the school year, the PTO hosted outside of the school its first street Carnival on Saturday, June 7, 2014. The Carnival was open to both the School and community and had games, food, "mounce bounce", and more fun activities and prizes. For the next school year 2014-2015, MACS PTO, parents, and students will continue to participate in the various organized student fund-raising activities.

Fiscal Solvency Policies

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

One of MACS's fiscal solvency policies is to establish and maintain an effective accounting system to capture data regarding the activity of the School. MACS also have a policy to maintain an effective system of cash management that anticipates cash needs. In turn, the School's Business Manager and Chief Executive Officer supply financial reports at every monthly board meeting to the Board of Trustees, as well as, to the Board's Finance Committee. This procedure is done in order to judge the financial performance of the School and plan for future activities.

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:

Changes to the accounting system the charter school uses:

An automated and totally integrated accounting system is in place at MACS. The system functions effectively to properly record, process, summarize and report transactions. The MACS accounting system also provides adequate internal documentation to focus responsibility and accountability.

MACS is in complete compliance with the PA State Chart of Accounts and account numbering requirements. Additionally, for PDE reporting purposes, the MACS accounting system is Internet integrated. Without exception, all budgeting, accounting and reporting systems comply with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm:	Medwig & Company, Certified Public Accountants, 1000 Arrott Building, 401 Wood Street, Pittsburgh, PA 15222
Date of Last Audit:	06/30/2013
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:

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

The School's last audit is for the 2012-2013 school year and the Report is dated June 30, 2013 and 2012. The Attached Auditor's opinion affirmed the School's compliance with General Accounting Principles and Governmental Accounting Standards. The planning process for School's audit for the school year ending June 30, 2013 generally begins in November 2013 and submitted for Board approval. The Audit is scheduled to be completed by the due date of December 21, 2013 and submitted to PDE and Pittsburgh Public School District.

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: 05/18/2009
 School Year Reviewed: 2008-2009

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	Manchester Academic Charter School	0.6
Special Education Director	Manchester Academic Charter School	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Occupational Therapy	3.5 Hours	Outside Contractor	10 or fewer
Speech and Language Therapist	22 Hours	Outside Contractor	15

Special Education Cyclical Monitoring

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

02/24/2014
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:

Acquisition of furniture, fixtures, iPods, Laptops, internet security, and other equipment during the 2013-2014 school year was accomplished according to established control and accounting procedures.

Other equipment that MACS acquired included 3rd Grade desks, lockers, and chairs. The total purchase of these capital expenditures was \$3,165.00.

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

\$3,165.00

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:

In December 2001, the Occupancy Owner Manchester Youth Development Center (MYDC) completed construction on an extensive capital/building expansion adjacent to the original structure. The students, faculty, and staff moved into the new building in January 2002. Future plans by the owner are to renovate the original building sometime in the future. In March 2011, MYDC along with MACS has done a feasibility study looking to expand the physical layout of the school to accommodate MACS plans for future school population expansion. However, the initial plans to tear down part of and expand the existing building proved to be more expensive than building a new school building adjacent to and/or across from the present structure. During 2012-2013, the School is in the process of preparing to build a new Junior High School building (5th through 8th Grade) across from the existing structure that will continue to house elementary students (Kindergarten through 4th Grades).

To begin MACS enrollment expansion plans with a start in August 25, 2010, the School enrolled a second Kindergarten class. In Fall 2012 the School created a second 2nd Grade class to accommodate the existing two 1st Grade classes who have successfully moved on to the 2nd Grade. New students were enrolled to create two Kindergarten classes for the school year 2012-2013. The enrollment process is continuing for the new school year 2014-2015 with two new Kindergarten classes and a second 4th Grade classroom will make available 2 classrooms to accommodate the double 3rd Grade classes who have successfully move on to the 4th Grade. The School now has double classrooms for the 1st, 2nd, 3rd, & 4th Grade students (approximately 21-22 students in each classroom). The School continues its current enrollment per class guidelines of 23 or less per class. Based on MACS's future expansion plans to build a new junior high school building, the School's *school enrollment plans* are to increase each year the school's population to eventually have two classes per grade for each elementary and middle school grade level (Kindergarten through 8th Grade). Another expansion program initiative that the School is researching is to add a Pre-K program that will further enhance the education of pre-

school children and serve as an excellent feeder into the School's Kindergarten curriculum standards and classrooms.

Memorandums of Understanding

Organization	Purpose
Manchester Youth Development Center (MYDC) {Building Owner}	A Joint Operating Agreement is in place regarding expenses that are paid to the Building Owner by MACS to share costs of student occupation building, utilities & maintenance, shared staff, and expenses
Manchester Youth Development Center (MYDC) {Building Owner}	MACS continues enrollment in the School Lunch Program that is operated by MYDC
Sarah Heinz House (SHH)	Proposed SHH location to place MACS Middle School Students (6th, 7th, & 8th Grades), Teachers, and Support Staff for several years. The re-location will take place at SHH beginning Fall 2014 and the Middle School students, teachers, and support Staff will remain at this location until MACS new Middle School is built.

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 carl cooper on 8/4/2014

President, Board of Trustees

Affirmed by vas scoumis on 8/4/2014

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 carl cooper on 8/4/2014

President, Board of Trustees

Affirmed by vas scoumis on 8/4/2014

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 carl cooper on 8/4/2014

President, Board of Trustees

Affirmed by vas scoumis on 8/4/2014

Chief Executive Officer

Staff Certification Snapshot Information by LEA

School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Walker, Kristen	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Dec 1, 2003	
Manchester Academic CS	Walker, Kristen	61	Instructional I	Standard Certificate	N/A	2850	Mid-Level English 7-9	Aug 1, 2008	
Manchester Academic CS	Walker, Kristen	61	Instructional I	Standard Certificate	N/A	7650	Reading Specialist K-12	Aug 1, 2012	
Manchester Academic CS	Walker, Kristen	61	Instructional I	Standard Certificate	N/A	7650	Reading Specialist K-12	Mar 1, 2013	
Manchester Academic CS	Walker, Kristen	62	Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Mar 1, 2013	
Manchester Academic CS	Walker, Kristen	62	Instructional II	Standard Certificate	N/A	2850	Mid-Level English 7-9	Mar 1, 2013	
Manchester Academic CS	Walker, Kristen	62	Instructional II	Standard Certificate	N/A	7650	Reading Specialist K-12	Mar 1, 2013	
Manchester Academic CS	Walker, Kristen	C131202	Elementary Ed/Teaching	College Major	N/A	N/A	N/A	May 1, 2003	
Manchester Academic CS	Walker, Kristen	C131315	Reading Teacher Ed	College Major	N/A	N/A	N/A	May 1, 2010	
Manchester Academic CS	Walker, Kristen	T0014	Elementary Education: Content Knowledge	Test Results	N/A	1	ETS	Nov 23, 2002	
Manchester Academic CS	Walker, Kristen	T0049	Middle School English Language Arts	Test Results	N/A	1	ETS	Jun 14, 2008	
Manchester Academic CS	Yahrling, Rae Lynn	61	Instructional I	Standard Certificate	N/A	9225	Special Education N-12	Mar 1, 2011	

Jul 14, 2014
Ready

Positions by School**District:** Manchester Academic CS**School Year:** 2013 - 2014

School	Assignment	Staff Last Name	Staff First Name
Manchester Academic CS	Special Ed, Resource PreK-12	Carr	Tracy
Manchester Academic CS	Supervisor, Pupil Personnel Services	Edmunds	George

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www.pimsreports.state.pa.us**Positions by School****District:** Manchester Academic CS**School Year:** 2013 - 2014

School	Assignment	Staff Last Name	Staff First Name
Manchester Academic CS	Art, Elementary	Batyko	Anne
Manchester Academic CS	Assistant or Vice Elementary Principal	McCiskey	Beth
Manchester Academic CS	Chief Administrative or Chief Executive Officer (charter schools only)	Scoumis	Vasilios
Manchester Academic CS	Data Processing	Pugh	Jamila
Manchester Academic CS	Developmental Reading, Elementary Classes	Beck	Mark
Manchester Academic CS	Elementary, Intermediate Grades 4-6 1/	Javens	Lauren
Manchester Academic CS	Elementary, Intermediate Grades 4-6 1/	Kruk	Lauren
Manchester Academic CS	Elementary, Primary Grades 1-3 1/	Davis	Jacqueline
Manchester Academic CS	Elementary, Primary Grades 1-3 1/	Haslett	Dave
Manchester Academic CS	Elementary, Primary Grades 1-3 1/	Jackson	Clinetta
Manchester Academic CS	Elementary, Primary Grades 1-3 1/	Jochum	Jessica
Manchester Academic CS	Elementary, Primary Grades 1-3 1/	Lavrinc	Angela
Manchester Academic CS	Elementary, Primary Grades 1-3 1/	Paladin	Kristian
Manchester Academic CS	Industrial Arts/Technology Education	DiMucci	Dan
Manchester Academic CS	Interior Decorating	Walker	Kristen
Manchester Academic CS	Kindergarten, age 5 (K5)	Robinson	Debbie
Manchester Academic CS	Kindergarten, age 5 (K5)	Tabor	Morgan
Manchester Academic CS	Library Sciences, Elementary	Stout	Bethany
Manchester Academic CS	Middle Level English, 7-9	Thomas	Phylissa
Manchester Academic CS	Middle Level Mathematics, 7-9	Rose	Charis

Staff Certification Snapshot Information by LEA

School Year: 2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Stout, Bethany	T0311	Library Media Specialist	Test Results	N/A	1	ETS	Mar 13, 2010	
Manchester Academic CS	Stout, Bethany	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Mar 13, 2010	
Manchester Academic CS	Stout, Bethany	T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	Aug 6, 2010	
Manchester Academic CS	Stout, Bethany	T5720	PPST Computerized Skills Test: Writing	Test Results	N/A	1	ETS	Sep 7, 2010	
Manchester Academic CS	Stout, Bethany	T5730	PPST Computerized Skills Test: Mathemati	Test Results	N/A	1	ETS	Jul 19, 2010	
Manchester Academic CS	Tabor, Morgan	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2010	
Manchester Academic CS	Tabor, Morgan	T0011	Elementary Education: Curr, Instruction,	Test Results	N/A	1	ETS	Jan 9, 2010	
Manchester Academic CS	Tabor, Morgan	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Jan 9, 2010	
Manchester Academic CS	Tabor, Morgan	T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	Nov 20, 2007	
Manchester Academic CS	Tabor, Morgan	T5720	PPST Computerized Skills Test: Writing	Test Results	N/A	1	ETS	Nov 20, 2007	
Manchester Academic CS	Tabor, Morgan	T5730	PPST Computerized Skills Test: Mathemati	Test Results	N/A	1	ETS	Nov 20, 2007	
Manchester Academic CS	Thomas, Phylissa	1022	Private School - Teacher	Private Academic Certificate	N/A	12833	Nursery/Kindergarten N-K	Jun 1, 2007	
Manchester Academic CS	Thomas, Phylissa	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Feb 1, 2007	
Manchester Academic CS	Thomas, Phylissa	T0049	Middle School English Language Arts	Test Results	N/A	1	ETS	Apr 24, 2010	
Manchester Academic CS	Thomas, Phylissa	T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	Feb 2, 2007	
Manchester Academic CS	Thomas, Phylissa	T5720	PPST Computerized Skills Test: Writing	Test Results	N/A	1	ETS	Feb 2, 2007	

Manchester Academic CS	Thomas, Phylissa	T5730	PPST Computerized Skills Test: Mathemati	Test Results	N/A	1	ETS	Feb 2, 2007	
Manchester Academic CS	Thompkins, Kesete	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Nov 1, 2006	
Manchester Academic CS	Thompkins, Kesete	62	Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Jan 1, 2010	
Manchester Academic CS	Thompkins, Kesete	75	Administrative I	Standard Certificate	N/A	1115	Principal K-12	Apr 1, 2010	
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Staff Certification Snapshot Information by LEA

School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Rodack, Sara	T5720	PPST Computerized Skills Test: Writing	Test Results	N/A	1	ETS	May 20, 2008	
Manchester Academic CS	Rodack, Sara	T5730	PPST Computerized Skills Test: Mathemati	Test Results	N/A	1	ETS	May 21, 2008	
Manchester Academic CS	Rose, Charis	61	Instructional I	Standard Certificate	N/A	2860	Mid-Level Mathematics 7-9	Apr 1, 2009	
Manchester Academic CS	Rose, Charis	T0069	Middle School Mathematics	Test Results	N/A	1	ETS	Jul 26, 2008	
Manchester Academic CS	Rose, Charis	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Mar 6, 2004	
Manchester Academic CS	Sampson, Britni	51	Intern	Standard Certificate	N/A	2810	Elementary K-6	Sep 1, 2008	Aug 31, 2011
Manchester Academic CS	Sampson, Britni	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	May 1, 2009	
Manchester Academic CS	Sampson, Britni	T0011	Elementary Education: Curr, Instruction,	Test Results	N/A	1	ETS	Jul 26, 2008	
Manchester Academic CS	Sampson, Britni	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Jul 26, 2008	
Manchester Academic CS	Sampson, Britni	T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	Sep 14, 2007	
Manchester Academic CS	Sampson, Britni	T5720	PPST Computerized Skills Test: Writing	Test Results	N/A	1	ETS	Sep 14, 2007	
Manchester Academic CS	Sampson, Britni	T5730	PPST Computerized Skills Test: Mathemati	Test Results	N/A	1	ETS	Sep 14, 2007	
Manchester Academic CS	Scoumis, Vasilios	61	Instructional I	Standard Certificate	N/A	8450	General Science 7-12	May 1, 1995	
Manchester Academic CS	Scoumis, Vasilios	62	Instructional II	Standard Certificate	N/A	8450	General Science 7-12	May 1, 2002	
Manchester Academic CS	Scoumis, Vasilios	83	Administrative I	Standard Certificate	N/A	1100	Elementary Principal K-6	Aug 1, 2001	
Manchester Academic CS	Scoumis, Vasilios	83	Administrative I	Standard Certificate	N/A	1105	Secondary Principal 7-12	Aug 1, 2001	
Manchester Academic CS	Scoumis, Vasilios	84	Administrative II	Standard Certificate	N/A	1100	Elementary Principal K-6	Oct 1, 2004	

Manchester Academic CS	Scoumis, Vasilios	84	Administrative II	Standard Certificate	N/A	1105	Secondary Principal 7-12	Oct 1, 2004
Manchester Academic CS	Scoumis, Vasilios	C5401	History	College Major	N/A	N/A	N/A	Apr 1, 1996
Manchester Academic CS	Stout, Bethany	61	Instructional I	Standard Certificate	N/A	6420	Library Science K-12	Oct 1, 2011

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Staff Certification Snapshot Information by LEA

School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Palivoda, Sherri	61	Instructional I	Standard Certificate	N/A	2850	Mid-Level English 7-9	Oct 1, 2006	
Manchester Academic CS	Palivoda, Sherri	61	Instructional I	Standard Certificate	N/A	6420	Library Science K-12	Jan 1, 2006	
Manchester Academic CS	Palivoda, Sherri	62	Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2009	
Manchester Academic CS	Palivoda, Sherri	62	Instructional II	Standard Certificate	N/A	2850	Mid-Level English 7-9	Jun 1, 2009	
Manchester Academic CS	Palivoda, Sherri	62	Instructional II	Standard Certificate	N/A	6420	Library Science K-12	Jun 1, 2009	
Manchester Academic CS	Pugh, Jamila	61	Instructional I	Standard Certificate	N/A	9225	Special Education N-12	Jan 1, 2003	
Manchester Academic CS	Pugh, Jamila	67	HOUSSE Designation	Designation	N/A	6800	Mathematics 7-12	May 7, 2007	
Manchester Academic CS	Pugh, Jamila	C1104	Info Sciences/Studies	College Major	N/A	N/A	N/A	May 1, 1996	
Manchester Academic CS	Pugh, Jamila	C131017	Teach Elementary SpecEd	College Major	N/A	N/A	N/A	Aug 1, 2003	
Manchester Academic CS	Pugh, Jamila	C131019	Teach Secondary SpecEd	College Major	N/A	N/A	N/A	Aug 1, 2003	
Manchester Academic CS	Pugh, Jamila	T0014	Elementary Education: Content Knowledge	Test Results	N/A	1	ETS	Jun 15, 2002	
Manchester	Pugh, Jamila	T0353	Education of Exceptional	Test Results	N/A	1	ETS	Jan 12, 2002	

Academic CS Manchester	Pugh, Jamila	T0710	Students: Core PPST Skills Test: Reading	Test Results	N/A	1	ETS	Mar 10, 2001
Academic CS Manchester	Pugh, Jamila	T0720	PPST Skills Test: Writing	Test Results	N/A	1	ETS	Mar 10, 2001
Academic CS Manchester	Pugh, Jamila	T0730	PPST Skills Test: Mathematics (calculato	Test Results	N/A	1	ETS	Mar 10, 2001
Academic CS Manchester	Robinson, Debbie	1022	Private School - Teacher	Private Academic Certificate	N/A	12833	Nursery/Kindergarten N-K	Jun 1, 1988
Academic CS Manchester	Rodack, Sara	61	Instructional I	Standard Certificate	N/A	7205	Music K-12	Oct 1, 2010
Academic CS Manchester	Rodack, Sara	T0113	Music: Content Knowledge (contains liste	Test Results	N/A	1	ETS	Jan 9, 2010
Academic CS Manchester	Rodack, Sara	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Mar 13, 2010
Academic CS Manchester	Rodack, Sara	T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	May 20, 2008

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Staff Certification Snapshot Information by LEA
School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Palivoda, Sherri	61	Instructional I	Standard Certificate	N/A	2850	Mid-Level English 7-9	Oct 1, 2006	
Manchester Academic CS	Palivoda, Sherri	61	Instructional I	Standard Certificate	N/A	6420	Library Science K-12	Jan 1, 2006	
Manchester Academic CS	Palivoda, Sherri	62	Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2009	
Manchester Academic CS	Palivoda, Sherri	62	Instructional II	Standard Certificate	N/A	2850	Mid-Level English 7-9	Jun 1, 2009	
Manchester Academic CS	Palivoda, Sherri	62	Instructional II	Standard Certificate	N/A	6420	Library Science K-12	Jun 1, 2009	
Manchester Academic CS	Pugh, Jamila	61	Instructional I	Standard Certificate	N/A	9225	Special Education N-12	Jan 1, 2003	

Manchester Academic CS	Pugh, Jamila 67	HOUSSE Designation	Designation	N/A	6800	Mathematics 7-12	May 7, 2007
Manchester Academic CS	Pugh, Jamila C1104	Info Sciences/Studies	College Major	N/A	N/A	N/A	May 1, 1996
Manchester Academic CS	Pugh, Jamila C131017	Teach Elementary SpecEd	College Major	N/A	N/A	N/A	Aug 1, 2003
Manchester Academic CS	Pugh, Jamila C131019	Teach Secondary SpecEd	College Major	N/A	N/A	N/A	Aug 1, 2003
Manchester Academic CS	Pugh, Jamila T0014	Elementary Education: Content Knowledge	Test Results	N/A	1	ETS	Jun 15, 2002
Manchester Academic CS	Pugh, Jamila T0353	Education of Exceptional Students: Core	Test Results	N/A	1	ETS	Jan 12, 2002
Manchester Academic CS	Pugh, Jamila T0710	PPST Skills Test: Reading	Test Results	N/A	1	ETS	Mar 10, 2001
Manchester Academic CS	Pugh, Jamila T0720	PPST Skills Test: Writing	Test Results	N/A	1	ETS	Mar 10, 2001
Manchester Academic CS	Pugh, Jamila T0730	PPST Skills Test: Mathematics (calculato	Test Results	N/A	1	ETS	Mar 10, 2001
Manchester Academic CS	Robinson, Debbie 1022	Private School - Teacher	Private Academic Certificate	N/A	12833	Nursery/Kindergarten N-K	Jun 1, 1988
Manchester Academic CS	Rodack, Sara 61	Instructional I	Standard Certificate	N/A	7205	Music K-12	Oct 1, 2010
Manchester Academic CS	Rodack, Sara T0113	Music: Content Knowledge (contains liste	Test Results	N/A	1	ETS	Jan 9, 2010
Manchester Academic CS	Rodack, Sara T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Mar 13, 2010
Manchester Academic CS	Rodack, Sara T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	May 20, 2008

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Staff Certification Snapshot Information by LEA
School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Koloshinsky, Caranina	62	Instructional II	Standard Certificate	N/A	2880	Mid-Level Science 7-9	Jul 1, 2010	
Manchester Academic CS	Kruk, Lauren	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2012	
Manchester Academic CS	Kruk, Lauren	C131202	Elementary Ed/Teaching	College Major	N/A	N/A	N/A	Apr 1, 2012	
Manchester Academic CS	Kruk, Lauren	T0049	Middle School English Language Arts	Test Results	N/A	1	ETS	Apr 13, 2013	
Manchester Academic CS	Kruk, Lauren	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Mar 13, 2010	
Manchester Academic CS	Kuban, Dan	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Jan 1, 2001	
Manchester Academic CS	Kuban, Dan	T0011	Elementary Education: Curr, Instruction, General Knowledge	Test Results	N/A	1	ETS	Apr 29, 2000	
Manchester Academic CS	Kuban, Dan	T0510	(calculators prohibite	Test Results	N/A	1	ETS	Nov 21, 1998	
Manchester Academic CS	Lavrinc, Angela	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2011	
Manchester Academic CS	Lavrinc, Angela	T0011	Elementary Education: Curr, Instruction, Fundamental	Test Results	N/A	1	ETS	Jul 24, 2010	
Manchester Academic CS	Lavrinc, Angela	T0511	Subjects: Content Knowledge	Test Results	N/A	1	ETS	Jul 24, 2010	
Manchester Academic CS	Lavrinc, Angela	T5710	PPST Computerized Skills Test: Reading	Test Results	N/A	1	ETS	Nov 24, 2008	
Manchester Academic CS	Lavrinc, Angela	T5720	PPST Computerized Skills Test: Writing	Test Results	N/A	1	ETS	Nov 24, 2008	
Manchester Academic CS	Lavrinc, Angela	T5730	PPST Computerized Skills Test: Mathemati	Test Results	N/A	1	ETS	Nov 24, 2008	
Manchester Academic CS	McCandless, Stacy	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	May 1, 1999	
Manchester Academic CS	McCandless, Stacy	61	Instructional I	Standard Certificate	N/A	9235	Ment and/or Phys Handicapped K-12	May 1, 1999	

Manchester Academic CS	McCandless, Stacy	62	Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Sep 1, 2004
Manchester Academic CS	McCandless, Stacy	62	Instructional II	Standard Certificate	N/A	7650	Reading Specialist K-12	Aug 1, 2006
Manchester Academic CS	McCandless, Stacy	62	Instructional II	Standard Certificate	N/A	9235	Ment and/or Phys Handicapped K-12	Sep 1, 2004
Manchester Academic CS	McCandless, Stacy	T0011	Elementary Education: Curr, Instruction,	Test Results	N/A	1	ETS	May 2, 1998

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Staff Certification Snapshot Information by LEA

School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Boden, Kevin	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Mar 5, 2005	
Manchester Academic CS	Boden, Kevin	T0710	PPST Skills Test: Reading	Test Results	N/A	1	ETS	Nov 20, 2004	
Manchester Academic CS	Boden, Kevin	T0720	PPST Skills Test: Writing	Test Results	N/A	1	ETS	Mar 5, 2005	
Manchester Academic CS	Boden, Kevin	T0730	PPST Skills Test: Mathematics (calculato	Test Results	N/A	1	ETS	Mar 5, 2005	
Manchester Academic CS	Brown, Allyn	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Sep 1, 2000	
Manchester Academic CS	Brown, Allyn	62	Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2007	
Manchester Academic CS	Bush, Brittany	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Jun 1, 2012	
Manchester Academic CS	Bush, Brittany	C131202	Elementary Ed/Teaching	College Major	N/A	N/A	N/A	May 1, 2012	
Manchester Academic CS	Bush, Brittany	T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Jan 14, 2012	
Manchester Academic CS	Butler, Amanda	61	Instructional I	Standard Certificate	N/A	3230	English 7-12	Jun 1, 2011	
Manchester	Butler,	T0041	English Language, Literature,	Test Results	N/A	1	ETS	Nov 13, 2010	

Academic CS Manchester	Amanda Carr, Tracy 62	& Composit Instructional II	Standard Certificate	N/A	2810	Elementary K-6	Oct 1, 1999
Academic CS Manchester	Carr, Tracy 62	Instructional II	Standard Certificate	N/A	2850	Mid-Level English 7-9	Oct 1, 2010
Academic CS Manchester	Carr, Tracy 62	Instructional II	Standard Certificate	N/A	2860	Mid-Level Mathematics 7-9	Oct 1, 2010
Academic CS Manchester	Carr, Tracy 62	Instructional II	Standard Certificate	N/A	9235	Ment and/or Phys Handicapped K-12	Oct 1, 1999
Academic CS Manchester	Carr, Tracy 76	Supervisory	Standard Certificate	N/A	9215	Supvr Special Education K-12	May 1, 2014
Academic CS Manchester	Carr, Tracy C131017	Teach Elementary SpecEd	College Major	N/A	N/A	N/A	Dec 1, 1992
Academic CS Manchester	Carr, Tracy C131202	Elementary Ed/Teaching	College Major	N/A	N/A	N/A	Dec 1, 1992
Academic CS Manchester	Carr, Tracy T0049	Middle School English Language Arts	Test Results	N/A	1	ETS	Apr 24, 2010
Academic CS Manchester	Carr, Tracy T0069	Middle School Mathematics	Test Results	N/A	1	ETS	Nov 15, 2008

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Staff Certification Snapshot Information by LEA

School Year:2013 - 2014

District Name	Staff Name	Certification Type Code	Certification Type	Certification Type Category	Certification Level Code	Certification Area Code	Certification Area	Certification Effective Date	Certification Expiration Date
Manchester Academic CS	Baldwin, Randi	61	Instructional I	Standard Certificate	N/A	3230	English 7-12	Dec 1, 2008	
Manchester Academic CS	Baldwin, Randi	61	Instructional I	Standard Certificate	N/A	7205	Music K-12	Jan 1, 2008	
Manchester Academic CS	Banks, Nicole	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	May 1, 2005	
Manchester Academic CS	Basel, Christopher	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Sep 1, 2000	
Manchester Academic CS	Batyko, Anne	61	Instructional I	Standard Certificate	N/A	1405	Art K-12	Jul 1, 2008	
Manchester	Batyko, Anne	61	Instructional I	Standard Certificate	N/A	2810	Elementary K-6	Nov 1, 2008	

Academic CS Manchester Academic CS	Batyko, Anne 62	Instructional II	Standard Certificate N/A		1405	Art K-12	Nov 1, 2013
Academic CS Manchester Academic CS	Batyko, Anne 62	Instructional II	Standard Certificate N/A		2810	Elementary K-6	Nov 1, 2013
Academic CS Manchester Academic CS	Batyko, Anne C131202	Elementary Ed/Teaching	College Major	N/A	N/A	N/A	May 1, 2008
Academic CS Manchester Academic CS	Batyko, Anne C131302	Art Teacher Ed	College Major	N/A	N/A	N/A	May 1, 2008
Academic CS Manchester Academic CS	Batyko, Anne T0011	Elementary Education: Curr, Instruction,	Test Results	N/A	1	ETS	Jul 26, 2008
Academic CS Manchester Academic CS	Batyko, Anne T0014	Elementary Education: Content Knowledge	Test Results	N/A	1	ETS	Sep 8, 2007
Academic CS Manchester Academic CS	Batyko, Anne T0133	Art: Content Knowledge	Test Results	N/A	1	ETS	Jun 14, 2008
Academic CS Manchester Academic CS	Batyko, Anne T0511	Fundamental Subjects: Content Knowledge	Test Results	N/A	1	ETS	Jan 12, 2008
Academic CS Manchester Academic CS	Batyko, Anne T0710	PPST Skills Test: Reading	Test Results	N/A	1	ETS	Nov 19, 2005
Academic CS Manchester Academic CS	Batyko, Anne T0730	PPST Skills Test: Mathematics (calculato	Test Results	N/A	1	ETS	Nov 19, 2005
Academic CS Manchester Academic CS	Beck, Mark 61	Instructional I	Standard Certificate N/A		2810	Elementary K-6	May 1, 2007
Academic CS Manchester Academic CS	Beck, Mark 61	Instructional I	Standard Certificate N/A		7650	Reading Specialist K-12	Aug 1, 2009
Academic CS Manchester Academic CS	Boden, Kevin 61	Instructional I	Standard Certificate N/A		2810	Elementary K-6	May 1, 2008
Academic CS Manchester Academic CS	Boden, Kevin T0011	Elementary Education: Curr, Instruction,	Test Results	N/A	1	ETS	Mar 15, 2008

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

Manchester Academic Charter School

Robinson Learning Center, 1214 Liverpool Street, Pittsburgh, PA 15233-1304

CEO Signature _____



REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	2,104
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	33,527
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	13,500
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	165,804
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	3,631,790
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	20,149
	7330	Health Services (Medical, Dental, Nurse, Act 25)	4,756
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	-
	7820	State Share of Retirement Contributions	130,888
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	
	8520	Vocational Education	120,511
	8530	Child Nutrition Program	149,030
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			4,272,059

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

Name of School MANCHESTER ACADEMIC CHARTER SCHOOL

Address of School 1214 LIVERPOOL STREET PITTSBURGH PA 15233

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	2,655,796.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
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	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	53,797.29
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	154,852.55
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	62,912.71
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	577,231.55
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		4,566,892.70

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2013**

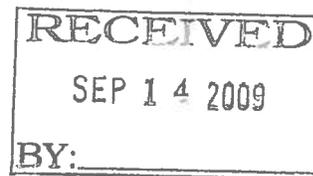
(294,834.19)



pennsylvania
DEPARTMENT OF EDUCATION

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

September 4, 2009



Mr. Vasilios Scoumis
CEO
Manchester Academic CS
1214 Liverpool Street
Pittsburgh, PA 15233-1304

Dear Mr. Scoumis:

I thank you and your staff for participating in the Federal Programs Consolidated Review on May 18, 2009. This review indicates that your Title I, Title II Part A and Fiscal Requirements are in compliance with current statute, regulations, and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at http://www.leaderservices.com/_fedmonitor. Below is your username and password to access the instrument online:

Username: 102023030
Password: 68431342

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

Sincerely,


for Renee' Palakovic
Chief

kjt
cc: Regional Coordinator
Project File

Manchester Academic Charter School

(A Non-Profit Corporation)

Financial Statements

June 30, 2013 and 2012

Medwig & Co.
Certified Public Accountants

Manchester Academic Charter School
Table of Contents
June 30, 2013 and 2012

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MEDWIG & Co.
CERTIFIED PUBLIC ACCOUNTANTS

1000 ARROTT BUILDING
401 WOOD STREET
PITTSBURGH, PENNSYLVANIA 15222

THOMAS M. MEDWIG CPA
BRIAN T. HARDY CPA

TELEPHONE (412) 562-9061
FACSIMILE (412) 562-9092

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Manchester
Academic Charter School:

We have audited the accompanying financial statements of Manchester Academic Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2013 and 2012, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Manchester Academic Charter School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Medwig & Co.

February 12, 2014

Manchester Academic Charter School
Statement of Financial Position
June 30, 2013 and 2012

	2013	2012
Assets		
Current assets:		
Cash and cash equivalents	\$ 1,207,864	\$ 1,184,441
Cash and cash equivalents - Temporarily Restricted	215,063	-
Receivable from Local Education Agencies, net of allowance	297,636	256,779
Prepaid expenses and other current assets	20,259	49,838
Total current assets	<u>1,740,822</u>	<u>1,491,058</u>
Property, Plant & Equipment		
Land	<u>68,021</u>	<u>43,487</u>
Furniture and equipment	331,497	320,052
Leasehold improvements	188,579	188,579
	<u>520,076</u>	<u>508,631</u>
Accumulated depreciation	(279,027)	(217,478)
Equipment - net	<u>241,049</u>	<u>291,153</u>
Total property, plan & equipment	<u>309,070</u>	<u>334,640</u>
Total assets	<u>\$ 2,049,892</u>	<u>\$ 1,825,698</u>
Liabilities and Net Assets		
Current liabilities:		
Accounts payable	\$ 162,702	\$ 75,453
Due to Pittsburgh Public Schools	-	218,132
Accrued payroll, taxes, and benefits	419,446	328,768
Total current liabilities	<u>582,148</u>	<u>622,353</u>
Net Assets:		
Unrestricted net assets	1,252,681	1,203,345
Temporarily restricted net assets	<u>215,063</u>	<u>-</u>
Total net assets	<u>1,467,744</u>	<u>1,203,345</u>
Total liabilities and net assets	<u>\$ 2,049,892</u>	<u>\$ 1,825,698</u>

The accompanying notes are an integral part of the financial statements

Manchester Academic Charter School
Statement of Activities
For the Years Ended June 30, 2013 and 2012

	June 30, 2013		
	Unrestricted	Temporarily Restricted	Total
Revenues and other income:			
Funding from Local Education Agencies (note 3)	\$ 3,616,941	\$ -	\$ 3,616,941
Funding from other public sources	265,291	-	265,291
Food receipts	128,636	-	128,636
Contributions and other income	226,954	215,063	442,017
Interest income	2,612	-	2,612
Total revenues and other income	<u>4,240,434</u>	<u>215,063</u>	<u>4,455,497</u>
Released from restriction	<u>-</u>	<u>-</u>	<u>-</u>
Expenses:			
Program expenses	3,839,477		3,839,477
Management and general expenses	523,019		523,019
Fundraising	25,382		25,382
Total expenses before expansion costs	<u>4,387,878</u>		<u>4,387,878</u>
Change in net assets before unusual items	(147,444)	215,063	67,619
Write-off of liability (note 3)	218,132		218,132
Expansion costs	<u>(21,352)</u>	<u>-</u>	<u>(21,352)</u>
Change in net assets	49,336	215,063	264,399
Net assets at beginning of the period	<u>1,203,345</u>	<u>-</u>	<u>1,203,345</u>
Net assets at end of the period	<u>\$ 1,252,681</u>	<u>\$ 215,063</u>	<u>\$ 1,467,744</u>

The accompanying notes are an integral part of the financial statements

Manchester Academic Charter School
Statement of Activities
For the Years Ended June 30, 2013 and 2012

	June 30, 2012		
	Unrestricted	Temporarily Restricted	Total
Revenues and other income:			
Funding from Local Education Agencies (note 3)	\$ 3,430,512	\$ -	\$ 3,430,512
Funding from other public sources	226,730	-	226,730
Food receipts	109,652	-	109,652
Contributions and other income	128,308	-	128,308
Interest income	3,506	-	3,506
Total revenues and other income	<u>3,898,708</u>	<u>-</u>	<u>3,898,708</u>
Released from restriction	<u>-</u>	<u>-</u>	<u>-</u>
Expenses:			
Program expenses	3,351,619		3,351,619
Management and general expenses	568,138		568,138
Fundraising expense	22,168		22,168
Total expenses	<u>3,941,925</u>		<u>3,941,925</u>
Decrease in net assets before expansion costs	(43,217)	-	(43,217)
Expansion costs	<u>38,535</u>	<u>-</u>	<u>38,535</u>
Decrease in net assets	(81,752)	-	(81,752)
Net assets at beginning of the period	<u>1,285,097</u>	<u>-</u>	<u>1,285,097</u>
Net assets at end of the period	<u>\$ 1,203,345</u>	<u>\$ -</u>	<u>\$ 1,203,345</u>

The accompanying notes are an integral part of the financial statements

Manchester Academic Charter School
Statement of Functional Expenses
For the Years Ended June 30, 2013 and 2012

June 30, 2013					
	<u>Program Services</u>	<u>Management & General</u>	<u>Fundraising</u>	<u>Expansion Costs</u>	<u>Total</u>
Payroll expense	\$ 1,976,414	\$ 284,291	\$ -	\$ -	\$ 2,260,705
Employee benefits and taxes	707,842	65,788	-	-	773,630
Professional development	34,373	6,415	-	-	40,788
Outside services & leased equipment	125,955	75,300	23,760	21,352	246,367
Food	128,636	-	-	-	128,636
Insurance	30,364	3,374	-	-	33,738
Supplies	118,679	17,478	1,622	-	137,779
Travel	17,588	1,161	-	-	18,749
Occupancy (note 5)	555,954	57,500	-	-	613,454
Postage	8,297	1,073	-	-	9,370
Telephone	1,361	-	-	-	1,361
Depreciation	55,394	6,155	-	-	61,549
Student activities	78,620	-	-	-	78,620
Miscellaneous	-	4,484	-	-	4,484
	<u>\$ 3,839,477</u>	<u>\$ 523,019</u>	<u>\$ 25,382</u>	<u>\$ 21,352</u>	<u>\$ 4,409,230</u>
June 30, 2012					
	<u>Program Services</u>	<u>Management & General</u>	<u>Fundraising</u>	<u>Expansion Costs</u>	<u>Total</u>
Payroll expense	\$ 1,790,143	\$ 303,834	\$ -	\$ -	\$ 2,093,977
Employee benefits and taxes	496,041	70,296	-	-	566,337
Professional development	17,463	7,139	-	-	24,602
Outside services & leased equipment	145,551	100,033	22,168	38,535	306,287
Food	107,409	-	-	-	107,409
Insurance	23,823	2,647	-	-	26,470
Supplies	131,673	16,170	-	-	147,843
Travel	40,144	5,932	-	-	46,076
Occupancy (note 5)	459,632	49,888	-	-	509,520
Postage	8,641	960	-	-	9,601
Telephone	-	2,076	-	-	2,076
Depreciation	53,544	5,949	-	-	59,493
Student activities	77,555	-	-	-	77,555
Miscellaneous	-	3,214	-	-	3,214
	<u>\$ 3,351,619</u>	<u>\$ 568,138</u>	<u>\$ 22,168</u>	<u>\$ 38,535</u>	<u>\$ 3,980,460</u>

The accompanying notes are an integral part of the financial statements

Manchester Academic Charter School
Statement of Cash Flows
For the Years Ended June 30, 2013 and 2012

	2013	2012
Cash flows (used in) provided by operating activities:		
Change in net assets	\$ 264,399	\$ (81,752)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	61,549	59,493
Increase (decrease) from changes in:		
Accounts receivable	(40,857)	60,812
Prepaid expenses	29,579	(28,372)
Accounts payable	87,249	(11,242)
Due to Pittsburgh Public Schools	(218,132)	-
Payroll and related taxes	90,678	39,927
	<u>274,465</u>	<u>38,866</u>
Net cash provided by operating activities		
Cash flows used in investing activities:		
Capital Expenditures	<u>(35,979)</u>	<u>(167,487)</u>
Net cash (used in) investing activities	<u>(35,979)</u>	<u>(167,487)</u>
Net increase (decrease) in cash	238,486	(128,621)
Cash, beginning of period	<u>1,184,441</u>	<u>1,313,062</u>
Cash, end of period	<u><u>\$ 1,422,927</u></u>	<u><u>\$ 1,184,441</u></u>

The accompanying notes are an integral part of the financial statements

Manchester Academic Charter School

Notes to Financial Statements

June 30, 2013 and 2012

1. Organization

Manchester Academic Charter School (the School) is a Local Education Agency (LEA) formed under the Pennsylvania Charter School Legislation Act 22 of 1997. The School is a self-managed public school under the direction of the Pennsylvania Department of Education. Students attend the School from various districts around the greater Pittsburgh area, with the majority of its students coming from the Pittsburgh Public School District. The School operates under a five year charter granted it by the Pittsburgh Public School District. The current charter is effective until the end of the 2015/16 academic year.

The school receives funding directly from the Pennsylvania Department of Education through the students' resident school district, revenue from student activities, revenue from intermediate sources and donations. Additionally, funds appropriated by and received from the Commonwealth of Pennsylvania include reimbursements for Social Security and Public School Employees Retirement System (PSERS). The Federal Government provides funds either directly or through the Commonwealth of Pennsylvania.

2. Summary of Significant Accounting Policies

Basis of Presentation

The financial statements are prepared on the accrual basis of accounting.

Recognition of Support and expenditures

Contributions received and unconditional promises to give are measured at the fair values and are reported as an increase in net assets. Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets, or if they are designated as support for future periods. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as unrestricted support.

Use of Estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Cash and cash equivalents

Cash and cash equivalents consist of cash held in checking, money market accounts and Certificate of Deposits with maturities of three months or less.

Concentration of Risk

Cash and cash equivalents are held in a high-quality institution. Management believes the risk of any loss is minimal; although the School had deposits in excess of FDIC insured limits. As of June 30, 2013 the School had deposits which exceeded FDIC limits by \$498,574.

Additionally, the School receives virtually all of its funding from the Pennsylvania Department of Education under the charter granted by the Pittsburgh Public School District. See the subsequent events section for additional details on pending litigation which would affect revenue received by the Department of Education.

Manchester Academic Charter School
Notes to Financial Statements
June 30, 2013 and 2012

Property and equipment

Property and equipment are recorded at cost and depreciated over the assets estimated useful life. Replacements and major improvements costing in excess of \$1,000 are capitalized at cost if purchased and at fair market value if donated; maintenance and repairs are expensed as incurred. Gains or losses on asset dispositions are included in the statement of activities.

Depreciation and amortization

Depreciation of the School's property and equipment is computed using the straight-line method over the assets estimated useful life.

Net Asset Classifications

The following terms describe the categories of net assets:

- Unrestricted net assets – Assets currently available at the discretion of the Board of Trustees of the School.
- Temporarily restricted net assets – Assets restricted by donors for specific operating purposes or for the acquisition of land, buildings, and equipment, or assets not currently available for use by the School until time restrictions have been fulfilled or lifetime beneficiary interests have ceased. When a restriction is satisfied, net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Income Taxes

The School is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Reclassifications

Certain reclassifications have been made in the 2012 financial statements to conform to the 2013 financial statement presentation.

3. Funding from LEA's

The School receives funding from each student's home school district. The amount of funding varies by district. Certain out-of-district school districts are significantly delinquent in remitting tuition for students who were enrolled at the School. Under Pennsylvania law the Pennsylvania Department of Education can intervene on behalf of the School to provide funds to the School not remitted by the student's home school district; however, the Department of Education has indicated they will only assist with current year disputes.

The School had been carrying a liability of \$218,132 to Pittsburgh Public School District (School District) for a previous year tuition adjustment. The liability had not been paid because the School and School district were unable to reconcile and agree on an amount due. In Fiscal 2013, the School received a legal opinion that the statute of limitations had passed; therefore any amount due under the prior-year adjustment could not be collected. This liability was released in fiscal 2013 and is included as income in the statement of activities for 2013.

4. Post retirement plan

Eligible School employees participate in the Public School Employees' Retirement System (PSERS). Depending on the employee's enrollment date, employees contributed either 6.25% or 7.5% to the Plan and the School contributed 12.36% and 8.65% for the year ended June 30, 2013 and 2012, respectively. Employer contributions to the plan were \$305,744 and 145,055 for the years ended June 30, 2013 and 2012, respectively. The employer contribution rate for PSERS will increase to 21.4% in 2014/15.

Manchester Academic Charter School
Notes to Financial Statements
June 30, 2013 and 2012

5. Cost Sharing Agreement

The School occupies facilities and employs staff of Manchester Youth Development Center (the Center). The School pays monthly occupancy charges to the Center for the use of its facility and certain shared services. Occupancy and related charges totaled \$517,508 in 2013 and \$498,880 in 2012. In addition, the School contracts with the Center to provide food services to its students. Food service charges totaled \$128,636 and \$107,409 in 2013 and 2012, respectively.

6. Functional Expense Allocation

The cost of providing program services, management and general expenses is presented in the Statement of Functional Expense. Certain costs have been allocated among program services, management and general expenses, and fundraising expenses.

7. Pending Litigation

North Hills School District (North Hills) has filed an appeal with the Pennsylvania Department of Education (Education) regarding tuition paid to the School. The dispute is over tuition paid for a student who did not meet the age requirement for eligibility in North Hills. North Hills is relying on a retroactive application of a recent Supreme Court ruling. The School believes that Education will not retroactively apply the Supreme Court ruling and thus deny North Hill's request. If Education does support North Hill's position, the School would be required to reimburse North Hills \$7,826 for the disputed tuition.

8. Temporarily Restricted Net Assets

As of June 30, 2013, the School had temporarily restricted net assets of \$215,063. The funds were restricted for education programs and technology purchases.

9. Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through February 12, 2014, the date of the financial statement were available to be issued. The School has determined that there were no subsequent events that would require disclosure or adjustments to the accompanying financial statements.

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: Manchester Academic CS

Chief Executive Officer: Mr. Vasilios A. Scoumis

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Marie Held

Date of Report: April 16, 2014

Date Final Report Sent to LEA: April 16, 2014

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

First Visit Date: _____

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

Y	N	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.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				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.			
		X				12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 2 1 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					3 2 0 0 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)			
9	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	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?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	0	2				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
		X				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			
15	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
14	0	1		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	15		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	5		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
10	0	5		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
14	0	1		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
15	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)			
					4 2 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
					6 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 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?			
9	0	1				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>Social skills.</p> <p>Academics</p> <p>Peer modeling & self-esteem.</p> <p>Behavioral, confidence, self-esteem.</p> <p>Modeling from other kids' speech.</p> <p>I have high standards, provide extra support.</p> <p>Model behavior of other students.</p> <p>Interacting & modeling of peers. Student does well with the curriculum.</p> <p>Because student's class provides a good model for behaviors.</p> <p>Can model speech of peers & model adult speech. Can converse with peers.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	1	1				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?			
7	3	0				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	3				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p> <p>Speech needed.</p> <p>Speech needed.</p> <p>Speech</p> <p>Speech</p> <p>Testing, small group to reinforce concepts.</p> <p>Attention to task. Needs in the area of activities of daily living.</p> <p>Articulation would not improve without intense therapy.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	3				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Need based. Need & evaluation. Need & evaluation. Need for speech services. Team discussion. Determined by student's level of need for intense instruction. Student's articulation needs drove the decision.			
10	0	0				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
7	0	3				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				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?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
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			
0	0	10				FR 159a. NOREP/Prior Written Notice was issued			
						PERMISSION TO REEVALUATE (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 194. PTRE-Consent Form is present in the student file			
7	0	3				FR 195. Demographic data			
7	0	3				FR 196. Reason for reevaluation			
7	0	3				FR 197. Types of assessment tools, tests and procedures to be used			
7	0	3				FR 198. Contact person's name and contact information			
7	0	3				FR 199. Parent has selected a consent option			
7	0	3				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
0	4	6			100%	FR 200a. NOREP/Prior Written Notice was issued			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
2	0	8				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
2	0	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)			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				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			
1	0	9				FR 178. Behavioral information			
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			
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			
1	0	9				FR 186. Instructional strategies used and student-centered data collected			
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
1	0	9				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 191. Observation in the student's learning environment			
1	0	9				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
7	0	3				FR 207. RR is present in the student file			
6	1	3			14%	FR 208. Reevaluation was completed within timelines (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)			
6	1	3			14%	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)			
7	0	3				FR 210. Demographic data			
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
7	0	3				FR 215. Current classroom based assessments and local and/or state assessments			
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
7	0	3				FR 218. Lack of appropriate instruction in reading			
7	0	3				FR 219. Lack of appropriate instruction in math			
7	0	3				FR 220. Limited English proficiency			
4	2	4			33%	FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
6	1	3			14%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	1	3			14%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
5	0	5				FR 228. Interpretation of additional data			
3	0	7				FR 229. Documentation that the student does not achieve adequately for age, etc.			
3	0	7				FR 230. Indication of process(es) used to determine eligibility			
3	0	7				FR 231. Instructional strategies used and student-centered data collected			
3	0	7				FR 232. Educationally relevant medical findings, if any			
3	0	7				FR 233. Effects of the student's environment, culture, or economic background			
3	0	7				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	0	7				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	0	7				FR 236. Observation in the student's learning environment			
3	0	7				FR 237. Other data if needed			
3	0	7				FR 238. Statement for all 6 items			
7	0	3				FR 239. Documentation of Evaluation Team Participants			
3	0	7				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	6	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?			
0	4	2	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	1	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
0	2	8			100%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	1	9			100%	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			
0	2	8			100%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
7	3	0			30%	FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
9	0	1				FR 263. Parents			
1	1	8			50%	FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
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)			
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	5	5			100%	FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
9	1	0			10%	FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
2	1	7			33%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
9	1	0			10%	FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
1	1	8			50%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
1	1	8			50%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
0	1	9			100%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
1	1	8			50%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	1	8			50%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	1	8			50%	FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
4	0	6				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				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			
9	0	1				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			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
5	0	5				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
8	0	2				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
9	0	1				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
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)			
1	0	9				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
7	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	2	0	0			P 29. Did you participate in developing the current IEP for your child?			
5	2	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	2	2	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
7	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	1	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? How to help student at home.			
7	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
7	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
7	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	2			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
1	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	0		2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Work Work			
8	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	4	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
7	0	0	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.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core 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 Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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/Keystone Exams, 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? Academics, socially. Socially, emotionally, academically. Socially, emotionally, academically. Socially, academically, emotionally. Can produce "r" sound, doesn't like to be corrected, doesn't like to talk. Typical peers modeling, access full curriculum. Re-eval showed progress, achievement. Peer/social interactions, organization & attention. Student is challenged appropriately. The general ed environment allows student to be successful & well liked by peers. Dramatically improved in articulation from when the student began speech.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
9	0	1				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
6	0	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?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
8	0	2				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?			
6	2	2				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	4				GE 79c. If yes, what reasons were discussed for recommending removal? Speech needed. Speech Speech Speech Small group tests. Implementing & supporting goals.			
0	0	4				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Need based, evaluation. Need based. Need based. Need of student. Need, reinforce concepts. Determined by how the goals would be implemented.			
8	0	2				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
6	0	4				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?			
9	0	1				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
7	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
7	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	7	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
1	0	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	0	9				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
0	1	5	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	0	0	2			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
4	0	0	2			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c. If yes, what reasons were discussed for recommending removal? Speech Testing in another room, extra review of material, extra help & support. Possible need for help from staff or mobile therapist. For articulation (speech).			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Team decision. Student's need for extra help. Time built in if needed at the beginning of the day or during the day if my child needs it. Articulation skills & needs.			
4	0	0	2			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
6	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	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
						Focus more & motivational. Focus more & motivational. Models for good articulation. Social skills, speech & on the same page as the other kids. The student's personal social growth & grades. It allows the student to be self-confident & motivated to model speech of others.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					1 0 0 0 0 5	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 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			
0	0	10				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
1	0	9				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
4	6	0			60%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	7	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 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		2	0		1 3	P 66. Tell me anything you really like about your child's special education program. c. staff-aide ratios n. other They really work with kids. They spend time making sure kids are mastering what they need to master. The open communication & providing the accommodations I ask for & feel are needed. They always follow up with the student. There is coordination and involvement with me in everything.			
		5	0		1	P 67. Tell me anything you would like to change about the program. n. other More intensive speech.			
		0	0		5 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree			
						P 69. Additional comments about your child's program. Just more intensive. Longer time with intensive. I am very happy with the education my child is receiving. Very pleased with the program & results.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
0	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	Very			
					0	Somewhat			
					0	A Little			
					0	Not at All			
					0	Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
						S 131. How satisfied are you with your special education supports/services?			
					0	Very			
					0	Somewhat			
					0	A Little			
					0	Not at All			
					0	Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
						S 134. How much time do you spend with students who do not have disabilities?			
					0	Too Much			
					0	Enough			
					0	A Little			
					0	Not Enough			
					0	Don't Know			
0	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
0	0		0			S 138. Were you invited to participate in the last IEP meeting?			
						Other			
0	0		0			S 139. Did you participate in the last IEP meeting?			
						Other			
0	0		0			S 140. Do you have a post secondary transition program?			
						Other			
0	0		0			S 141. Do you have an employment transition program?			
						Other			
0	0		0			S 142. Do you have a community living transition program?			
						Other			
0	0		0			S 143. Did you assist in the development of the transition program?			
						Other			
0	0		0			S 144. Is that transition plan being followed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Other			
0	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0			S 146. Which of the following agencies participate in your IEP development?			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
0	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			