

Math Civics and Sciences CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

447 N Broad St
Philadelphia, PA 19123
(215)923-4880

Phase:	Phase 1
CEO Name:	Veronica Joyner
CEO E-mail address:	info@mcscs.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 leadership changes in the school administration or Board of Trustees for the 2013-2014 school year. Our Board of Trustees currently consist of 6 members, 3 of which have served for over fifteen years, and are founding members of the school. In addition, 2 are parents of students currently attending MCSCS and 1 is a former student from our first graduating class. This has served as a major component of our success. Our school administration continues to be led by the same Chief Administrative Officer and Founder with the assistance of the Principal who has served for over 15 years.

Board of Trustees Meeting Schedule

Location	Date and Time
The Mathematics, Civics & Sciences Charter School	9/5/2013 5:30 PM
The Mathematics, Civics & Sciences Charter School	10/3/2013 5:30 PM
The Mathematics, Civics & Sciences Charter School	11/7/2013 5:30 PM
The Mathematics, Civics & Sciences Charter School	12/5/2013 5:30 PM
The Mathematics, Civics & Sciences Charter School	1/2/2014 5:30 PM
The Mathematics, Civics & Sciences Charter School	2/6/2014 5:30 PM
The Mathematics, Civics & Sciences Charter School	3/6/2014 5:30 PM
The Mathematics, Civics & Sciences Charter School	4/3/2014 5:30 PM
The Mathematics, Civics & Sciences Charter School	5/1/2014 5:30 PM
The Mathematics, Civics & Sciences Charter School	6/5/2014 5:30 PM

Professional Staff Member Roster

Robert Adamson	
PA Certified	Yes
Areas of Certification	Social Studies 7-12 (61), Special Education N-12 (61)
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	History
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kyla Alexander	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rita Anderson	
PA Certified	Yes
Areas of Certification	Certified Registered Nurse
Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Nurse
Number of Hours Annually Worked in Assignment	543
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michael Aronovitz	
PA Certified	Yes
Areas of Certification	English 7-12 (61)
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1027
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

KoJuan Barnett	
PA Certified	Yes
Areas of Certification	Science 7-12 (01)
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	General Science
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Melanie Bauso	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Eudannah Beard	
PA Certified	Yes
Areas of Certification	English 7-12 (61)
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jack Cohen	
PA Certified	Yes
Areas of Certification	History 7-12 (62)
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	History
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lissa-Marie Cunillera	
PA Certified	Yes
Areas of Certification	Spanish K-12 (01)
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish I
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Vincent Curtis	
PA Certified	Yes
Areas of Certification	Principal Secondary (75)
Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Vice Principal
Number of Hours Annually Worked in Assignment	1448
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Donette Dalcine	
PA Certified	Yes
Areas of Certification	Special Education N-12 (62) and English 7-12 (62)
Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Frank Devine	
PA Certified	Yes
Areas of Certification	Principal Secondary (84)
Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	1448
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Patrick Fleury	
PA Certified	Yes
Areas of Certification	Special Education N-12 (61)
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects

Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Filbert Gooden	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Algebra II
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Patricia Graham-Thomas	
PA Certified	Yes
Areas of Certification	Early Childhood N-3 (01)
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Annita Graves	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	9 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Accounting
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Angela Griffin-Grant	
PA Certified	Yes
Areas of Certification	English 7-12 (61)
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or	English

Services Provided	
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Eloise Harmon	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	9 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Accounting
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Malik Harrison	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Patricia Henry	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Teresa Hopson	
PA Certified	Yes
Areas of Certification	Elementary K-6 (62)
Grades Teaching or Serving	4

All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ibin Ingram	
PA Certified	Yes
Areas of Certification	Social Studies 7-12 (61)
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

TaLauren Isley-Byrd	
PA Certified	Yes
Areas of Certification	English 7-12 (61)
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shon Jablonsky	
PA Certified	Yes
Areas of Certification	Math 7-12 (61)
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sandra Johnson	
PA Certified	No
Areas of Certification	No Certification

Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Leah Jones	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Bryan Keaton	
PA Certified	Yes
Areas of Certification	Social Studies 7-12 (61), Social Science 7-12 (61)
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tierra Kemp	
PA Certified	Yes
Areas of Certification	Early Childhood N-3 (01)
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Fanty Marc	
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PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Beverly Marshall (Stokes)	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Keith McCall	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	9 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Computer Academy
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Aaron Mendelsohn	
PA Certified	Yes
Areas of Certification	Spanish K-12 (61) and English 7-12 (61)
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish II
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Maegen Milano	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61) and Music K to 12 (61)
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Joseph Miller	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Phyllis Mims	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Lisa Mitchell	
PA Certified	Yes
Areas of Certification	Elementary K-6 (62)
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dawn Moore	
PA Certified	Yes
Areas of Certification	Elementary K-6 (62), Program Specialist ESL (86)
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Winston Morris	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Anthony Mozzo	
PA Certified	Yes
Areas of Certification	English 7-12 (61)
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sonji Newman-Ellis	
PA Certified	Yes
Areas of Certification	Biology 7-12 (61)
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology
Number of Hours Annually Worked in Assignment	1044

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

Karen Powers	
PA Certified	Yes
Areas of Certification	Art K-12 (61)
Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marrtin Quick	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Mornez Rasdell	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kristen Riel	
PA Certified	Yes
Areas of Certification	English 7-12 (61), Elementary K-6 (61)
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or	English

Services Provided	
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jasmyne Robinson	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shamari Scott	
PA Certified	Yes
Areas of Certification	Elementary K-6 (01)
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Edward Sharick	
PA Certified	Yes
Areas of Certification	Physics 7-12 (61)
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Physics
Number of Hours Annually Worked in Assignment	1027
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michael Sharp	
PA Certified	Yes
Areas of Certification	General Science 7 to 12 (61) and Biology 7-12 (61)

Grades Teaching or Serving	9 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Computer Science
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Serge Sherstyuk	
PA Certified	Yes
Areas of Certification	Math 7-12 (61), Physics 7-12 (61)
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1027
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

LaRon Smith	
PA Certified	Yes
Areas of Certification	General Science 7 to 12 (61)
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jenna Stepler	
PA Certified	Yes
Areas of Certification	Early Childhood N-3 (61), Elementary K-6 (61)
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Tabassum	
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PA Certified	Yes
Areas of Certification	Elementary K-6 (61), Special Education N-12 (61)
Grades Teaching or Serving	3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tyrone Taylor	
PA Certified	Yes
Areas of Certification	Math 7-12 (61)
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rosalind Tharpe	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Eli Thomas	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish III
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Maurice Thomas	
PA Certified	Yes
Areas of Certification	Chemistry (01)
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Chemistry
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Taisha Thompson	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Christopher Tucker	
PA Certified	Yes
Areas of Certification	Bus.-Comp. Info-Tech. K-12 (62)
Grades Teaching or Serving	1 to 6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Computer Science
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jerick Volkert	
PA Certified	Yes
Areas of Certification	Social Studies 7-12 (61)
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1027
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Craig Wade	
PA Certified	Yes
Areas of Certification	Elementary K-6 (61)
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	All Subjects
Number of Hours Annually Worked in Assignment	940
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kenneth Waters	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	9 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Law Academy
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Damon Wescott	
PA Certified	Yes
Areas of Certification	Music K-12 (01)
Grades Teaching or Serving	1 to 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tomeka Washington	
PA Certified	No
Areas of Certification	No Certification
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish IV
Number of Hours Annually Worked in Assignment	1027
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Nisha Williams	
PA Certified	Yes
Areas of Certification	English 7-12 (61)
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tyrone Williams	
PA Certified	Yes
Areas of Certification	Math 7-12 (51)
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Algebra I
Number of Hours Annually Worked in Assignment	1044
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Theodore Zimmerman	
PA Certified	Yes
Areas of Certification	Social Studies 7-12 (61) and English 7-12 (61)
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	999
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amanda Goodman	
PA Certified	Yes
Areas of Certification	Reading K-12 (61), Elementary K-6 (61) and Special Education N-12 (61)
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading

Number of Hours Annually Worked in Assignment	999
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		1.00
Principal	1.00	1.00		1.00		1.00
Assistant Principal	1.00	1.00		1.00	1.00	0.00
Classroom Teacher (including Master Teachers)	59.00	47.00		39.00	7.00	52.00
Specialty Teacher (including Master Teachers)	6.00	3.00		4.00	1.00	5.00
Special Education Teacher (including Master Teachers)	1.00	1.00				1.00
Special Education Coordinator						
Counselor	1.00			1.00		1.00
Psychologist						
School Nurse	1.00			1.00		1.00
School Administrative Support Staff	15			13	4	11
Instructional Aides/Tutors	18			15	5	13
Other Support (Security, Food Services, Health, Maintenance, etc.)	29		2	19	5	24
Totals	133.00	53.00	2	95.00	23.00	110.00

Further explanation:

Staff turnover is relatively low. Those that have left MCSCS have done so for either health reasons, relocating, pursuing different vocations, higher salary or contract was not renewed. There were also those who conclude their educational approach was not a good fit with the

school's clearly defined mission and methods. Thus, they wanted a less structured curriculum and/or one that does not emphasize basic skills.

Fiscal Matters

Major Fundraising Activities

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

To increase student awareness of their civic duty to society as well as get parent and community involvement, MCSCS continues to operate its Homeless Project. We fed and clothed over 500 homeless citizens in the City of Philadelphia every Thursday evening. The students and teachers from 1st to 12th grade raised approximately \$300-\$500 a week to purchase food, clothing and toiletries. Parents, local businesses and community organizations donated clothing that were new or in good condition. During the Thanksgiving and Christmas holidays, our staff, students and parents of MCSCS provided money, turkeys, and hundreds of can goods with other non-perishable food for community families and the Brothers' Keeper and Sunday Breakfast soup kitchen. Through the Leukemia & Lymphoma-Pennies for Patients, MCSCS students and staff raised money for cancer patients.

MCSCS held its 12th Annual Veronica Joyner Scholarship Fund Luncheon. Proceeds from this annual event are not used for the school but are placed in a separate fund for the sole purpose of assisting our high school graduates with admission fees, dorm fees, or book scholarships. This is to further their education in college/universities and vocational trade schools.

Fiscal Solvency Policies

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

There were no changes to policies and procedures. MCSCS continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. The school has consistently budgeted and reported a financial surplus. Therefore, MCSCS had accumulated cash and minimal debt to maintain fiscal solvency.

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:

There were no changes to the accounting system MCSCS uses. It continues to be maintained by Foundations, Inc. on Black Baud Financial Edge Software.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Citrin Cooperman & Company, LLP
 Date of Last Audit: 12/22/2013
 Fiscal Year Last Audited: 2012-13

Explanation of the Report

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

The last audit report was completed in December, 2013 for the fiscal year ended June 30, 2013. Our independent auditors, Citrin & Cooperman, LLP have not completed the onsite audit for fiscal year ending June 30, 2014. It will not be released until October, 2014.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

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

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 04/09/2011

School Year Reviewed: 2010-11

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

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

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
Chrishina Boyd, Assistant School Counselor	Mathematics, Civics and Sciences Charter School	0.5
Donette F. Dalcin, Special Education Teacher	Mathematics, Civics and Sciences Charter School	1
Dr. Umar Johnson, Psychologist	MCSCS	0.25
Jessica Denton, Speech Therapist	Mathematics, Civics and Sciences Charter School	0.5
Mr. D. Byrd, Teacher's Aid	MCSCS	1
Mr. E. Davies, Special Education Consultant	MCSCS	0.25
Mr. E. James, Tutor	MCSCS	1
Mr. G. Henderson, Asst. Nurse	MCSCS	0.25
Mr. K. Johnson, Teacher's Aid	MCSCS	1
Mr. L. Diggs, Disciplinary/Behavior	MCSCS	0.5

Specialist		
Mr. R. Murray, Teacher's Aid	MCSCS	1
Mr. R. Seals, Teacher's Aid	MCSCS	1
Mr. S. Graves, Teacher's Aid	MCSCS	1
Mrs. A. Benjamin, Teacher's Aid	MCSCS	1
Mrs. V. Joyner, CAO	MCSCS	0.5
Ms. A. Stokes, Tutor	MCSCS	1
Ms. D. Wyllie, Asst. School Counselor	MCSCS	0.25
Ms. E. Evans, Teacher's Aid	MCSCS	1
Ms. J. Franklin, Teacher's Aid	MCSCS	1
Ms. L. Woods, Teacher's Aid	MCSCS	1
Ms. M. Dreutt, Teacher's Aid	MCSCS	1
Ms. N. Myers	MCSCS	1
Ms. R. Anderson, Nurse	MCSCS	0.25
Ms. R. Bright, Tutor	MCSCS	1
Ms. S. Prunell-Watson, Teacher's Aid	MCSCS	1
Ms. T. Joyner, Teacher's Aid	MCSCS	1
Ms. W. Sheaff, Tutor	MCSCS	1
Ruth Johnson, Special Education Paraprofessional	Mathematics, Civics and Sciences Charter School	1
Sandra Johnson, School Counselor	Mathematics, Civics and Sciences Charter School	0.5

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Dr. Umar Johnson, School Psychologist	2 Hours	Outside Contractor	30
Ed Davies, Special Ed Consultant	120 Minutes	Outside Contractor	30
Jessica Denton, Speech Therapist	1 Days	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

03/05/2014

Link to Report (Optional):

<http://www.leaderservices.com/pacmci>

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:

During the 2013-2014 school year there were no major purchases for technology, furniture and equipment. Furniture and equipment are only replaced as needed to accommodate increase in student enrollment or wear and tear.

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

\$0.00

Facility Plans and Other Capital Needs

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

Our school's charter allows the student population to cap at 1160 students, however the facility posed restrictions on the number of students we could enroll. Our plan is to affect major renovations in the existing building that would allow us to increase our student population by approximately 200 students to meet demands. This increase in enrollment will necessitate a major expansion of the facility. Therefore an architect has been contracted to undertake a two-part capital improvement of the building. Part I will include the renovations of the existing classroom spaces, and Part II will be the addition of a gymnasium on the property that was recently acquired in the rear of the school building.

Memorandums of Understanding

Organization	Purpose
ABO Haven, Inc.	Gymnasium rental for girls' and boys' basketball team practices and games
Benefits Management Company - BMC	Manages Employee Benefits Program
Diane & Tom's Cafe	Supply breakfast, lunch and snacks for students
Food Service Solutions - FSS	Computer system used to count meals for State reimbursement
Foundations, Inc.	Oversee, prepare and coordinate all financial matters pertaining to managing the operations of MCSCS to assure the school's compliance with the State including working with independent auditors. Foundations also handles payroll and accounts payable.
JCW Computer Consultants, LLC	IT Services
Pediatric	Provide speech and language therapy to special education students

Therapeutic Service	
School Attendance Truancy	Monitor, record and report student tardiness and attendance to parents

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 Jamie Ellison on 8/1/2014

President, Board of Trustees

Affirmed by Veronica Joyner on 8/1/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Jamie Ellison on 8/1/2014

President, Board of Trustees

Affirmed by Veronica Joyner on 8/1/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Jamie Ellison on 8/1/2014

President, Board of Trustees

Affirmed by Veronica Joyner on 8/1/2014

Chief Executive Officer

Charter Annual Report
07/01/2013-06/30/2014

Governance and Staff

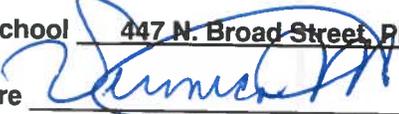
Professional Staff Member Roster

Professional Staff Members of MCSCS for 2013-2014 were entered directly into the application in lieu of uploading the PDE-414 Form.

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

Name of School The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc.

Address of School 447 N. Broad Street, Philadelphia, PA 19123

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	
	6520	Dividends on Investments	5
	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	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	8487330
	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	128000
	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	
	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	8162
	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	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	135825
	7340	Unassigned	14519
	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	14826
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	644435
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	

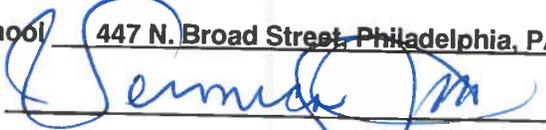
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	733410
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	334088
	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			
			10500600

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

Name of School The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc.

Address of School 447 N. Broad Street, Philadelphia, PA 19123

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	5714585
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	97082
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	47742
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	196042
2140	Psychological Services	
2150	Speech Pathology and Audiology Services	8000
2160	Social Work Services	
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	528
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	118596
	2370	Community Relations Services	261989
	2380	Office of the Principal Services	
	2390	Other Administration Services	1308052
2400		SUPPORT SERVICES - PUPIL HEALTH	
			112100
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	
	2520	Purchasing Services	155094
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	1416170
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	16466
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	369712
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	598774
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	65134
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	68153
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

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	
		-7699
TOTAL EXPENDITURES		10546520

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2008**

**THE MATHEMATICS, CIVICS AND
SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.**

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2013

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
YEAR ENDED JUNE 30, 2013**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc.
Philadelphia, Pennsylvania

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the discretely presented component unit, and each major fund of The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (a nonprofit organization) (the "School") as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' 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 auditors consider internal control relevant to the School'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 School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the discretely presented component unit, and each major fund of the School as of June 30, 2013, and the respective changes in financial position, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 - 7 and page 25, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2013, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Citrin Cooperman & Company LLP
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania
December 22, 2013

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

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

Financial Highlights

- Total governmental revenues for the fiscal year ended June 30, 2013, were \$9,925,529, representing a decrease of \$50,398 from June 30, 2012.
- At June 30, 2013, the School reported an ending governmental fund balance of \$(225,092), representing a decrease of \$694,702 from June 30, 2012.
- The School's cash balance at June 30, 2013, was \$93,041, representing a decrease of \$684,151 from June 30, 2012.

Overview of the Financial Statements

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

Government-Wide Financial Statements

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

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

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

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

Fund Financial Statements

A fund is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental-type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has only two fund types, the governmental general fund and the scholarship fund.

See independent auditors' report.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

Overview of the Financial Statements (Continued)

Notes to the Financial Statements

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

Supplementary Information

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

Single Audit Requirements

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

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board ("GASB") Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, which requires a comparative analysis of current and prior year balances.

	June 30,	
	2013	2012
Current assets	\$ 966,526	\$ 1,365,653
Noncurrent assets	1,278,701	1,492,090
Total assets	2,245,227	2,857,743
Total liabilities	1,191,618	992,043
Net position :		
Net investment in capital assets	1,278,701	1,396,090
Unrestricted	(225,092)	469,610
Total net position	\$ 1,053,609	\$ 1,865,700

As noted earlier, net position may serve over time as a useful indicator of the School's financial position. In the case of the School, assets exceeded liabilities by \$1,053,609 as of June 30, 2013.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

Overview of the Financial Statements (Continued)

Government-Wide Financial Analysis (Continued)

The School's revenues are predominately received from the School District of Philadelphia based on student enrollment. For the year ended June 30, 2013, the School's expenditures (\$10,737,620) exceeded its revenues (\$9,925,529) by \$812,091.

	<u>2013</u>	<u>2012</u>
Revenues:		
Local educational agencies	\$ 7,724,447	\$ 8,247,337
Other local sources	456,439	200,471
State sources	616,719	423,243
Federal sources	781,245	784,062
Food services	<u>346,679</u>	<u>320,814</u>
Total revenues	<u>9,925,529</u>	<u>9,975,927</u>
Expenditures:		
Other instructional programs	5,803,839	5,384,580
Pupil personnel services	160,124	140,959
Instructional staff services	833	3,061
Administrative services	1,728,894	1,598,625
Pupil health services	139,939	127,357
Business services	586,791	566,215
Operation and maintenance of plant services	1,431,193	1,500,619
Transportation	15,501	9,170
Student activities	110,180	124,213
Food services	607,416	886,133
Interest expense	-	250
Depreciation expense	<u>152,910</u>	<u>178,412</u>
Total expenditures	<u>10,737,620</u>	<u>10,519,594</u>
Change in net position	(812,091)	(543,667)
Net position - beginning	<u>1,865,700</u>	<u>2,409,367</u>
NET POSITION - ENDING	<u>\$ 1,053,609</u>	<u>\$ 1,865,700</u>

Governmental Funds

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

The general fund is the chief operating fund of the School. At the end of the current fiscal year, the unassigned fund balance of the general fund was \$(228,942). The School's governmental funds reported a combined fund balance of \$(225,092) at June 30, 2013.

See independent auditors' report.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

General Fund Budgetary Highlights

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

Capital Assets and Debt Administration

Capital Assets

As of June 30, 2013, the School's net investment in capital assets for its governmental activities totaled \$1,278,701 (net of accumulated depreciation). This net investment in capital assets includes furniture for the School along with leasehold improvements.

Long-term Debt

At June 30, 2013, the School had no long-term debt.

Economic Factors and Next Year's Budgets and Rates

The School does not foresee any substantial variations with next year's economic factors, budgets, or rates.

Future Events That Will Financially Impact the School

The results for the year ended June 30, 2013, include \$260,737 of expenditures in excess of revenues for food services. Management has implemented cost cutting measures which they believe will significantly reduce the amount of excess expenditures moving forward.

Contacting The School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report or requests for additional financial information should be addressed to: Chief Executive Officer, The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc., 447 North Broad Street, Philadelphia, Pennsylvania 19130, or call (215) 923-4880.

Component Unit

Parents United for Better Schools, Inc. ("PUBS") is a component unit of the School and is reported in a separate column in the government-wide financial statements to emphasize that PUBS is legally separate from the School. Complete financial statements of PUBS can be obtained at 31 Maplewood Mall, Philadelphia, PA 19144.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
STATEMENT OF NET POSITION
JUNE 30, 2013**

	<u>Governmental Activities</u>	<u>Component Unit</u>
ASSETS		
Cash	\$ 93,041	\$ 482,216
State subsidies receivable	341,297	-
Federal subsidies receivable	78,314	-
Other receivables	91,561	-
Prepaid expenses	173,279	9,463
Loan fees	-	21,000
Due from related party	189,034	-
Capital assets:		
Building	-	4,000,000
Furniture and equipment	269,563	-
Vehicle	22,012	-
Leasehold improvements	2,786,173	-
Parking lot	-	2,751,422
Less: accumulated depreciation	<u>(1,799,047)</u>	<u>(791,169)</u>
Total assets	<u>2,245,227</u>	<u>6,472,932</u>
LIABILITIES		
Accounts payable and accrued expenses	184,914	-
Accrued salary and benefits	985,944	-
Due to other governments	20,760	-
Long-term obligations:		
Due within one year:		
Notes payable	-	131,153
Due to related party	-	188,934
Due beyond one year:		
Notes payable	<u>-</u>	<u>3,759,873</u>
Total liabilities	<u>1,191,618</u>	<u>4,079,960</u>
Commitments and contingencies (Notes 6, 7, 8, 10, 11 and 12)		
NET POSITION		
Net investment in capital assets	1,278,701	-
Unrestricted	<u>(225,092)</u>	<u>2,392,972</u>
Total net position	<u>\$ 1,053,609</u>	<u>\$ 2,392,972</u>

See accompanying notes to financial statements.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2013**

Functions	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position	
		Operating Grants and Contributions	Governmental Activities	Component Unit	Component Unit
Primary government:					
Governmental activities:					
Other instructional programs	\$ 5,803,839	\$ 1,914,607	\$ (3,889,232)		\$ -
Pupil personnel services	160,124	9,271	(150,853)		-
Instructional staff services	833	-	(833)		-
Administrative services	1,728,894	68,513	(1,660,381)		-
Pupil health services	139,939	38,056	(101,883)		-
Business services	586,791	19,208	(567,583)		-
Operation and maintenance of plant services	1,431,193	159,043	(1,272,150)		-
Transportation	15,501	-	(15,501)		-
Student activities	110,180	1,304	(108,876)		-
Food services	607,416	22,602	(584,814)		-
Depreciation expense	152,910	-	(152,910)		-
Total governmental activities	<u>\$ 10,737,620</u>	<u>\$ 2,232,604</u>	<u>(8,505,016)</u>		<u>-</u>
Component unit:					
PUBS	<u>\$ 537,433</u>	<u>\$ -</u>	<u>-</u>		<u>(537,433)</u>
General revenues:					
Local educational agencies			7,236,486		-
Rental income			-		636,000
All other revenue			456,439		1,138
Total general revenues			<u>7,692,925</u>		<u>637,138</u>
Change in net position			(812,091)		99,705
Net position - beginning			<u>1,865,700</u>		<u>2,293,267</u>
NET POSITION - ENDING			<u>\$ 1,053,609</u>		<u>\$ 2,392,972</u>

See accompanying notes to financial statements.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2013**

	<u>General Fund</u>	<u>Scholarship Fund</u>	<u>Total Governmental Funds</u>
<u>ASSETS</u>			
Cash	\$ 63,475	\$ 29,566	\$ 93,041
State subsidies receivable	341,297	-	341,297
Federal subsidies receivable	78,314	-	78,314
Other receivables	91,561	-	91,561
Due from other fund	25,716	-	25,716
Prepaid expenses	173,279	-	173,279
Due from related party	189,034	-	189,034
TOTAL ASSETS	\$ 962,676	\$ 29,566	\$ 992,242

LIABILITIES AND FUND BALANCE

Liabilities:			
Accounts payable and accrued expenses	184,914	-	184,914
Accrued salary and benefits	985,944	-	985,944
Due to other governments	20,760	-	20,760
Due to general fund	-	25,716	25,716
Total liabilities	1,191,618	25,716	1,217,334
Fund balance:			
Assigned	-	3,850	3,850
Unassigned	(228,942)	-	(228,942)
Total fund balance	(228,942)	3,850	(225,092)
TOTAL LIABILITIES AND FUND BALANCE	\$ 962,676	\$ 29,566	\$ 992,242

See accompanying notes to financial statements.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS TO
THE STATEMENT OF NET POSITION
JUNE 30, 2013**

Total fund balance for governmental funds \$ (225,092)

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

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

Furniture and equipment	269,563	
Vehicle	22,012	
Leasehold improvements	2,786,173	
Less: accumulated depreciation	<u>(1,799,047)</u>	
		<u>1,278,701</u>

TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES **\$ 1,053,609**

See accompanying notes to financial statements.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
 PHILADELPHIA, INC.**
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 OF GOVERNMENTAL FUNDS
 YEAR ENDED JUNE 30, 2013**

	<u>General Fund</u>	<u>Scholarship Fund</u>	<u>Total Governmental Funds</u>
Revenues:			
Local educational agencies	\$ 7,724,447	\$ -	\$ 7,724,447
Other local sources	456,439	-	456,439
State sources	631,718	-	631,718
Federal sources	<u>1,112,925</u>	<u>-</u>	<u>1,112,925</u>
Total revenues	<u>9,925,529</u>	<u>-</u>	<u>9,925,529</u>
Expenditures:			
Instruction	5,799,246	4,593	5,803,839
Support services	4,098,796	-	4,098,796
Non-instructional services	<u>717,596</u>	<u>-</u>	<u>717,596</u>
Total expenditures	<u>10,615,638</u>	<u>4,593</u>	<u>10,620,231</u>
Excess of expenditures over revenues	(690,109)	(4,593)	(694,702)
Other financing sources (uses):			
Interfund transfers	<u>(4,593)</u>	<u>4,593</u>	<u>-</u>
Net change in fund balance	(694,702)	-	(694,702)
Fund balance - beginning	<u>465,760</u>	<u>3,850</u>	<u>469,610</u>
FUND BALANCE - ENDING	<u>\$ (228,942)</u>	<u>\$ 3,850</u>	<u>\$ (225,092)</u>

See accompanying notes to financial statements.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2013**

Net change in fund balance - total governmental funds \$ (694,702)

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

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

Capital outlays	35,521	
Depreciation expense	<u>(152,910)</u>	
		<u>(117,389)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES **\$ (812,091)**

THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Background

The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (the "School") is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997 (the "Act"), and is operating under a charter school contract ending on August 31, 2013. The School is located in Philadelphia, Pennsylvania. During the 2012-2013 school year, the School served students in grades 1 through 12.

The School has financial accountability and control over all activities related to the students' education. The School receives funding from local, state and federal government sources and must comply with the requirements of these funding source entities. The reporting entity of the School is based upon criteria set forth by Governmental Accounting Standards Board ("GASB") Statement No. 14, *The Financial Reporting Entity*. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable, and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

The GASB has issued Statement No. 61, *The Financial Reporting Entity: Omnibus - an Amendment of GASB Statements No. 14 and No. 34* ("Statement 61"). Statement 61 provides additional criteria for classifying entities as component units to better assess the accountability of school officials by ensuring that the financial reporting entity includes only organizations for which the officials are financially accountable or that are determined by the government to be misleading to exclude. The statement is effective for periods beginning after June 15, 2012. Statement 61 does not have any impact on the School's financial statements.

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

Component Unit

Parents United for Better School, Inc. ("PUBS") is a legally separate, tax-exempt component unit of the School. PUBS was organized to advise parents of school children of their rights and to advocate on their behalf, as well as to provide tutoring to school children. Although the School does not control the timing or amounts of receipts from PUBS, the majority of resources, and income thereon, that PUBS holds are restricted to the activities of the School. Because these restricted resources held by PUBS can only be used by or for the benefit of the School, PUBS is considered a component unit of the School and is discretely presented in the School's financial statements.

THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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

Basis of Presentation

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

The GASB has issued Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements* ("Statement 62"). Statement 62 incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance that are included in the following pronouncements issued on or before November 30, 1989, which does not conflict with or contradict GASB pronouncements: Financial Accounting Standards Board (FASB) Statements and Interpretations, Accounting Principles Board Opinions, and Accounting Research Bulletins of the American Institute of Certified Public Accountants' (AICPA) Committee on Accounting Procedure. Statement 62 does not have any impact on the School's financial statements.

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting and Financial Statement Presentation

Government-wide financial statements

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

Fund financial statements

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

THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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

Measurement Focus, Basis of Accounting and Financial Statement Presentation (Continued)
accounting.

The School reports the following major governmental funds:

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

Scholarship Fund - The scholarship fund is the operating fund of the School that accounts for all of the scholarship revenues and expenditures.

Net Position

The School has adopted the provisions of GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* ("Statement 63"). Statement 63 establishes a new statement of net position format that reports separately all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position (which is the net residual amount of the other elements). Statement 63 requires deferred outflows of resources and deferred inflows of resources to be reported separately from assets and liabilities. The financial reporting impact resulting from the implementation of Statement 63 in the School's financial statements was the renaming of "net assets" to "net position," including changing the name of the financial statement from "Statement of net assets" to "Statement of net position." Statement 63 requires the classification of net position into three components - net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

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

THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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

Fund Balance Classification Policies and Procedures

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

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

Budgets and Budgetary Accounting

The School adopts an annual budget on a basis consistent with GAAP for the general fund. The School is required to present the adopted and final budgeted revenues and expenditures for the general fund that were filed and accepted by the Labor, Education and Community Services Comptroller's Office. The general fund budget appears on page 25.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash

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

Prepaid Expenses

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

THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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

Receivables

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

Capital Assets

Capital assets, which include leasehold improvements and furniture and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a threshold level of \$2,500 or more for capitalizing assets. The School does not possess any infrastructure. The infrastructure is owned by PUBS, which is shown discretely. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are expensed. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets, which range from five to thirty-nine years.

Deferred Outflows/Inflows of Resources

Statement 63 provides guidance for reporting deferred outflows of resources, deferred inflows of resources, and net position in the statement of financial position and related disclosures. In compliance with Statement 63, the "Statement of net assets" has been renamed the "Statement of net position" and includes four components: assets, deferred outflows of resources, liabilities, and deferred inflows of resources.

Deferred outflows of resources represent a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School has no items that qualify for reporting in this category.

Deferred inflows of resources represent an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School has no items that qualify for reporting in this category.

Advertising Costs

All costs associated with advertising and promotions are expensed in the year incurred.

Income Tax Status

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

Uncertain Tax Positions

The School accounts for uncertainty in income taxes in which tax positions initially need to be recognized in the financial statements when it is more likely than not that the positions will be sustained upon examination by taxing authorities. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure and transition.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

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

Uncertain Tax Positions (Continued)

As of June 30, 2013, the School had no uncertain tax positions that qualified for either recognition or disclosure in the financial statements. Additionally, the School had no interest and penalties related to income taxes.

The School files income tax returns in the U.S. federal jurisdiction. With few exceptions, the School is no longer subject to U.S. federal and state tax examinations by taxing authorities for years before fiscal year ended June 30, 2010.

Subsequent Events

The School has evaluated subsequent events through December 22, 2013, the date on which these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

NOTE 2. CASH

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

As of June 30, 2013, the custodial risk is as follows:

	<u>Governmental Activities</u>	<u>Component Unit</u>
Uninsured and uncollateralized	\$ -	\$ 198,740
Collateralized	-	-
Uninsured and collateral held by the pledging bank's trust department not in the School's name	-	-
Total	<u>\$ -</u>	<u>\$ 198,740</u>

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 2. CASH (CONTINUED)

Reconciliation to the financial statements:

	Governmental Activities	Component Unit
Cash exposed to custodial risk	\$ -	\$ 198,740
Plus: Insured amount	156,984	283,476
Less: Outstanding checks	(68,531)	-
Plus: Deposits in transit	4,588	-
	\$ 93,041	\$ 482,216

NOTE 3. RECEIVABLES

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

A summary of receivables is as follows:

<u>Receivables</u>	<u>Amount</u>
Federal	\$ 78,314
State	341,297
Private	91,561
	\$ 511,172

NOTE 4. LOCAL EDUCATIONAL AGENCY ASSISTANCE (REVENUE)

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

Charter schools are funded by the local public school district. For non-special education students, the charter school receives for each student enrolled no less than the budgeted total expenditure per average daily membership of the prior school year as defined by the Act. For the year ended June 30, 2013, the rate was \$8,064 per year per student for most students, plus additional funding for special education students and transportation. The annual rate is paid monthly and is prorated if a student enters or leaves during the year. Total revenue from student enrollment was \$7,724,447 for the year ended June 30, 2013.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 5. CAPITAL ASSETS, NET

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

	Balance <u>July 1, 2012</u>	<u>Additions</u>	<u>Disposals</u>	Balance June 30, 2013
Furniture and equipment	\$ 234,042	\$ 35,521	\$ -	\$ 269,563
Vehicle	22,012	-	-	22,012
Leasehold improvements	2,786,173	-	-	2,786,173
Less: accumulated depreciation	(1,646,137)	(152,910)	-	(1,799,047)
Capital assets, net	<u>\$ 1,396,090</u>	<u>\$ (117,389)</u>	<u>\$ -</u>	<u>\$ 1,278,701</u>

Depreciation expense for the year ended June 30, 2013, was \$152,910.

NOTE 6. LINE OF CREDIT

The School maintained a \$150,000 line of credit from Susquehanna Bank for working capital and general business purposes. The line bore interest at prime and was payable on demand. The line was closed on June 24, 2013.

NOTE 7. RELATED-PARTY TRANSACTIONS AND FACILITY LEASING ARRANGEMENTS

In May 2003, the School entered into a 20-year lease with PUBS due in monthly payments of \$50,000. On June 28, 2012, the lease was amended to state that the monthly payments will increase by 3% annually, beginning on July 1, 2013. All costs of the building, such as utilities, assessments and taxes, etc., shall be paid by the School as additional rent. The lease terminates if the School's charter is not renewed. Rental expense for the fiscal year ended June 30, 2013, was \$636,000.

Future minimum lease payments as of June 30, 2013, are as follows:

<u>Year ending June 30:</u>	
2014	\$ 618,000
2015	636,540
2016	655,636
2017	675,305
2018	695,564
Thereafter	<u>3,803,631</u>
	<u>\$ 7,084,676</u>

The CEO of the School is the executive director of PUBS. During the year ended June 30, 2013, the School used the services of School Attendance and Truancy, LLC. This company is a related party to the School. The owner of this company is the husband of the CEO of the School.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 8. COMMITMENTS AND CONTINGENCIES

The School is a guarantor on the long-term debt of PUBS as mentioned in Note 12.

In July 2013, the School entered into a two-year agreement with an organization for various business services at a monthly rate of \$8,750. Minimum payments under the agreement are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2014	\$ 105,000
2015	<u>105,000</u>
	<u>\$ 210,000</u>

NOTE 9. RETIREMENT PLAN

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

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

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.5% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System prior to, on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.50% (Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 9. RETIREMENT PLAN (CONTINUED)

- Members who joined the System on or after July 1, 2011, may choose between two classes of membership and, therefore, two different base contribution rates that are subject to a limited fluctuation based on a "shared risk." Membership Class T-E members will have a base employee contribution rate of 7.5%, with shared risk contribution rate levels from 7.5% through and including 9.5%. Membership Class T-F members have a base employee contribution rate of 10.3%, with shared risk contribution rate levels from 10.3% through and including 12.3%.

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

Contributions required of the School are based upon an actuarial valuation. For the fiscal year ended June 30, 2013, the rate of the School's contribution was 12.36% of covered payroll. The 12.36% rate is composed of a pension contribution rate of 11.5% for pension benefits and 0.86% for healthcare insurance premium assistance. Payroll expense for employees covered by the System for the years ended June 30, 2013, was approximately \$5,220,000. The School's contributions to the System for the years ended June 30, 2013, 2012, and 2011, amounted to \$662,267, \$425,093, and \$242,890, respectively.

NOTE 10. GRANT CONTINGENCIES

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

NOTE 11. LITIGATION

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

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 12. COMPONENT UNIT

Capital Assets, Net

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

	Balance <u>July 1, 2012</u>	<u>Additions</u>	<u>Disposals</u>	Balance June 30, 2013
Building	\$ 4,000,000	\$ -	\$ -	\$ 4,000,000
Parking lot	2,751,422	-	-	2,751,422
Less: accumulated depreciation	<u>(680,679)</u>	<u>(110,490)</u>	<u>-</u>	<u>(791,169)</u>
Capital assets, net	<u>\$ 6,070,743</u>	<u>\$ (110,490)</u>	<u>\$ -</u>	<u>\$ 5,960,253</u>

Depreciation expense for the year ended June 30, 2013, was \$110,490.

Long-Term Obligations

On June 29, 2012, PUBS obtained a note in the amount of \$4,005,963 from Susquehanna Bank to refinance the improvements and renovations of the building that is used as the School's facility as well as to purchase the adjacent parking lot. The School is a guarantor on the note. Monthly payments of \$25,963, including principal and interest, commenced on August 1, 2012. These principal and interest payments are payable in 59 consecutive installments based on a 20-year amortization schedule, with a balloon payment due on July 1, 2017. The note bears interest at 4.7% per annum. The loan is secured by the property and by substantially all of the assets of PUBS and the School. At June 30, 2013, the balance of the note was \$3,891,026.

Future principal and interest requirements of long-term debt based on the schedule of mandatory redemption are as follows:

<u>Year Ending June 30:</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2014	\$ 131,153	\$ 180,077	\$ 311,230
2015	137,452	173,778	311,230
2016	144,053	167,177	311,230
2017	150,971	160,259	311,230
2018	158,222	153,008	311,230
2019-2023	912,658	643,493	1,556,151
2024-2028	1,153,900	402,251	1,556,151
2029-2033	<u>1,102,617</u>	<u>105,830</u>	<u>1,208,447</u>
	<u>\$ 3,891,026</u>	<u>\$ 1,985,873</u>	<u>\$ 5,876,899</u>

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

	Balance <u>July 1, 2012</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, 2013	Amount Due in One Year
Note payable	<u>\$ 4,005,963</u>	<u>\$ -</u>	<u>\$ 114,937</u>	<u>\$ 3,891,026</u>	<u>\$ 131,153</u>

REQUIRED SUPPLEMENTARY INFORMATION

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.**
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (NON-GAAP)
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2013

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Over (Under) Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues:				
Local educational agencies	\$ 8,743,641	\$ 8,743,641	\$ 7,724,447	\$ (1,019,194)
Other sources	-	-	456,439	456,439
State sources	605,669	605,669	631,718	26,049
Federal sources	<u>757,000</u>	<u>757,000</u>	<u>1,112,925</u>	<u>355,925</u>
Total revenues	<u>10,106,310</u>	<u>10,106,310</u>	<u>9,925,529</u>	<u>(180,781)</u>
Expenditures:				
Instruction	5,318,789	5,318,789	5,803,839	485,050
Support services	3,834,524	3,834,524	4,098,796	264,272
Non-instructional services	<u>816,835</u>	<u>816,835</u>	<u>717,596</u>	<u>(99,239)</u>
Total expenditures	<u>9,970,148</u>	<u>9,970,148</u>	<u>10,620,231</u>	<u>650,083</u>
Net change in fund balance	136,162	136,162	(694,702)	(830,864)
Fund balance - beginning	<u>469,610</u>	<u>469,610</u>	<u>469,610</u>	<u>-</u>
FUND BALANCE - ENDING	<u>\$ 605,772</u>	<u>\$ 605,772</u>	<u>\$ (225,092)</u>	<u>\$ (830,864)</u>

See independent auditors' report.

SINGLE AUDIT

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013**

<u>Grantor Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass- Through Grantor's Number</u>	<u>Federal Expenditures</u>
U.S. Department of Education, Passed-through the Pennsylvania <u>Department of Education</u>			
Title I Grants to LEAs	84.010	013-130869	\$ 663,286
Improving Teacher Quality State Grants	84.367	020-130869	69,561
U.S. Department of Agriculture, Passed-through the Pennsylvania <u>Department of Education</u>			
National School Lunch Program	10.555	362	210,606
National School Lunch Program	10.555	359	9,523
School Breakfast Program	10.553	367	111,551
U.S. Department of Education, Passed-through the <u>School District of Philadelphia</u>			
Special Education Grants to States	84.027	N/A	<u>48,398</u>
Total Federal Financial Assistance			<u>\$ 1,112,925</u>

See accompanying notes to schedule of expenditures of federal awards.

THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013

NOTE 1. GENERAL

The accompanying schedule of expenditures of federal awards presents the activity of all federal financial assistance programs of The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (the "School"). The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE 2. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting, which is described in Note 1 to the School's financial statements.



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

To the Board of Trustees
The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc.
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the discretely presented component unit, and each major fund of The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (the "School") as of and for the year ended June 30, 2013, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 22, 2013.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Management's response to the findings identified in our audit is described in the response section of the accompanying schedule of findings and questioned costs. We did not audit the School's response and, accordingly, we express no opinion on it.

Purpose of this Report

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

Citrin Cooperman & Company, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania
December 22, 2013



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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the Board of Trustees
The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc.
Philadelphia, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc.'s (the "School") compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget* ("OMB") *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

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

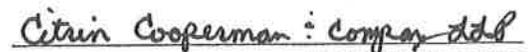
Report on Internal Control Over Compliance

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

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

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

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


CITRIN COOPERMAN & COMPANY, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania
December 22, 2013

**THE MATHEMATICS, CIVICS AND SCIENCES CHARTER SCHOOL OF
PHILADELPHIA, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2013**

A. SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unqualified opinion on the financial statements of The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (the "School").
2. No reportable conditions relating to the financial statements are reported in the Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of the School were disclosed during the audit.
4. No reportable conditions relating to the audit of major federal award programs are reported in the Independent Auditors' Report on Compliance for Each Major Program and Internal Control over Compliance Required by OMB Circular A-133.
5. The auditors' report on compliance for the major federal award programs for the School expresses an unqualified opinion.
6. There were no audit findings that were required to be reported under OMB Circular A-133.
7. The programs tested as major programs were Title I Grants to LEAs, CFDA #84.010, National School Lunch Program, CFDA#10.555, School Breakfast Program, CFDA#10.553.
8. The threshold for distinguishing Type A and Type B programs was \$300,000.
9. The School does not qualify as a low-risk auditee.

B. FINDINGS - FINANCIAL STATEMENT AUDIT

There were no financial statement findings.

C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAM AUDIT

There were no findings and questioned costs for federal awards, which would include audit findings as defined in OMB Circular A-133.

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: Math Civics & Sciences CS

Chief Executive Officer: Ms. Veronica Joyner

Special Education Director/Coordinator: Donnette Dalcin

BSE Special Education Adviser: Walter Howard

Date of Report: July 11, 2014

Date Final Report Sent to LEA: June 11, 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: June 20, 2014

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
	N					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	The LEA will develop a policy which meets the requirements of 34 CFR 300.5 and 300.6, 300.105, and 300.324. A copy of the policy will be submitted to the BSE Adviser as verification of this corrective action.	06/11/2015 LEA	
	N					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	The LEA will develop a policy which meets the requirements of 34 CFR 300.113, for ensuring that hearing aids worn in school by children with hearing impairments are functioning properly. A copy of the policy will be submitted to the BSE Adviser as verification of this corrective action.	06/11/2015 LEA	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The LEA will develop a Positive Behavior Support Policy which meets the requirements of 22 Pa. Code 711.46 (f). In addition to the requirements stated, the LEA will ensure that the policy specifically includes the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints. The LEA will maintain an agenda and sign as verification of staff who have been trained. The PDE Adviser will review the written policy and log as verification of the same.	06/11/2015 LEA	
	N					3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.	The LEA will develop a child find procedure which meets the requirements of: 4 CFR 300.111(a)(1)(i)(ii)(c)(1)(2)(a) and - 22 Pa. Code 711.21(a)The PDE Adviser will review the written policy and log as verification of the same.	06/11/2015 LEA	
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The LEA will develop a confidentiality procedure which meets the requirements of:34 CFR 300.610,34 CFR 300.535(b)(1)(2), and 22 Pa. Code 711.8(a)(b). The PDE Adviser will review the written policy as verification of the same.	06/11/2015 LEA	
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					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.	The LEA will develop an Independent Educational Evaluation procedure which meets the requirements of:34 CFR 300.502. The PDE Adviser will review the written policy as verification of the same.	06/11/2015 LEA	
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA’s continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will add at least one additional (0.5) FTE additional support staff to the special education department, To provide direct in class support and individual/small group instruction. [The LEA added (1) FTE support the special education department immediately following the onsite review. No further action is required.]	06/11/2015 LEA (no further action is required at this time)	06/20/2014
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
	N					15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	The LEA must offer and document parent training opportunities designed to assist parents of children with. Specifically, the comply with the requirements of 34 CFR 300.34(c)(8)(i)(ii) (iii) by developing and offering counseling and training opportunities which will assist parents in Understanding their child’s special needs. These opportunities must be directed towards helping parents acquire the knowledge, skills, and abilities necessary to support the implementation of their child’s IEP and IFSP. Training topics should include at a minimum: Child Find, Evaluations, IEP’s, Placement and Procedural Safeguards, Goals and Progress Reporting, Transition, RTII, Behavior Support, Inclusive Practices, Assistive Technology, and Interagency Agreements. The LEA will maintain agendas and sign in sheets. The PDE Adviser will review agendas and sign in sheets as verification of corrective action.	06/11/2015 LEA PATTAN-KOP Phila CS - Office (Training) Phila IU	
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 0 0 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					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.	The LEA will develop and deliver a series of personnel trainings to address Special Education as required by 34CFR 300.34. The trainings will address a variety of special education topics (see topic areas as outlined in the FSA under LEA Procedure, and ER's IEP's, Goals and progress reporting, RTII, 20 Performance Indicators etc..). The LEA will ensure that both general education and special education have access to training offered both in-house and outside of the LEA. The LEA will maintain agendas and sign in sheets as verification of trainings offered. The PDE Adviser will review the same as verification.	06/11/2015 LEA PATTAN-KOP Phila CS - Office (Training) Phila IU	
						INTERVIEW RESULTS (General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	0	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
9	1	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?			
4	0	6				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				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.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					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.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	07/11/2014	06/20/2014
						CLASSROOM OBSERVATIONS			
8	0	1		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
8	0	1		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
3	0	7		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
9	0	1		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
10	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
8	0	1		1		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
10	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 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			
					5 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			
9	1	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	1				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
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? Social interactions. Helpful with others. Helpful with others. Can observe other students for interaction & positive influences. Seeing growth at the child's level from beginning to end. See growth in child's learning levels. Test preparation. Inspires student to work hard & take pride in self. Improving Has role models.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	0	1				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?			
6	0	4				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?			
6	0	4				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	4				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Improve skills. Small group support. Specially designed instruction per IEP. Specially designed instruction per IEP. Specially designed instruction per IEP. Better focus & work.</p>			
0	0	4				<p>SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? 3 periods per week. Three periods per week. Per IEP team. Per IEP team. Per IEP team. Likes setting.</p>			
7	0	3				<p>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?</p>			
10	0	0				<p>SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?</p>			
10	0	0				<p>SE 97. Have necessary supports been offered and/or provided to enable that participation?</p>			
10	0	0				<p>SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?</p>			
10	0	0				<p>SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?</p>			
6	4	0				<p>SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?</p>			
10	0	0				<p>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?</p>			
						Topical Area 3: Performance Indicators			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
0	0	10				FR 159a. NOREP/Prior Written Notice was issued			
						PERMISSION TO REEVALUATE (File Reviews)			
8	2	0			20%	FR 194. PTRE-Consent Form is present in the student file	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
8	0	2				FR 195. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 196. Reason for reevaluation			
6	2	2			25%	FR 197. Types of assessment tools, tests and procedures to be used	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
8	0	2				FR 198. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 199. Parent has selected a consent option	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	5	2			63%	FR 200a. NOREP/Prior Written Notice was issued	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (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)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						REEVALUATION REPORT (File Reviews)			
8	2	0			20%	FR 207. RR is present in the student file	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5			40%	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)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	6	3			86%	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)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
8	0	2				FR 210. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	3	2			38%	FR 211. Date IEP team reviewed existing evaluation data	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	7	2			88%	FR 214. Aptitude and achievement tests	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 215. Current classroom based assessments and local and/or state assessments	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 217. Teacher recommendations	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 218. Lack of appropriate instruction in reading	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 219. Lack of appropriate instruction in math	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 220. Limited English proficiency	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 221. Conclusion regarding need for additional data is indicated	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 222. Reasons additional data are not needed are included	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 225. Summary of findings includes student's educational strengths and needs	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 228. Interpretation of additional data	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 229. Documentation that the student does not achieve adequately for age, etc.	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 230. Indication of process(es) used to determine eligibility	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 231. Instructional strategies used and student-centered data collected	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 232. Educationally relevant medical findings, if any	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 233. Effects of the student's environment, culture, or economic background	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 236. Observation in the student's learning environment	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 237. Other data if needed	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 238. Statement for all 6 items	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 239. Documentation of Evaluation Team Participants	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 240. Documentation that team members Agree/Disagree	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
4	1	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
4	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	2	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	0	5	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	5	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	5	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
10	0	0				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 241. Invitation is present in the student file	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	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)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
7	0	3				FR 243. Demographic data			
7	0	3				FR 244. Purpose(s) of the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	3	5			60%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student’s records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 248. Invited IEP team members	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
7	0	3				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					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			
4	5	1			56%	FR 258. IEP was completed within timelines	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed 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)			
10	0	0				FR 263. Parents			
1	5	4			83%	FR 264. Student	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 267. Local Education Agency Representative			
0	1	9			100%	FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	1	9			100%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
5	5	0			50%	FR 281. Student's present levels of academic achievement	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 282. Student's present levels of functional performance	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	5	4			83%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	6	0			60%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
10	0	0				FR 286. Strengths			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 287. Academic, developmental, and functional needs related to student's disability	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	4	4			67%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	4	5			80%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	3	4			50%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	6	4			100%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	4	4			67%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	4	4			67%	FR 292c. Annual goals are related to the student's transition services	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams or PASA)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	3	7			100%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	3	7			100%	FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	3	7			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
6	0	4				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 302. Measurable Annual Goals	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 303. Description of how student progress toward meeting goals will be measured	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 305. Documentation of progress reporting on Annual Goals	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 306. Short Term Objectives	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	3	4			50%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0			40%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5			40%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	7	1			78%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	8			100%	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	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	8			100%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0			40%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0			40%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 322. Type of support, by amount (itinerant, supplemental, full-time)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 326. If child will not be attending his/her neighborhood school, reason why not	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
						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)			
5	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
4	1	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
5	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?			
5	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.			
9	0	1				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	2				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?			
9	0	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
6	0	4				SE 104. If appropriate, are the student's annual goals based on functional performance?			
4	3	3				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
3	3	4				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? Peer interactions. Social interactions. Social skills. Likes to be with peers. Likes to be with peers. Likes to be with peers. Being with peers. Being with peers, not appearing different. Good services for student. Peer interactions.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	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?			
5	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?			
					2 2 0 1 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			
					4 0 0 1 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			
5	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
7	0	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	2				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
7	0	3				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?			
7	0	3				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	3				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Extra time. Extra time. Extra time. Specially designed instruction per IEP. Specially designed instruction. Specially designed instruction. More focused, keeps up.</p>			
0	0	3				<p>GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Once per week. One 45 minute period. 45 minute period. IEP team. Per IEP team. Per IEP team. Team decision.</p>			
7	0	3				<p>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?</p>			
4	0	6				<p>GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP</p>			
10	0	0				<p>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?</p>			
10	0	0				<p>SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?</p>			
10	0	0				<p>SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?</p>			
10	0	0				<p>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?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
4	0	1	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?			
3	1	1	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?			
4	0	1	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	5	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?			
3	0	2	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?			
6	0	4				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
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)			
3	0	2	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
5	0	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	0	0			P 50c. If yes, what reasons were discussed for recommending removal? Specialized instruction. Necessary skills. Specific classes. Specialized instruction. More focused.			
0	0	0	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Per IEP team. 2 hours per week. Per IEP team. Per IEP team. We talked about it at the IEP.			
5	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	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? Doing much better. Necessary skills. Comfortable in classes. Child is doing much better in grade & report cards. Minimal services needed.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 0 0 1 0 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
3	0	7				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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			
8	2	0			20%	FR 330. Type of action taken	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
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			
8	2	0			20%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	3	4			50%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	<p>The LEA has designated a staff person to apply for and attend the PA Special Education Fellows Program. If not accepted for the program, The LEA will ensure the designated staff person receives comparable training through PATTAN and/or a combination of other resources; in order to master the content as outlined by the PATTAN Fellows Program.</p> <p>The designated person will in turn provide training, and resource information and material to both special education and general education teachers, and related services staff. Additionally, the LEA will review the PATTAN annotated formats, and other resources and seek consultation with BSE, PATTAN, Philadelphia CS office and Philadelphia IU (for training) for assistance in the proper completion of this section related to form and substance.</p> <p>The BSE Adviser will select a random sample of student's records for review in order to satisfy the record review (corrective action verification), and the certificate confirming completion of the Fellows Program or confirmation(s) of similar training will satisfy the training requirement as verification of corrective action.</p>	06/11/2015 LEA PATTAN-KOP (FELLOW Program) Educational Consultants Phila CS – OFFICE Phila – IU (Training)	
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			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	3	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?			
					5 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)			
					4 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		2 4 1 2 2 3 2 2 2 2 3 2 2 2	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Communication with parents. Always lets me know what's going on & always included in my child's education.			
		4	0			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 1	b. progress reports n. other Transition plans.			
		0	0		2 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Good program; glad it is available to children. Likes program. Positive change seen in child. Good program; glad it is available to all children.			
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		2 1	S 126. What kind of support are you currently receiving? a. Learning Support c. Visual Support			
3	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					1 1 1 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Nothing I know it helps me. More time, extra help.			
						S 130. What do you like least about the program? I'm treated like a kid. Nothing Lunches			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 0 1 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? More time/one on one help. Classwork & make up work. More time.			
						S 133. What do you like least about the special education supports/services? None If I don't need help I should not have to get it. Using special education.			
					0 1 1 0 1	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
1	2	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Sports			
						S 137. If no, why not I used to. No reason.			
0	1		2			S 138. Were you invited to participate in the last IEP meeting? Other			
1	1		1			S 139. Did you participate in the last IEP meeting? Other			
0	2		1			S 140. Do you have a post secondary transition program? Other			
1	1		1			S 141. Do you have an employment transition program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Other			
1	1		1			S 142. Do you have a community living transition program? Other			
1	1		1			S 143. Did you assist in the development of the transition program? Other			
1	1		1			S 144. Is that transition plan being followed? Other			
3	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? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
2	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Community service. Helping in the community.			
						S 151. If no, why not? No reason.			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						The LEA must develop a schedule (based on student needs) of special education teacher push in support to the general education classroom settings.	The LEA will evaluate students needs and schedules, and add at least add one (0.5) FTE support person to the special education department to deliver in both push in support and individual/small group instruction. The LEA will provide the PDE Adviser with verification that additional support has been assigned to the department.	09/20/2014 LEA	06/20/2014

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP Goals and Progress Reporting (EBR)	Regarding the(10)students (names given) selected from the initial Educational Benefit Review (EBR) student sample, The LEA will complete an EBR based upon the first three reporting periods of the 2014-2015 school year, tracking the students, needs, IEP goals and progress. The LEA will completed the 10 questions EBR checklist. The PDE Adviser will review the needs, IEP goals, progress reports, and checklist as verification of this corrective action.	06/11/2015 LEA	
						Topical Area 10: Other Improvement Plan Issues			



pennsylvania
DEPARTMENT OF EDUCATION

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

July 14, 2011

Ms. Veronica Joyner
CEO
Math, Civics and Sciences CS
447 North Broad Street
Philadelphia, PA 19123

Dear Ms. Joyner:

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Renee Palakovic". The signature is written in a cursive style.

Renee Palakovic
Chief
Division of Federal Programs

cc: Project File

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

Division of Federal Program
 Consolidated Program Review

2010-2011 School Year

Math Civics and Sciences CS

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Veronica Joyner	215-923-4880	<input checked="" type="checkbox"/>
Business Manager:	Peter Costa	856-533-1656	<input checked="" type="checkbox"/>
Title I Coordinator:	Veronica Joyner	215-923-4880	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Veronica Joyner	215-923-4880	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Peter Costa	856-533-1656	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer/s: Dr. Gaylord J. Conquest

Visit Date: 3/16/2011

Title I Program Review

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

I. Highly Qualified

Component I: Highly Qualified							
The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.							
Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1a. All core content area teachers employed by the LEA are highly qualified.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of teachers and their qualifications. <input type="checkbox"/> Number of teachers who have met highly qualified. <input checked="" type="checkbox"/> Number of teachers working toward becoming highly qualified		MCSCS and the teachers who are not HQ are working together so that they can become HQ.	
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> LEA Plan			
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input checked="" type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		The main reason for the lack of HQ paraprofessionals is that they must take the exam. The exam has not been offered for some time.	

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

II. Parent Involvement

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

<p>c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.			
<p>d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input checked="" type="checkbox"/> Memorandum of Understanding (MOU).			
<p>e. Sent information related to school and parent programs to parents in a format and language the parents could understand;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.			
<p>f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.			
<p>4. School parent involvement policies have been distributed to parents.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input type="checkbox"/> documentation shared or distributed			
<p>5. LEA has required schools to develop a written school-parent compact.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> school-home compact <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda.			
<p>6. Schools hold an annual meeting to inform participating parents about Title I programs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.			

<p>7. LEA and schools have reviewed the effectiveness of school parental involvement activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations.</p> <p><input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.</p>		
<p>8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.</p>		

III. LEA Improvement

Component III: LEA Improvement							
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.							
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)							
<input checked="" type="checkbox"/> If the LEA is not identified for LEA Improvement, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).		
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)			

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <p>Reservation of Funds page of eGrants application.</p> <p>Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p>	<p>If the LEA also has schools in improvement or corrective action, it is required to set aside 10% of the Title I building allocation for professional development. This amount can be used toward the LEA required set aside.</p>		
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IV. School Improvement

Component IV: School Improvement							
Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.							
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)							
<input checked="" type="checkbox"/> If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. (See <i>School Choice section and SES section for additional notification requirements.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). If applicable, the notification must be provided in different languages. 		

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:</p> <ul style="list-style-type: none"> a. Number of students eligible and transferred due to Choice. b. Number of students who were eligible and participated in SES. c. List of available schools for transfer. d. List of available SES providers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA. 		
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of school improvement plan <input type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.) 		
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input type="checkbox"/> Sign-in sheets for professional development activities. <input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <input type="checkbox"/> Title I Budget 		
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes 		

V. School Choice

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

<p>3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.</p>	<p>Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.</p>		
<p>4. The LEA set aside, at a minimum, an amount equal to 5% of its Title I allocation to pay for costs associated with school choice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Reservation of Funds page of eGrants application. <input checked="" type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.</p>	<ul style="list-style-type: none"> LEAs must set aside a minimum of 5%, but do not have to exceed 20%. 		
<p>5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>		
<p>6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants</p>			

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)						
The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.						
Sec. 1116(e)						
☑ If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA at the beginning of the school year notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider. <input type="checkbox"/> Verification of date of notification.	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). This notice may be a part of the general school improvement notification or it may be a separate notice. If applicable, the notification must be provided in different languages. SES may not replace other school programs (Supplement vs. Supplant) 	

<p>2. The LEA posted on their website: a. Number of students eligible for SES. b. Number of students participating in SES c. List of available SES providers</p>	<input type="checkbox"/>	<p>See List of providers on PDE/SES webpage.</p>								
<p>3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.</p>	<input type="checkbox"/>	<p>LEA Website List of SES Providers including distance providers Selection of Schools Low Income data Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. Criteria for priority of services.</p>								
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input type="checkbox"/>	<p>Copies of contracts for each provider and student participating in SES.</p>								
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input type="checkbox"/>	<p>Parent Notifications Signed Agreements</p>	<p>Reviewers should ask parents of eligible students if they are aware of the two SES windows.</p>							
<p>6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.</p>	<input type="checkbox"/>	<p>LEA Policy for access to school facilities. SES Provider agreements</p>								
<p>8. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.</p>	<input type="checkbox"/>	<p>List of each school offering SES and the providers being used along with the number of students participating. SES data entered in eGrants.</p>								

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

VII. Schoolwide Programs

Component VII: Schoolwide Programs							
The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.							
Sec. 1114							
☑ If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans			

<p>2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Schoolwide agenda/minutes. <input type="checkbox"/> School wide plan that includes goals. <input type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.</p>		
<p>2a. Comprehensive Needs Assessment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2b. Schoolwide reform strategies</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2c. Instruction by highly qualified staff</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2d. High quality and ongoing professional development</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2e. High-quality teachers to "high-need" schools</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2f. Parent Involvement</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2g. Transitioning preschool children</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2h. Teacher input in assessment decisions</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>2j. Coordinated budget</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<p>3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports. <input type="checkbox"/> SWP			
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VIII. Targeted Assistance

Component VIII: Targeted Assistance							
The LEA targeted assistance programs meet all requirements.							
Sec. 1115							
☐ If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>☐ Identification of scientifically-researched based instructional models.</p> <p>☐ School improvement plans.</p> <p>☑ Team meetings, professional development, agendas, sign-in sheets, minutes, etc.</p> <p>☑ School schedules and schedules for Title I staff and eligible students.</p> <p>☑ Benchmarks of Title I students receiving supplemental instruction.</p>			
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>☐ School Improvement Plan (identifies targeted assistance programs).</p> <p>☑ Documentation of scheduled team meetings.</p>			
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>☑ Staff schedules</p> <p>☑ Documentation such as agenda for topics, sign-in sheets, etc.</p>			

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

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

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

X. Comparability

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

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Comments

1. Although the school knew which teachers were not highly qualified, they took a recommendation of the federal monitor to have the individual teacher put the plan in a written format with time guidelines. The teacher and the school should also sign this plan which therefore commits the teacher to pursue the coursework and or/exams in a timely manner in order to become highly qualified.
2. All other items were found to be in compliance.

Title II A Program Review

Highly Qualified

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

Professional Development

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

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Class rosters <input checked="" type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools			
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE			
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		N/A	
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement			

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Comments

All components of Title II were found to be in compliance.

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA response to findings.</p> <p><input checked="" type="checkbox"/> PDE follow-up reviews of findings.</p> <p><input checked="" type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.</p>	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	
<p>OMB Circular A-87</p> <p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I. Sec. 1127</p>	<p>1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).</p> <p>2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title I Budget section on eGrants.</p>		
<p>C. Rank Order</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Waiver request on eGrants.</p> <p><input checked="" type="checkbox"/> Waiver request approval on file and at PDE.</p>		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	<ol style="list-style-type: none"> The LEA is only serving eligible schools and all schools above 75% poverty are served. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above. Eligible schools are ranked and served from highest to lowest poverty. The allocation to each eligible school and the per pupil allocation match. Allocations given to Title I schools match approved amounts on consolidated application. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentatio n detailing the poverty data used to determine eligibility <input checked="" type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate. <input checked="" type="checkbox"/> Actual allocations match Consolidated Plan. <input checked="" type="checkbox"/> Per pupil expenditures at building level matches consolidated application <input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
D. Supplement / Supplant The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources. Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A	1. LEA approved budget and records of expenditures of Title I funds at the district level match. 2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources. 3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First *Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased	N/A	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased. 2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained). <input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	We do not own any equipment purchased with Title funds.
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	No equipment was purchased with Title funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<p>2. LEA has reserved a minimum of 5% up to a maximum of 20% for transportation/supplemental services or both unless a lesser amount is needed. (for school improvement schools only; if no schools in school improvement, check NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).</p>		<p>We are not in School Improvement.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<p>3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Procedure for allocation 95% to schools.</p> <p><input type="checkbox"/> 95% allocated to schools.</p> <p><input type="checkbox"/> Line item reflects 1%.</p> <p><input type="checkbox"/> Budget Line Item for professional development.</p> <p><input type="checkbox"/> Agendas, Sign -Ins, Calendar of training, contracts with trainers etc.</p> <p><input checked="" type="checkbox"/> Expenditures supporting professional development.</p>	<p>**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.</p>	

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input checked="" type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	

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

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Comments

All components related to the Fiscal Requirements were found to be in compliance.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
MATH, CIVICS, AND SCIENCES	3/16/2011	Alice Stokes	Supervisor of Title I Teacher Assistants
MATH, CIVICS, AND SCIENCES	3/16/2011	Amy Dowling	Part-time Title I Teacher
MATH, CIVICS, AND SCIENCES	3/16/2011	Andrew Bradshaw	Title I Parent
MATH, CIVICS, AND SCIENCES	3/16/2011	Juanita Solomon	Accountant
MATH, CIVICS, AND SCIENCES	3/16/2011	Kaye Miner	Title I Parent
MATH, CIVICS, AND SCIENCES	3/16/2011	Laura DiLella	Assistant School Business Services-Foundations Manager
MATH, CIVICS, AND SCIENCES	3/16/2011	Michael Pleasant	Title I Parent
MATH, CIVICS, AND SCIENCES	3/16/2011	Mornez Rasdell	First Grade Teacher
MATH, CIVICS, AND SCIENCES	3/16/2011	Paula Gable	Title I Parent
MATH, CIVICS, AND SCIENCES	3/16/2011	Phyllis Mims	Fourth Grade Teacher/Title I Parent
MATH, CIVICS, AND SCIENCES	3/16/2011	Taisha Thompson	Second Grade Teacher
MATH, CIVICS, AND SCIENCES	3/16/2011	Wanda Haines	Office Manager, Human Resources