

Nittany Valley CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

1612 Norma St
State College, PA 16801
(814)867-3842

Phase:	Phase 2
CEO Name:	Kara Martin
CEO E-mail address:	kara@nvcs.org

Governance and Staff

Leadership Changes

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

Changes occurred on the Board of Trustees from the 2012-13 to 2013-14 school year when the President and Vice-President positions became available because of student graduation.

Board of Trustees Meeting Schedule

Location	Date and Time
Nittany Valley Charter School	8/20/2013 7:00 PM
Nittany Valley Charter School	9/18/2013 6:30 PM
Nittany Valley Charter School	10/16/2013 6:30 PM
Nittany Valley Charter School	11/20/2013 6:30 PM
Nittany Valley Charter School	1/15/2014 6:30 PM
Nittany Valley Charter School	2/19/2014 6:30 PM
Nittany Valley Charter School	3/19/2014 6:30 PM
Nittany Valley Charter School	4/9/2014 6:30 PM
Nittany Valley Charter School	5/21/2014 6:30 PM
Nittany Valley Charter School	6/11/2014 3:30 PM
Nittany Valley Charter School	8/20/2014 6:30 PM
Nittany Valley Charter School	9/17/2014 6:30 PM
Nittany Valley Charter School	10/15/2014 6:30 PM
Nittany Valley Charter School	11/19/2014 6:30 PM
Nittany Valley Charter School	12/17/2014 6:30 PM
Nittany Valley Charter School	1/21/2015 6:30 PM
Nittany Valley Charter School	2/18/2015 6:30 PM
Nittany Valley Charter School	3/18/2015 6:30 PM
Nittany Valley Charter School	4/15/2015 6:30 PM
Nittany Valley Charter School	5/20/2015 6:30 PM
Nittany Valley Charter School	6/17/2015 6:30 PM

Professional Staff Member Roster

Joyce Kreuter	
PA Certified	Yes
Areas of Certification	Elementary K-6 and Secondary in all core subjects

Grades Teaching or Serving	6, 7, 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Classroom Teacher grades 6-8
Number of Hours Annually Worked in Assignment	1200
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Phyllis Little	
PA Certified	No
Areas of Certification	Non-Certified - Highly Qualified with a Masters Degree in Math
Grades Teaching or Serving	5, 6, 7, 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	360
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Michael Manni	
PA Certified	Yes
Areas of Certification	Physical Education and Health
Grades Teaching or Serving	1 - 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	P.E., Health and Environmental Education
Number of Hours Annually Worked in Assignment	1200
Percentage of Time in Certified Position	80.0
Percentage of Time in Areas Not Certified	20.0

Michael Fogelsanger	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1 - 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	360
Percentage of Time in Certified Position	75.0
Percentage of Time in Areas Not Certified	25.0

Mary Michaluk	
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PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	2 - 6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	reading and math
Number of Hours Annually Worked in Assignment	860
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Carolyn Maroncelli	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	3, 4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	3 - 4 Classroom Teacher
Number of Hours Annually Worked in Assignment	1200
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Leah Guizar	
PA Certified	No
Areas of Certification	Non-Certified but Highly Qualified in Spanish and ESL
Grades Teaching or Serving	1 -8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish and ESL
Number of Hours Annually Worked in Assignment	860
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Matthew Dashem	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	4, 5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	4 - 5 Classroom Teacher
Number of Hours Annually Worked in Assignment	1200
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Verna Etchells	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	1, 2
All Areas of Assignment, Subject Areas Teaching, or Services Provided	1 -2 Classroom Teacher
Number of Hours Annually Worked in Assignment	1200
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michelle Bower	
PA Certified	Yes
Areas of Certification	Special Education
Grades Teaching or Serving	1 -8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Services for all Identified Students
Number of Hours Annually Worked in Assignment	1600
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jane Foor	
PA Certified	Yes
Areas of Certification	Counseling
Grades Teaching or Serving	1 - 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Skills and Counseling Services
Number of Hours Annually Worked in Assignment	860
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nancy Willis	
PA Certified	Yes
Areas of Certification	School Nurse
Grades Teaching or Serving	1 - 8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Nurse
Number of Hours Annually Worked in Assignment	80
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

No file has been 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
Principal						
Assistant Principal						
Classroom Teacher (including Master Teachers)	4.00	4.00				4.00
Specialty Teacher (including Master Teachers)	5.00	3.00				4.00
Special Education Teacher (including Master Teachers)						
Special Education Coordinator	1.00	1.00				1.00
Counselor	1.00	1.00				1.00
Psychologist						
School Nurse	1.00	1.00				1.00
Totals	13.00	10.00	0	0	0	12.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

We have had and do not expect to have any significant fundraising events. We collect box tops for education, participate in store rewards programs, and accept parent donations that raised \$1,100.00 for our school during the 2013-14 school year.

Fiscal Solvency Policies

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

All financial decisions over \$500.00 must have the approval of the Board of Trustees. The board treasurer double checks all financial activity and reports quarterly to the board.

In addition to maintaining an emergency reserve for regular expenses in case of a temporary loss of income, we maintain a building emergency fund. We plan to add to this fund on a yearly basis (between 3-5% of our annual revenues) in order to ensure that an unexpected expense or a delay in receiving monies will result in minimal disruption to the operation of the school.

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:

NVCS revenue and expenses are recorded in QuickBooks. QuickBooks chart of accounts is set up based on the chart of accounts for PA Public Schools for the ease of budgeting, accounting, and reporting. Payroll service is contracted through Keystone Payroll. They provide payroll service and quarterly reporting. The CEO is responsible for keeping track of all income and expenses and reporting the information to the School Board Treasurer who provides quarterly reports to the Board of Trustees. Any purchases over \$500.00 require prior School Board approval.

Additionally, an yearly Independent Audit is completed by:

Parente Beard LLC
220 Regent Court
State College, PA

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

XLSX file uploaded.

Financial Audits

Basics

Audit Firm: Parente Beard LLC
 Date of Last Audit: 09/01/2013
 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:

This narrative is empty.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: No
 Date of Last Federal Programs Consolidated Review:
 School Year Reviewed:

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Counselor	Nittany Valley Charter School	0.75
Paraprofessionals	Nittany Valley Charter School	2.5
Special Education Director/Teacher	Nittany Valley Charter School	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Hearing Teacher	1 Hours	Intermediate Unit	10 or fewer
Occupational Therapist	2 Hours	Outside Contractor	10 or fewer
Psychologist	1 Hours	Outside Contractor	10 or fewer

Speech Therapist	2.5 Days	Outside Contractor	12
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Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

11/19/2012

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

Nittany Valley Charter School has been in its current building since the fall of 2003. The building was expanded and brought up to code during the summer of 2008. Odds and ends of furnishings were purchased from Penn State Salvage or Centre Peace, where we are able to get high quality furniture for very low prices. The majority of our technology equipment purchases were of refurbished equipment, keeping costs low.

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

\$3,842.00

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:

We amended our charter to include Kindergarten for the upcoming school year. We were able to move teachers and classrooms around to accommodate these new, younger students without having any facilities development; only purging, organizing and painting!

Memorandums of Understanding

Organization	Purpose
State College Police Department	This Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity. This memorandum is an effort to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

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 Kristi Branstetter on 8/1/2014

President, Board of Trustees

Affirmed by Kara Martin on 7/28/2014

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 Kristi Branstetter on 8/1/2014

President, Board of Trustees

Affirmed by Kara Martin on 7/28/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Kristi Branstetter on 8/1/2014

President, Board of Trustees

Affirmed by Kara Martin on 7/28/2014

Chief Executive Officer

**Nittany Valley Charter School
 Fiscal Template
 July 2013 through June 2014**

	Jul '13 - Jun 14	Annual Budget
Ordinary Income/Expense		
Income		
6000 · REVENUE FROM LOCAL SOURCES		
6100 · Employee's deductibles	16,496.31	
6500 · EARNINGS ON INVESTMENTS	82.65	0.00
6700 · Revenue -student activities		
6705 · Snack Fee	1,165.00	0.00
6710 · Lunch/Milk/Pizza money	4,869.30	0.00
Total 6700 · Revenue -student activities	6,034.30	0.00
6900 · Other revenue -local sources		
6920 · Donations from private sources	500.00	0.00
6925 · Grants		
6927 · Math and Science Grant	500.00	
Total 6925 · Grants	500.00	0.00
6930 · Fundraising	1,208.91	2,000.00
6990 · Miscellaneous revenue		
6994 · Giant Card Income	2,300.00	
6995 · box tops	316.53	0.00
6990 · Miscellaneous revenue - Other	42.69	0.00
Total 6990 · Miscellaneous revenue	2,659.22	0.00
6900 · Other revenue -local sources - Other	50.00	
Total 6900 · Other revenue -local sources	4,918.13	2,000.00
6000 · REVENUE FROM LOCAL SOURCES - Other	50.00	
Total 6000 · REVENUE FROM LOCAL SOURCES	27,581.39	2,000.00
7000 · Revenue from state sources		
7300 · Refund Prior Year Expenditures		
7330 · Health Services (Med., Dental)	3,414.07	
Total 7300 · Refund Prior Year Expenditures	3,414.07	
7800 · Subsidy for state paid benefits		
7820 · Retirement	5,110.50	2,000.00
Total 7800 · Subsidy for state paid benefits	5,110.50	2,000.00
Total 7000 · Revenue from state sources	8,524.57	2,000.00
8000 · Revenue from federal sources		
8515 · Title II Prof. Dev. Grant	1,034.81	1,000.00
8810 · Medical Asst. Reimburse -ACCESS	582.79	5,000.00
Total 8000 · Revenue from federal sources	1,617.60	6,000.00
8700 · IDEA Flow-Thru	15,698.02	13,000.00
9000 · Other financing sources		
9600 · Incoming transfers		
9611 · Receipts -from other LEA's -PA	671,788.38	636,860.00
Total 9600 · Incoming transfers	671,788.38	636,860.00
Total 9000 · Other financing sources	671,788.38	636,860.00
Total Income	725,209.96	659,860.00
Expense		

**Nittany Valley Charter School
 Fiscal Template
 July 2013 through June 2014**

	Jul '13 - Jun 14	Annual Budget
1000 - INSTRUCTION		
1100 - REGULAR PROGRAMS		
1100100 - PERSONNEL SERVICES		
1100120 - Instructor - educational		
1100121 - Classroom teachers	256,037.49	253,175.00
Total 1100120 - Instructor - educational	<u>256,037.49</u>	<u>253,175.00</u>
Total 1100100 - PERSONNEL SERVICES	256,037.49	253,175.00
1100200 - PERSONNEL SERV.-EMP. BENEFITS		
1100220 - SS contributions	19,505.12	16,500.00
1100230 - Employer cont. simple IRA	7,381.03	4,500.00
1100250 - Unemployment comp.	2,483.86	1,672.23
1100270 - Health Benefits		
1100271 - Medical	38,085.22	38,628.32
1100272 - Dental	2,707.58	1,793.00
1100273 - Life ins.	190.08	296.12
1100274 - Income protection -disability	383.50	349.56
Total 1100270 - Health Benefits	<u>41,366.38</u>	<u>41,067.00</u>
Total 1100200 - PERSONNEL SERV.-EMP. BENEFITS	70,736.39	63,739.23
1100300 - PURCHASED PROF. & TECH. SERV.S		
1100320 - Professional- Educational	0.00	500.00
1100321 - Title II - Prof. Dev. Grant	1,097.95	1,000.00
1100340 - Technical services	5,508.00	7,000.00
Total 1100300 - PURCHASED PROF. & TECH. SERV.S	<u>6,605.95</u>	<u>8,500.00</u>
1100500 - OTHER PURCHASED SERV.		
1100550 - Printing and binding		
1100555 - Copier Rental and Usage	3,452.28	2,000.00
Total 1100550 - Printing and binding	<u>3,452.28</u>	<u>2,000.00</u>
1100580 - Travel		
1100582 - Fieldtrips	6,778.00	7,000.00
Total 1100580 - Travel	<u>6,778.00</u>	<u>7,000.00</u>
Total 1100500 - OTHER PURCHASED SERV.	10,230.28	9,000.00
1100600 - SUPPLIES		
1100601 - Math and Science Grant -Exxon	457.37	
1100610 - General supplies	4,805.95	5,000.00
1100620 - Schoolwide Positive SupportPlan	372.95	
1100625 - ESL Title III expenses	79.01	
1100630 - Food		
1100634 - Staff Food	262.20	200.00
Total 1100630 - Food	<u>262.20</u>	<u>200.00</u>
1100640 - Books	212.53	1,000.00
Total 1100600 - SUPPLIES	<u>6,190.01</u>	<u>6,200.00</u>
1100800 - OTHER OBJECTS - MISC		
1100820 - Testing and scoring	558.27	700.00
1100840 - Technology Equipment	12,158.65	11,000.00

Nittany Valley Charter School Fiscal Template July 2013 through June 2014

	Jul '13 - Jun 14	Annual Budget
Total 1100800 · OTHER OBJECTS - MISC	12,716.92	11,700.00
Total 1100 · REGULAR PROGRAMS	362,517.04	352,314.23
1200 · SPECIAL PROGRAMS		
1200100 · SPED Transportation Fees	35.39	
1200300 · Sensory Support		
1200310 · Emotional Support	10,755.48	
1200400 · Outside Services (Evaluations)	4,080.00	6,000.09
1225330 · Hearing Therapist	3,221.06	
1225331 · Speech Therapy	26,846.64	15,590.76
1225332 · Physical Therapy	0.00	2,104.12
1225333 · Occupational Therapy	1,876.26	1,305.03
Total 1200300 · Sensory Support	46,779.44	25,000.00
1200500 · Professional Dev. SPED	10.00	
1200800 · Other -IDEA Summer School	4,990.00	5,000.00
1240 · Academic Support		
1240100 · PERSONNEL SERVICES		
1240130 · Special Ed. Coord.	32,999.72	33,000.00
1240150 · Special Ed Assistant	45,303.32	27,000.00
1240160 · Counselor Services	17,327.25	15,000.00
Total 1240100 · PERSONNEL SERVICES	95,630.29	75,000.00
1240200 · PERSONNEL SERV.-EMP. BENEFITS		
1240220 · SS Contributions	7,570.77	6,156.16
1240230 · Company contr. simple IRA	2,810.23	600.00
1240250 · Unemployment Comp.	1,489.17	999.96
1240270 · Health Benefits	27,426.10	19,068.84
1240272 · Dental Benefits	2,224.00	2,342.12
1240273 · life ins.	95.04	242.28
1240274 · Income Protection - Disability	98.86	200.76
Total 1240200 · PERSONNEL SERV.-EMP. BENEFITS	41,714.17	29,610.12
1240600 · SPED SUPPLIES	1,546.71	2,500.00
Total 1240 · Academic Support	138,891.17	107,110.12
Total 1200 · SPECIAL PROGRAMS	190,706.00	137,110.12
Total 1000 · INSTRUCTION	553,223.04	489,424.35
2000 · SUPPORT SERVICES		
2300 · ADMINISTRATION		
2320 · Staff Holiday Bonuses	1,120.00	1,000.00
2360 · Superintendents office		
2300100 · PERSONNEL SERVICES		
2360111 · Salaries- Administrative	45,000.02	45,000.00
2360112 · Salaries - Assistant	3,918.18	2,000.00
Total 2300100 · PERSONNEL SERVICES	48,918.20	47,000.00
2300200 · PERSONNEL SERV.-EMP. BENEFITS		
2360220 · SS contributions	3,747.18	3,499.92
2360230 · Comp. contr. to simple IRA	1,349.92	1,156.56

**Nittany Valley Charter School
 Fiscal Template
 July 2013 through June 2014**

	Jul '13 - Jun 14	Annual Budget
2360250 · Unemployment comp.	357.64	305.78
2360272 · Dental	956.25	592.92
2360273 · Life insurance	43.56	109.92
2360274 · Income protection- disability	79.20	75.00
2360290 · Non-School Provided HC Reimburs	2,252.88	
Total 2300200 · PERSONNEL SERV.-EMP. BENEFITS	8,786.63	5,740.10
2300300 · PURCHASED PROF. & TECH SERV.		
2300320 · Payroll services	2,867.56	3,000.00
Total 2300300 · PURCHASED PROF. & TECH SERV.	2,867.56	3,000.00
2300500 · Communications		
2360531 · Postage supplies	263.19	500.00
Total 2300500 · Communications	263.19	500.00
2300540 · Advertising	1,057.79	1,200.00
2300580 · Travel	0.00	153.00
2360600 · Administrative Supplies		
2360610 · General	1,024.58	1,000.00
Total 2360600 · Administrative Supplies	1,024.58	1,000.00
Total 2360 · Superintendents office	62,917.95	58,593.10
Total 2300 · ADMINISTRATION	64,037.95	59,593.10
2400 · PUPIL HEALTH		
2440 · Nursing services		
2440220 · SS contributions	112.83	150.00
2440230 · Employer IRA Cont. (PSERS)	124.48	144.00
2440250 · Unemployment Comp.	41.31	51.00
2440270 · Health Benefits	739.29	1,344.00
2440 · Nursing services - Other	1,475.00	2,500.00
Total 2440 · Nursing services	2,492.91	4,189.00
Total 2400 · PUPIL HEALTH	2,492.91	4,189.00
2500 · BUSINESS		
2500300 · Fiscal services		
2519 · Other fiscal services	8.00	0.00
2500300 · Fiscal services - Other	6,756.55	8,000.00
Total 2500300 · Fiscal services	6,764.55	8,000.00
2500500 · Other support serv.		
2500510 · Purchased Dues and Fees	10.00	0.00
2500520 · Insurance	12,595.00	11,000.00
Total 2500500 · Other support serv.	12,605.00	11,000.00
Total 2500 · BUSINESS	19,369.55	19,000.00
2600 · OPER. & MAIN. OF PLANT SERVICES		
2600200 · PERSONNEL SERV. -EM. BENEFITS		
2600220 · SS Contributions	685.27	720.00
2600250 · Unemployment Comp.	213.36	192.00
2600270 · Health Benefits	5,038.16	3,420.00
2600272 · Dental Benefits	517.20	734.67

**Nittany Valley Charter School
 Fiscal Template
 July 2013 through June 2014**

	Jul '13 - Jun 14	Annual Budget
2600274 · Income Protection - disability	17.60	26.88
2600275 · Life Ins.	43.56	60.00
Total 2600200 · PERSONNEL SERV. -EM. BENEFITS	6,515.15	5,153.55
2620 · Building services- operation		
2600300 · Purchased serv.		
2600620 · Custodial services	10,220.00	10,500.00
2600621 · Fire/Security Monitoring	1,056.20	1,000.00
Total 2600300 · Purchased serv.	11,276.20	11,500.00
2600320 · Utility serv.		
2620421 · Natural gas	1,131.07	1,420.79
2620422 · Electricity	4,786.04	4,765.55
2620423 · Water	652.10	615.91
2620425 · Phone service & Internet	1,967.58	2,396.75
2620426 · Garbage disposal	813.00	801.00
2620429 · Ehrlich Pest Control	694.23	
Total 2600320 · Utility serv.	10,044.02	10,000.00
2600400 · Repairs and main. serv.		
2600430 · Furniture	1,300.43	1,000.00
2600431 · Repairs & main. of buildings	2,403.75	1,000.00
2600400 · Repairs and main. serv. - Other	138.21	
Total 2600400 · Repairs and main. serv.	3,842.39	2,000.00
2600600 · Custodial Supplies	1,295.85	1,000.00
Total 2620 · Building services- operation	26,458.46	24,500.00
2630 · Care & upkeep of grounds		
2630412 · Snow plowing	5,342.00	4,000.00
2630414 · Lawn care	1,100.00	1,000.00
2630700 · Property	49.00	
Total 2630 · Care & upkeep of grounds	6,491.00	5,000.00
Total 2600 · OPER. & MAIN. OF PLANT SERVICES	39,464.61	34,653.55
Total 2000 · SUPPORT SERVICES	125,365.02	117,435.65
3000 · OPERATION OF NONSTRUCT. SERV.		
3000000 · Employee Deductible payments	16,361.86	
3000100 · Fundraising Expenses	773.82	0.00
3000400 · Giant Cards	2,395.00	0.00
3000500 · Pizza Expense	1,911.50	0.00
3000600 · Snack Expense	2,529.93	3,000.00
3000700 · Lunch/milk expense	3,213.78	0.00
Total 3000 · OPERATION OF NONSTRUCT. SERV.	27,185.89	3,000.00
5000 · OTHER FINANCING USES		
5100 · Principal Debt Payments	17,923.99	17,673.38
5200 · Building Interest Expense	26,055.76	32,326.62
Total 5000 · OTHER FINANCING USES	43,979.75	50,000.00
9999 · Payroll	-1,390.45	0.00
Total Expense	748,363.25	659,860.00

Nittany Valley Charter School
Fiscal Template
July 2013 through June 2014

Net Ordinary Income
Net Income

Jul '13 - Jun 14	Annual Budget
-23,153.29	0.00
-23,153.29	0.00

**Nittany Valley Charter School,
Inc.**

Financial Statements

June 30, 2013



Nittany Valley Charter School, Inc.

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June 30, 2013

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Independent Auditors' Report

Board of Directors
Nittany Valley Charter School, Inc.

We have audited the accompanying financial statements of the governmental activities and the major fund of Nittany Valley Charter School, Inc., as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Nittany Valley Charter School, Inc.'s basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Nittany Valley Charter School, Inc., as of June 30, 2013, and the respective changes in financial position and budgetary comparison for the General Fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Management has omitted the Management's Discussion and Analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing 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 the financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. Our opinion on the basic financial statements is not affected by this missing information.

ParenteBeard LLC

State College, Pennsylvania
September 3, 2013

Nittany Valley Charter School, Inc.

Statement of Net Position

June 30, 2013

Assets

Current Assets

Cash	\$ 123,591
------	------------

Capital Assets

Property and equipment	1,075,632
Accumulated depreciation	<u>(230,310)</u>

Total capital assets, net	<u>845,322</u>
---------------------------	----------------

Total assets	<u><u>\$ 968,913</u></u>
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Liabilities and Net Position

Liabilities

Current Liabilities

Current portion of long-term debt	\$ 18,189
Accounts payable	<u>6,682</u>

Total current liabilities	24,871
---------------------------	--------

Long-term, Debt

	<u>562,120</u>
--	----------------

Total liabilities	<u>586,991</u>
-------------------	----------------

Net Position

Invested in capital assets, net of related debt	265,013
Unrestricted	<u>116,909</u>

Total net position	<u>381,922</u>
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Total liabilities and net position	<u><u>\$ 968,913</u></u>
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See notes to financial statements

Nittany Valley Charter School, Inc.

Statement of Activities

Year Ended June 30, 2013

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues Operating Grants and Contributions</u>	<u>Net (Expense) Revenues and Changes in Net Position</u>
			<u>Governmental Activities</u>
Governmental Activities			
Instruction	\$ (577,550)	\$ 700,751	\$ 123,201
Administrative and financial support services	(85,956)	104,292	18,336
Operation and maintenance of plant services	(45,129)	-	(45,129)
Noninstructional services	(11,815)	12,890	1,075
Interest on long-term debt	(29,681)	-	(29,681)
	<u>\$ (750,131)</u>	<u>\$ 817,933</u>	
Total			67,802
General Revenues			
Investment earnings			47
			<u>67,849</u>
Change in Net Position			
			67,849
Net Position, Beginning			314,073
			<u>314,073</u>
Net Position, Ending			\$ 381,922
			<u>\$ 381,922</u>

See notes to financial statements

Nittany Valley Charter School, Inc.

Balance Sheet - Governmental Fund

June 30, 2013

Assets

Cash	<u><u>\$ 123,591</u></u>
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Liabilities and Fund Balance

Liabilities

Accounts payable	\$ 6,682
------------------	----------

Fund Balance

Unassigned	<u>116,909</u>
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Total	<u><u>\$ 123,591</u></u>
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See notes to financial statements

Nittany Valley Charter School, Inc.

Reconciliation of the Governmental Fund
Balance Sheet to the Statement of Net Position
June 30, 2013

Fund Balance - Governmental Fund \$ 116,909

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

Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental fund. The cost of assets is \$1,075,632 and the accumulated depreciation is \$230,310. 845,322

Long-term liabilities, including mortgage payable, are not due and payable in the current period, and therefore are not reported as liabilities in the fund. (580,309)

Total net position - governmental activities \$ 381,922

Nittany Valley Charter School, Inc.

Statement of Revenues, Expenditures and Change in Fund Balance - General Fund
Year Ended June 30, 2013

Revenues

Local sources	\$ 787,639
State sources	4,355
Federal sources	<u>25,986</u>
Total revenues	<u>817,980</u>

Expenditures

Instruction	556,127
Support services	131,085
Operation of noninstructional services	11,815
Debt service	<u>48,158</u>
Total expenditures	<u>747,185</u>

Revenues Over Expenditures

70,795

Fund Balance, Beginning46,114**Fund Balance, Ending**\$ 116,909

See notes to financial statements

Nittany Valley Charter School, Inc.

Reconciliation of the Governmental Fund

Statement of Revenues, Expenditures and Change in Fund Balance to the Statement of Activities

Year Ended June 30, 2013

Net Change in Fund Balance - Governmental Fund **\$ 70,795**

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

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

Depreciation expense	(26,999)
Capital outlays	5,576

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

18,477

Change in net position of governmental activities

\$ 67,849

Nittany Valley Charter School, Inc.

Statement of Revenues, Expenditures and Changes in
Fund Balances - Budget and Actual - General Fund
Year Ended June 30, 2013

	Original and Final Budget	Actual	Variance with Final Budget
Revenues			
Local sources	\$ 651,860	\$ 787,639	\$ 135,779
State sources	2,000	4,355	2,355
Federal sources	6,000	25,986	19,986
Total revenues	<u>659,860</u>	<u>817,980</u>	<u>158,120</u>
Expenditures			
Instruction:			
Regular program	352,314	400,007	(47,693)
Special programs	<u>137,910</u>	<u>156,120</u>	<u>(18,210)</u>
Total instruction	<u>490,224</u>	<u>556,127</u>	<u>(65,903)</u>
Support services:			
Administration	58,593	65,289	(6,696)
Pupil health	4,189	2,768	1,421
Business	19,200	17,899	1,301
Operation and maintenance of plant	<u>34,654</u>	<u>45,129</u>	<u>(10,475)</u>
Total support services	<u>116,636</u>	<u>131,085</u>	<u>(14,449)</u>
Operation of noninstructional services, Student activities	<u>3,000</u>	<u>11,815</u>	<u>(8,815)</u>
Debt Service	<u>50,000</u>	<u>48,158</u>	<u>1,842</u>
Total expenditures	<u>659,860</u>	<u>747,185</u>	<u>(87,325)</u>
Revenues over Expenditures	<u>\$ -</u>	<u>70,795</u>	<u>\$ 70,795</u>
Fund Balance, Beginning		<u>46,114</u>	
Fund Balance, Ending		<u>\$ 116,909</u>	

See notes to financial statements

Nittany Valley Charter School, Inc.

Notes to Financial Statements

June 30, 2013

1. Nature of Operations and Summary of Significant Accounting Policies

The financial statements of Nittany Valley Charter School, Inc. (the "School") have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Nature of Operations

The School is a non-profit corporation that provides education to children in grades one through eight in the State College area. The corporation was formed as a charter school under the Pennsylvania Charter School Law. It is exempt from federal income taxes under Internal Revenue Code Section 501(c)(3) and is not considered a private foundation.

Reporting Entity

The School is required by the Commonwealth of Pennsylvania to follow accounting principles that are acceptable for government entities. The Governmental Accounting Standards Board ("GASB") issued Standard No. 14, The Financial Reporting Entity, and Statement No. 39, Determining Whether Certain Organizations are Component Units, an amendment of GASB No. 14, to determine component units that should be included in financial statements. The specific criteria used in determining whether other organizations should be included in the School's financial reporting entity are financial accountability, fiscal dependency and legal separation.

As defined above, there are no other related organizations which should be included in the School's financial statements.

Basis of Presentation

Government-Wide Statements

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund financial statements categorize primary activities as governmental. The School's General Fund is classified as a governmental activity.

The government-wide Statement of Activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues. The Statement of Activities reduces gross expenses (including depreciation) by related program revenues, operating and capital grants. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants.

The net costs (by function) are normally covered by general revenue.

The School does not allocate indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities.

Nittany Valley Charter School, Inc.

Notes to Financial Statements

June 30, 2013

Fund Financial Statements

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

The following fund type is used by the School.

Governmental Fund

Governmental Funds are those through which most functions of the School are financed. The acquisition, use and balances of the School's expendable financial resources and the related liabilities are accounted for through governmental funds.

The School utilizes one governmental fund, as described below.

General Fund

The General Fund accounts for the general operations of the School. It also services mortgage debt. Revenues are primarily derived from state appropriations which are passed through the State College School District. Many of the more significant activities of the School, including instruction, administration, and certain noninstructional services are accounted for in this fund.

Measurement Focus

Government-Wide Financial Statements

The government-wide financial statements are prepared using the economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of the School are included on the statement of net position. The statement of activities presents increases (i.e., revenues) and decreases (i.e., expenses) in the School's net total assets.

Fund Financial Statements

Governmental funds are accounted for using the current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Basis of Accounting

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Nittany Valley Charter School, Inc.

Notes to Financial Statements

June 30, 2013

Accrual Basis

Governmental activities in the government-wide financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual Basis

The governmental fund financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual, i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term debt, if any, is recognized when due.

Budgets and Budgetary Accounting

The School adopts an annual budget for the General Fund in accordance with law.

All budgets are maintained on a modified accrual basis by fund, function and object, with expenditures controlled by line item. Appropriations lapse at the end of each year and must be reappropriated. Encumbrances are not reported.

The Board approves budget transfers between departments within School funds. Budgeted amounts are as originally adopted or as amended by the Board at various times.

Capital Assets

Capital assets are recorded at cost. Depreciation is computed over the estimated useful lives of the assets using the straight-line method.

Building	40 years
Improvements	10 years
Equipment and other assets	5 – 7 years

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Nittany Valley Charter School, Inc.

Notes to Financial Statements

June 30, 2013

Recent Accounting Standards

In December 2010, the Governmental Accounting Standards Board ("GASB") issued GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. As a result, this Statement incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance by codifying all sources of generally accepted accounting principles for state and local governments into a single source. The adoption of the Codification, which became effective July 1, 2012, did not have an impact on the School's financial statements.

During 2013, the School adopted GASB No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. The adoption replaced the School's term of "net assets" to "net position".

2. Capital Assets

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

	<u>Balance July 1, 2012</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2013</u>
Governmental activities				
Capital assets				
Land,				
not depreciated	\$ 5,000	\$ -	\$ -	\$ 5,000
Buildings and				
improvements	1,017,982	-	-	1,017,982
Equipment and other				
capital assets	<u>47,074</u>	<u>5,576</u>	<u>-</u>	<u>52,650</u>
Total capital assets	<u>1,070,056</u>	<u>5,576</u>	<u>-</u>	<u>1,075,632</u>
Accumulated				
depreciation for:				
Buildings and				
improvements	(162,857)	(25,687)	-	(188,544)
Equipment and other				
capital assets	<u>(40,454)</u>	<u>(1,312)</u>	<u>-</u>	<u>(41,766)</u>
Total accumulated				
depreciation	<u>(203,311)</u>	<u>(26,999)</u>	<u>-</u>	<u>(230,310)</u>
Total	<u>\$ 866,745</u>	<u>\$ (21,423)</u>	<u>\$ -</u>	<u>\$ 845,322</u>

Depreciation expense of \$26,999 is charged to instruction expense.

Nittany Valley Charter School, Inc.

Notes to Financial Statements
June 30, 2013

3. Long-Term Debt

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

	<u>Balance July 1, 2012</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance June 30, 2013</u>	<u>Current Portion</u>
Promissory note, Series of 2008	<u>\$ 598,786</u>	<u>\$ -</u>	<u>\$ (18,477)</u>	<u>\$ 580,309</u>	<u>\$ 18,189</u>

Long-term debt at June 30, 2013 consists of the following,

4.5% Promissory note payable to a bank; with monthly payments of \$3,665, including principal and interest, through October 2033, secured by all school assets	\$ 580,309
Current portion	<u>(18,189)</u>
Long -term debt	<u>\$ 562,120</u>

Scheduled debt service requirements are as follows:

<u>Year Ending June 30:</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2014	\$ 18,189	\$ 25,791	\$ 43,980
2015	19,025	24,955	43,980
2016	19,899	24,081	43,980
2017	20,813	23,167	43,980
2018	21,769	22,211	43,980
2019 – 2023	124,798	95,102	219,900
2024 – 2028	156,222	63,678	219,900
2029 – 2034	<u>199,594</u>	<u>24,362</u>	<u>223,956</u>
Total	<u>\$ 580,309</u>	<u>\$ 303,347</u>	<u>\$ 883,656</u>

4. Pension Plan

The School sponsors a defined contribution retirement plan. Contributions were \$8,586 for the year ended June 30, 2013.

Nittany Valley Charter School, Inc.

Notes to Financial Statements

June 30, 2013

5. Pending Changes in Accounting Principles

In November 2010, the GASB issued Statement No. 61, *The Financial Reporting Entity: Omnibus - an amendment of GASB Statements No. 14 and No. 34*. This statement improves financial reporting for a governmental financial reporting entity. GASB 61 is effective for the School's fiscal year 2014 financial statements.

In March 2012, The GASB issued Statement No. 65, *Items Previously Reported as Assets and Liabilities*. This statement changes the manner in which nonexchange transactions, sales of future revenues, accounting for leases and the term "deferred" are presented in the financial statements. To the extent applicable, the School is required to adopt Statement No. 65 for its fiscal year ending 2014 financial statements.

The School's management is in the process of analyzing these pending changes in accounting principles and the impact they will have on the financial reporting process.

Office of Comptroller Operations

Date: 7/24/2014

Financial Accounting Information

Audit Confirmation of Subsidy Payments

2012-2013 Year-to-Date

110143120 - Nittany Valley CS

<u>Revenue Code</u>	<u>Program/Project</u>	<u>Transaction/ Pay Date</u>	<u>Document Number *</u>	<u>CFDA / Lease</u>	<u>School Year</u>	<u>Fiscal Year</u>	<u>Transaction Amount</u>
Federal Subsidy Section Payments							
8515	020 - Title II Improving Teacher Quality	11/2012	VT1612202013	84.367		2012-2013	\$207.02
	020-110637					Project 110637 Total:	\$207.02
8515	020 - Title II Improving Teacher Quality	07/2012	VT1612202002	84.367		2012-2013	\$78.14
	020-120637	09/2012	VT1612202006	84.367		2012-2013	\$86.93
	020-120637	03/2013	VT1612202028	84.367		2012-2013	\$86.93
						Project 120637 Total:	\$252.00
8515	020 - Title II Improving Teacher Quality	10/2012	VT1612202010	84.367		2012-2013	\$146.94
	020-130637	11/2012	VT1612202013	84.367		2012-2013	\$73.47
	020-130637	12/2012	VT1612202016	84.367		2012-2013	\$73.47
	020-130637	01/2013	VT1612202022	84.367		2012-2013	\$73.47
	020-130637	02/2013	VT1612202024	84.367		2012-2013	\$73.47
	020-130637	03/2013	VT1612202028	84.367		2012-2013	\$73.47
	020-130637	04/2013	VT1612202034	84.367		2012-2013	\$73.47
	020-130637	05/2013	VT1612202039	84.367		2012-2013	\$73.47
	020-130637	06/2013	VT1612202045	84.367		2012-2013	\$80.96
						Project 130637 Total:	\$742.19
						Revenue Code 8515 Total:	\$1,201.21
8810	044 - Medical Assistance-Access	07/2012	VT1612202001	93.778		2012-2013	\$1,900.00
	044-007593					Project 007593 Total:	\$1,900.00
						Revenue Code 8810 Total:	\$1,900.00
						Federal Subsidy Section Total:	\$3,101.21
State Subsidy Section Payments							
7820	726 - Retirement	09/2012	VT1622012028		2011-2012	2012-2013	\$707.64
	726	12/2012	VT1622012040		2012-2013	2012-2013	\$825.58
	726	03/2013	VT1622012061		2012-2013	2012-2013	\$1,011.14
	726	06/2013	VT1622012080		2012-2013	2012-2013	\$1,232.97
						Program 726 Total:	\$3,777.33
						Revenue Code 7820 Total:	\$3,777.33
						State Subsidy Section Total:	\$3,777.33
Total Subsidy Payments							
Federal subsidy Section Total:							\$3,101.21
State Subsidy Section Total:							\$3,777.33
Federal and State Subsidy Section Total:							\$6,878.54

*Note: A two-letter prefix has been assigned to the document number to assist in the identification and applicability of the transaction in the confirmation process. The prefixes are as follows: VT (Payments), RE (Refunds), CV, AM, and EA (Internal Accounting Transactions)

Pennsylvania Department of Education
Office of Comptroller Operations
Financial Accounting Information
Audit Confirmation of Subsidy Payments
2012-2013 Year-to-Date

*Note: A two-letter prefix has been assigned to the document number to assist in the identification and applicability of the transaction in the confirmation process. The prefixes are as follows: VT (Payments), RE (Refunds), CV, AM, and EA (Internal Accounting Transactions)

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: Nittany Valley CS

Chief Executive Officer: Ms. Kara Martin

Special Education Director/Coordinator: Danielle Martin

BSE Special Education Adviser: Deb Sotack

Date of Report: October 16, 2013

Date Final Report Sent to LEA: January 10, 2013

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

First Visit Date: January 30, 2013

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 3 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
10	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
10	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
4	0	6		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?			
9	0	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
6	0	4		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
10	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					4 4 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Socially, active learning, individualized learning.</p> <p>Socially, academically.</p> <p>Socially, academically.</p> <p>Social growth.</p> <p>Loves hands-on activities.</p> <p>Social skills, accountability.</p> <p>Peer models.</p> <p>Academic improvements.</p> <p>Social skills practice.</p> <p>Learning how to adapt the student's world to expectations & work with peers in group.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
10	0	0				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	0				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>Direct instruction, social skills, small group to work towards goals, less distraction.</p> <p>Direct instruction, small group, social skills.</p> <p>Needs small group to progress toward goals, social skills, instruction directly tailored.</p> <p>Intensive academic support.</p> <p>Accommodate need for direct instruction in low-distraction setting.</p> <p>Accommodate need for direct instruction.</p> <p>Accommodate need for direct instruction.</p> <p>Social skills, direct support in less distractive environment.</p> <p>Appropriate accommodations to student's need.</p> <p>Related service, intensive academic support.</p>			
0	0	0				<p>SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>Least amount of time out of classroom but allow student to progress - IEP team decision.</p> <p>IEP team decision.</p> <p>Least amount that would allow progress. IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p>			
10	0	0				<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>			
8	0	2				<p>SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?</p>			
8	0	2				<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>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
3	7	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
2	0	8				FR 153. PTE-Consent Form is present in the student file			
2	0	8				FR 154. Demographic data			
2	0	8				FR 155. Reason(s) for referral for evaluation			
2	0	8				FR 156. Proposed types of tests and assessments			
2	0	8				FR 157. Contact person's name and contact information			
2	0	8				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
2	0	8				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
2	0	8				FR 194. PTRE-Consent Form is present in the student file			
2	0	8				FR 195. Demographic data			
2	0	8				FR 196. Reason for reevaluation			
2	0	8				FR 197. Types of assessment tools, tests and procedures to be used			
2	0	8				FR 198. Contact person's name and contact information			
2	0	8				FR 199. Parent has selected a consent option			
2	0	8				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
2	0	8				FR 201. Agreement to Waive Reevaluation is present in the student file			
2	0	8				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 203. Reason reevaluation is not necessary at this time is included			
2	0	8				FR 204. Contact person's name and contact information			
2	0	8				FR 205. Parent has selected a consent option			
2	0	8				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
2	0	8				FR 160. ER is present in the student file			
2	0	8				FR 161. Evaluation was completed within timelines			
2	0	8				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
2	0	8				FR 163. Demographic data			
2	0	8				FR 164. Date report was provided to parent			
2	0	8				FR 165. Reason(s) for referral			
2	0	8				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
2	0	8				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	8				FR 168. Teacher observations and observations by related service providers, when appropriate			
2	0	8				FR 169. Recommendations by teachers			
2	0	8				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
2	0	8				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
2	0	8				FR 173. Lack of appropriate instruction in reading			
2	0	8				FR 174. Lack of appropriate instruction in math			
2	0	8				FR 175. Limited English proficiency			
2	0	8				FR 176. Present levels of academic achievement			
2	0	8				FR 177. Present levels of functional performance			
2	0	8				FR 178. Behavioral information			
2	0	8				FR 179. Conclusions			
2	0	8				FR 180. Disability Category			
2	0	8				FR 181. Recommendations for consideration by the IEP team			
2	0	8				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
6	0	4				FR 207. RR is present in the student file			
6	0	4				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
6	0	4				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
6	0	4				FR 210. Demographic data			
5	1	4			17%	FR 211. Date IEP team reviewed existing evaluation data	The Charter School will develop a written procedure to ensure that all required information is included in each student's special education documentation. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before 10/20/2013, a copy of the written procedure. The Advisor will conduct a file review to verify that the new procedure has had the necessary effect, before 10/20/2013.	01/10/2014 Charter School resources; IU & PaTTAN resources are available if requested.	10/15/2013
6	0	4				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
6	0	4				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
5	0	5				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 215. Current classroom based assessments and local and/or state assessments			
6	0	4				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
6	0	4				FR 217. Teacher recommendations			
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
6	0	4				FR 220. Limited English proficiency			
6	0	4				FR 221. Conclusion regarding need for additional data is indicated			
4	0	6				FR 222. Reasons additional data are not needed are included			
5	1	4			17%	FR 223. Determination whether the child has a disability and requires special education	The Charter School will develop a written procedure to ensure that all required information is included in each student's special education documentation. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before 10/20/2013, a copy of the written procedure. The Advisor will conduct a file review to verify that the new procedure has had the necessary effect, before 10/20/2013.	01/10/2014 Charter School resources; IU & PaTTAN resources are available if requested.	10/15/2013
6	0	4				FR 224. Disability category(ies)			
6	0	4				FR 225. Summary of findings includes student's educational strengths and needs			
6	0	4				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	0	4				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	0	6				FR 228. Interpretation of additional data			
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
1	1	8			50%	FR 237. Other data if needed	The Charter School will develop a written procedure to ensure that all required information is included in each student's special education documentation. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before 10/20/2013, a copy of the written procedure. The Advisor will conduct a file review to verify that the new procedure has had the necessary effect, before 10/20/2013.	01/10/2014 Charter School resources; IU & PaTTAN resources are available if requested.	10/15/2013
2	0	8				FR 238. Statement for all 6 items			
6	0	4				FR 239. Documentation of Evaluation Team Participants			
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	1			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	6	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	4	4	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
0	0	10				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
1	0	9				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
1	0	9				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The Charter School will develop a written procedure to ensure that all required information is included in each student's special education documentation. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before 10/20/2013, a copy of the written procedure. The Advisor will conduct a file review to verify that the new procedure has had the necessary effect, before 10/20/2013.	01/10/2014 Charter School resources; IU & PaTTAN resources are available if requested.	10/15/2013
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
					0 0 0				
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
8	2	0			20%	FR 259. Demographic data	The Charter School will develop a written procedure to ensure that all required information is included in each student's special education documentation. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor, before 10/20/2013, a copy of the written procedure. The Advisor will conduct a file review to verify that the new procedure has had the necessary effect, before 10/20/2013.	01/10/2014 Charter School resources; IU & PaTTAN resources are available if requested.	10/15/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
0	0	10				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
2	0	8				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
9	0	1				FR 276. If the student has communication needs, needs must be addressed in the IEP			
2	0	8				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)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
2	0	8				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
1	0	9				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
1	0	9				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
1	0	9				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
1	0	9				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	0	9				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	0	9				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
8	0	2				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	0	1				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
9	0	1				FR 305. Documentation of progress reporting on Annual Goals			
0	0	10				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
10	0	0				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				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			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
4	0	6				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	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
0	0	9	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?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
9	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	9	0			P 32b. If no, what training or support would assist you?			
8	0	1	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?			
8	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
7	0	2	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	1	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	1			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	1			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
10	0	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
10	0	0				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
9	0	1				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	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	1	3	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.			
8	0	2				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
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?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Exposure to core curriculum. Inspires student to imitate positive behavior of typical peers, social interaction, makes quick academic progress. Benefits from being around other children & being immersed in language rich environment; benefits from curriculum pace. Benefits from being exposed to discussions other children have. Encourages student to think more critically. Appropriate models from regular peers. Benefits from models of peers. Academic improvements. Peers model good skill acquisition. Immersed in dialogue rich environment. Where the student wanted to be & serves as a motivator & lessens anxiety, which is seen as positive. Socially able to observe typical behavior of peers & model. Able to move quickly in academic classroom.			
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
8	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				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?			
10	0	0				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	0				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
						Accommodate need for direct instruction. Related services, social skills. Need for direct instruction. Social growth, hands on learning, academic growth. Accommodate need for direct instruction in low-distraction setting. Appropriate accommodation to student need. Accommodate need for direct instruction. Needs quiet area sometimes. Appropriate accommodations to student's need. Need for direct instruction.			
0	0	0				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision. IEP team decision. IEP team decision with parent permission. IEP team decision with parental permission. IEP team decision. IEP team decision. IEP team decision. IEP team decision. Based on need. IEP team decision.			
10	0	0				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?			
1	0	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	1				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	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?			
9	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
9	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
9	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	9	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
6	0	3	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
0	0	9	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
8	1	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	1	0			P 50c. 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
						Accommodate need for direct instruction. The student is not being pulled out as much. Need for direct instruction in low-distraction setting. Need for direct instruction in low-distraction setting. Need for direct instruction. Accommodate need for direct instruction. Provision of direct instruction. Responds better to one on one situations.			
0	0	1	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? IEP team decision. IEP team decision. IEP team decision. IEP team decision. Per IEP team agreement. IEP team decision. IEP team agreement. Discussed & determined through consensus at IEP meeting.			
9	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	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? Relates well to other students, doesn't like to be pulled out, socially is biggest benefit. Peer contact, opportunities to see peer modeling, interaction with peers. Being around age appropriate peers has benefited the student. Better teacher-to-student ratio, more attention, no bullying, strong reading skills. Skill acquisition, academics. Loves it. Improved academics. Better progress. Increased social skills, improved academics. Peer interaction.			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 0 0 0 0 7	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
1	0	9				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
0	0	10				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
2	0	7	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					8 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					8 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 2 1 3 1 1 3 7	a. modifications c. staff-aide ratios d. staff's knowledge, training g. staff open to suggestions, good communication h. follow the IEP i. support services k. staff's understanding and attitude n. other Appreciates "specials" offered. Cares about individual students. Teachers are open to suggestions. Highly individualized attention & service planning, respectful of strengths & weaknesses, actively work to integrate student, open communication. Have gone out of their way to understand student's needs. Loves it. Can't wait to come home & practice homework. The student's complete turn-around and excitement to go to school daily. The student likes it. Student likes school.			
		8	0			P 67. Tell me anything you would like to change about the program.			
		1	0		6 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree			
						P 69. Additional comments about your child's program. Wouldn't change anything. Finally found something that works. Loves that the school looks at the individual child. Special ed teacher is one of the best. This school should be a role model for other schools. So far so good. Seems like a great place & hope it continues that way.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					0 0 0 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?			
						S 130. What do you like least about the program?			
					0 0 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
					0 0 0 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
0	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
0	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
0	0		0			S 139. Did you participate in the last IEP meeting? Other			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0		0			S 140. Do you have a post secondary transition program? Other			
0	0		0			S 141. Do you have an employment transition program? Other			
0	0		0			S 142. Do you have a community living transition program? Other			
0	0		0			S 143. Did you assist in the development of the transition program? Other			
0	0		0			S 144. Is that transition plan being followed? Other			
0	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0			S 146. Which of the following agencies participate in your IEP development?			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
0	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 15A Parent Survey Results	Pursuant to the information obtained from the parent survey, the Charter School will conduct a training for parents about the supplementary aids and services available to support eligible students' participation in extra-curricular activities. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor before the due date, documentation of the date, content, and attendees for this training (for example, a copy of the training agenda and sign-in sheets; other documentation for different modalities of training will also be accepted).	06/30/2014 Charter School & PaTTAN resources; IU resources are available if requested.	10/15/2013
						FSA 19A Teacher Survey Results	Pursuant to the information obtained from the teacher survey, the Charter School will conduct training for its teachers and staff in de-escalation techniques to support students with behavioral outbursts. EVIDENCE OF CHANGE: The Charter School will provide to the Advisor before the due date, documentation of the date, content, and attendees for this training (for example, a copy of the training agenda and sign-in sheets; other documentation for different modalities of training will also be accepted).	06/30/2014 Charter School & IU resources; PaTTAN resources are available if requested.	09/13/2013