

3. Selection of eligible students.	☐	☐	☐	<input type="checkbox"/> Selection criteria <input type="checkbox"/> Student roster with test scores that includes rank order listing <input type="checkbox"/> Teacher/parent recommendations <input type="checkbox"/> List of eligible students not serviced due to parents declining services		
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IX. Nonpublic Schools

Component IX: Nonpublic Schools						
The LEA provides Title I services to eligible children attending nonpublic schools.						
Sec. 1120 Sec. 9503 34 CFR Part 200 §200.62 - 200.67, 200.77 §200.77(f) §200.78(a)						
<input checked="" type="checkbox"/> If the LEA has no participating Nonpublic schools, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools section showing ranking chart and per pupil expenditures		
2. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Nonpublic Involvement section showing services provided to nonpublic students		
3. Consultation occurred between LEA and nonpublic officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools		
4. LEA regularly supervises the provision of Title I services to nonpublic students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic school visitation documentation by district or IU		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data		

6. Nonpublic school students are receiving equitable services for instruction, professional development, parent involvement and summer school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools section showing set-asides for nonpublic schools <input type="checkbox"/> Announcements/sign-in sheets for professional development activities and parent involvement opportunities for nonpublic teachers and parents		
7. LEA has budgets that document appropriate set-asides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget		
8. LEA has third-party contracts or inter-district agreements with IUs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts or inter-district agreements that shows set asides for nonpublic schools		
9. LEA has Title I complaint procedures for nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedure and verification of distribution to nonpublic schools		

X. Comparability

Component X: Comparability								
The LEA complies with the comparability provisions of Title I.								
Sec. 1120A(c)								
<input type="checkbox"/> If the LEA is exempt from Comparability requirements, this section can be skipped. For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet <input type="checkbox"/> Support data housed at the LEA (individual school lists of per pupil expenditures) <input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)		District Comments		
	5/8/2014 9:07:47 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are exempt from comparability.							
	Monitor Comments							
						5/23/2014 2:15:24 PM Monitor Jerry Slamecka The LEA consists of only one K-12 school with a school-wide program.		

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Comments

The LEA was well-prepared for the monitoring visit. Required documents and other artifacts were readily available in clearly labeled folders, or they were made available quickly at the request of the monitor. Dr. Fouch and Ms. Roknich were able to address all questions. The Title I program appears appropriate for this school and funds are spent according to federal regulations to supplement instruction and learning.

Title II A Program Review

This LEA participates in a Title IIA Consortium and Title IIA data will be supplied by the IU.

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Highly Qualified Teacher Report <input checked="" type="checkbox"/> Principal Attestation for all Title I schools (PDE Form 425) <input type="checkbox"/> HQT Individual Professional Development Plans prepared for each teacher who is not highly qualified		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/22/2014 8:26:10 PM Monitor Jerry Slamecka All core academic teachers are currently highly qualified.</td> </tr> </tbody> </table>	Monitor Comments	6/22/2014 8:26:10 PM Monitor Jerry Slamecka All core academic teachers are currently highly qualified.
Monitor Comments								
6/22/2014 8:26:10 PM Monitor Jerry Slamecka All core academic teachers are currently highly qualified.								
2. LEA ensures equitable distribution of experienced and HQ teachers between and within the district's schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equity Plan <input checked="" type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/23/2014 9:13:34 AM Monitor Jerry Slamecka As a cyber charter school, the LEA consists of only one school.</td> </tr> </tbody> </table>	Monitor Comments	6/23/2014 9:13:34 AM Monitor Jerry Slamecka As a cyber charter school, the LEA consists of only one school.
Monitor Comments								
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Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. The LEA conducts an assessment of local needs for professional development and hiring, student academic needs and the academic achievement gap as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district professional development needs assessment and collated results		<p style="text-align: center;">Monitor Comments</p> <p>6/23/2014 9:15:13 AM Monitor Jerry Slamecka Professional development needs assessment is included in the school's Improvement Plan.</p>
4. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;">Monitor Comments</p> <p>6/23/2014 9:16:31 AM Monitor Jerry Slamecka The Planning Committee for the Improvement Plan includes parent representatives.</p>
5. The LEA professional development activities are based on the needs assessment and designed to improve student academic achievement and eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to needs assessment and district Comprehensive Plan (if LEA has completed the Comprehensive Plan)		<p style="text-align: center;">Monitor Comments</p> <p>6/23/2014 9:17:50 AM Monitor Jerry Slamecka Professional development activities and agendas were reviewed during the monitoring visit.</p>
6. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agendas, attendance rosters		<p style="text-align: center;">Monitor Comments</p> <p>6/23/2014 9:18:39 AM Monitor Jerry Slamecka Appropriate staff development activities were documented.</p>

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. The LEA targets funds to schools that have the lowest portion of highly-qualified teachers; have the largest average class size; or are Priority or Focus schools. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters with HQ Teacher status <input type="checkbox"/> Class size data before and after class-size reduction teacher added <input type="checkbox"/> Focus/Priority school status <input type="checkbox"/> Consolidated application Selection of Schools ranking page. <input type="checkbox"/> Title II budget		<p style="text-align: center;">District Comments</p> <p>5/8/2014 9:11:32 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are both the school and district therefore the LEA is comprised on only 1 school.</p> <p style="text-align: center;">Monitor Comments</p> <p>6/22/2014 8:27:44 PM Monitor Jerry Slamecka The LEA and school are the same entity since this a cyber charter school.</p>
8. The LEA utilizes highly-qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input checked="" type="checkbox"/> PIMS Highly-Qualified Teacher report		<p style="text-align: center;">Monitor Comments</p> <p>6/23/2014 9:19:37 AM Monitor Jerry Slamecka Highly qualified teachers are employed to reduce class size.</p>

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Comments

Title II funds are used for salaries and benefits of class size reduction teachers in compliance with federal regulations.

Component XI: Fiscal Requirements

This LEA participates in a Consortium and Fiscal data will be supplied by the Consortium lead.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p>OMB Circular A-87</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings.</p> <p><input type="checkbox"/> PDE follow-up review of findings.</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>		<p>Monitor Comments</p> <p>6/22/2014 7:22:36 PM</p> <p>Monitor Jerry Slamecka</p> <p>Copies of two most recent audits showing no negative findings was reviewed.</p>
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>		<p>Monitor Comments</p> <p>6/22/2014 7:23:56 PM</p> <p>Monitor Jerry Slamecka</p> <p>The LEA did not carryover any funds.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>C. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	<p>1. The LEA is only serving eligible schools that have been ranked from highest to lowest without regard to grade spans and all schools above 75% poverty are served</p>	☑	☐	☐	<p>☑ Consolidated Application Selection of Schools ranking grid</p>		<p style="text-align: center;">District Comments</p> <p>5/8/2014 9:21:06 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are only 1 school and district.</p> <p style="text-align: center;">Monitor Comments</p> <p>6/22/2014 7:25:44 PM Monitor Jerry Slamecka The LEA and school are the same entity since this is a cyber charter school.</p>
	<p>2. Allocations to each eligible school in the Consolidated Application ranking grid and the per pupil allocations match</p>	☑	☐	☐	<p>☐ Title I budget for each school</p>		<p style="text-align: center;">District Comments</p> <p>5/8/2014 9:21:38 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are only 1 school and district.</p> <p style="text-align: center;">Monitor Comments</p> <p>6/22/2014 7:26:50 PM Monitor Jerry Slamecka The LEA and school are the same entity since this is a cyber charter school.</p>
	<p>3. Pre-kindergarten children are excluded from the poverty count of any school</p>	☑	☐	☐	<p>☑ PIMS Report on Economically Disadvantaged</p>		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
D. Supplement / Supplant The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the ducation of participating children and not to supplant funds from non-Federal sources. Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A	1. LEA approved budget and records of expenditures of Title funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I A and D, Title II and Title III budgets <input type="checkbox"/> LEA budget <input checked="" type="checkbox"/> Statement of Expenditures for Title I A and D, Title II and Title III		Monitor Comments 6/22/2014 7:29:02 PM Monitor Jerry Slamecka The LEA budget and expenditure listings for Title I match.
	2. For Schoolwide Programs - Expenditures verify that funds have not supplanted non-federal resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of federal, state and local allocations for past two years <input type="checkbox"/> Federal expenditures match SWP activities <input type="checkbox"/> MOE letter		Monitor Comments 6/22/2014 7:30:52 PM Monitor Jerry Slamecka There was no evidence of supplanting seen during the monitoring visit and examination of records.
	3. For Targeted Assistance Programs - Expenditures meet the statutory requirements and are supplemental in nature and do not supplant non-federal resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Building level Title I budgets and statement of allocations and expenditures for current year		District Comments 5/8/2014 9:39:27 AM District Administrator Pennsylvania Cyber CS Admin We operate a schoolwide program and are not targeted. Monitor Comments 6/22/2014 7:32:27 PM Monitor Jerry Slamecka The school is a school wide project.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased (\$1500 or more per unit) and Small and Attractive Items (\$300 - \$1499)	☐	☐	☑	<input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II and Title III		<table border="1"> <tr> <td data-bbox="1587 152 1961 201" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1587 201 1961 477"> 5/8/2014 9:26:27 AM District Administrator Pennsylvania Cyber CS Admin We do not purchase equipment with Title I or II dollars. </td> </tr> <tr> <td data-bbox="1587 477 1961 526" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1587 526 1961 721"> 6/22/2014 7:47:23 PM Monitor Jerry Slamecka No equipment was shown as purchased through Title funds. </td> </tr> </table>	District Comments	5/8/2014 9:26:27 AM District Administrator Pennsylvania Cyber CS Admin We do not purchase equipment with Title I or II dollars.	Monitor Comments	6/22/2014 7:47:23 PM Monitor Jerry Slamecka No equipment was shown as purchased through Title funds.
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5/8/2014 9:26:27 AM District Administrator Pennsylvania Cyber CS Admin We do not purchase equipment with Title I or II dollars.											
Monitor Comments											
6/22/2014 7:47:23 PM Monitor Jerry Slamecka No equipment was shown as purchased through Title funds.											
2. LEA has conducts a physical inventory of all items every two years	☐	☐	☑	<input type="checkbox"/> Documentation that physical inventory has been done within the last two years	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<table border="1"> <tr> <td data-bbox="1587 737 1961 786" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1587 786 1961 1045"> 5/8/2014 9:26:57 AM District Administrator Pennsylvania Cyber CS Admin We do not purchase equipment with Title I or II dollars. </td> </tr> <tr> <td data-bbox="1587 1045 1961 1094" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1587 1094 1961 1370"> 6/22/2014 7:50:16 PM Monitor Jerry Slamecka Although the LEA does keep a physical inventory of equipment, no equipment has been purchased through Title funds. </td> </tr> </table>	District Comments	5/8/2014 9:26:57 AM District Administrator Pennsylvania Cyber CS Admin We do not purchase equipment with Title I or II dollars.	Monitor Comments	6/22/2014 7:50:16 PM Monitor Jerry Slamecka Although the LEA does keep a physical inventory of equipment, no equipment has been purchased through Title funds.	
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Monitor Comments											
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F. Compliance to Reservations											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118</p>	<p>1. LEA has reserved funds necessary to provide services comparable to those provided to students in Title I funded schools to homeless students in non-Title I schools, to neglected students in local institutions, and if appropriate, to neglected or delinquent students in community day schools and delinquent students in local institutions</p>	☐	☐	☑	<ul style="list-style-type: none"> ☑ Consolidated Application Reservation of Funds page ☑ Consolidated Application Title I budget ☐ Statement of expenditures for homeless, neglected or delinquent students 	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1585 152 1959 196" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1585 196 1959 505"> <p>5/8/2014 9:35:43 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are one school and do not have neglected or delinquent students.</p> </td> </tr> <tr> <th data-bbox="1585 505 1959 548" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1585 548 1959 818"> <p>6/22/2014 7:37:42 PM Monitor Jerry Slamecka The LEA and school are the same entity since this is a cyber charter school. There are no students in non-title schools.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/8/2014 9:35:43 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are one school and do not have neglected or delinquent students.</p>	Monitor Comments	<p>6/22/2014 7:37:42 PM Monitor Jerry Slamecka The LEA and school are the same entity since this is a cyber charter school. There are no students in non-title schools.</p>
District Comments											
<p>5/8/2014 9:35:43 AM District Administrator Pennsylvania Cyber CS Admin As a charter school, we are one school and do not have neglected or delinquent students.</p>											
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<p>6/22/2014 7:37:42 PM Monitor Jerry Slamecka The LEA and school are the same entity since this is a cyber charter school. There are no students in non-title schools.</p>											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. LEA has reserved an amount equal to 20% of its Title I allocation for Priority and/or Focus schools' interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Statement of expenditures for interventions		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1583 152 1961 201" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 201 1961 474"> 5/8/2014 9:34:41 AM District Administrator Pennsylvania Cyber CS Admin As this was optional for this year, we did not elect to allocate this amount. </td> </tr> <tr> <th data-bbox="1583 474 1961 522" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1583 522 1961 854"> 6/22/2014 7:42:12 PM Monitor Jerry Slamecka The LEA was advised that this was not required during the current planning year. A call was placed to the regional coordinator during the monitoring visit for confirmation. </td> </tr> </tbody> </table>	District Comments	5/8/2014 9:34:41 AM District Administrator Pennsylvania Cyber CS Admin As this was optional for this year, we did not elect to allocate this amount.	Monitor Comments	6/22/2014 7:42:12 PM Monitor Jerry Slamecka The LEA was advised that this was not required during the current planning year. A call was placed to the regional coordinator during the monitoring visit for confirmation.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	3. LEAs receiving more than \$500,000 in Title I funds have reserved 1% of the allocation for parent involvement and have distributed a minimum of 95% of those funds to the schools. Distribution of less than 95% requires parent approval	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure for allocation of at least 95% to schools <input checked="" type="checkbox"/> Title I budget <input checked="" type="checkbox"/> Statement of parent involvement expenditures by school <input checked="" type="checkbox"/> Invoices supporting parent involvement expenditures <input type="checkbox"/> Minutes of meetings showing parents agree to allow a portion of their school's parent involvement funding to remain with the LEA		<table border="1"> <thead> <tr> <th data-bbox="1583 152 1955 201">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 201 1955 402"> 6/22/2014 7:45:08 PM Monitor Jerry Slamecka 1% of the total Title I budget was allocated for parent involvement activities. </td> </tr> </tbody> </table>	Monitor Comments	6/22/2014 7:45:08 PM Monitor Jerry Slamecka 1% of the total Title I budget was allocated for parent involvement activities.
Monitor Comments									
6/22/2014 7:45:08 PM Monitor Jerry Slamecka 1% of the total Title I budget was allocated for parent involvement activities.									
G. Obligating Funds	1. LEA began obligating funds on or after the programs' approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date		<table border="1"> <thead> <tr> <th data-bbox="1583 932 1955 980">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 980 1955 1182"> 6/22/2014 7:56:16 PM Monitor Jerry Slamecka Program funds were not spent prior to the approval date. </td> </tr> </tbody> </table>	Monitor Comments	6/22/2014 7:56:16 PM Monitor Jerry Slamecka Program funds were not spent prior to the approval date.
Monitor Comments									
6/22/2014 7:56:16 PM Monitor Jerry Slamecka Program funds were not spent prior to the approval date.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments			
I. Time Documentation	1. LEA maintains semi-annual certifications for all employees funded 100% from a single cost objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
	2. LEA maintains time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval		<table border="1"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td>5/8/2014 9:37:32 AM District Administrator Pennsylvania Cyber CS Admin We do not use split time employees, therefore activity logs are not required.</td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>6/22/2014 7:59:44 PM Monitor Jerry Slamecka Staff paid with Title I funds are paid entirely through Title I funds.</td> </tr> </table>	District Comments	5/8/2014 9:37:32 AM District Administrator Pennsylvania Cyber CS Admin We do not use split time employees, therefore activity logs are not required.	Monitor Comments
District Comments										
5/8/2014 9:37:32 AM District Administrator Pennsylvania Cyber CS Admin We do not use split time employees, therefore activity logs are not required.										
Monitor Comments										
6/22/2014 7:59:44 PM Monitor Jerry Slamecka Staff paid with Title I funds are paid entirely through Title I funds.										
J. Record Retention	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>6/22/2014 7:33:34 PM Monitor Jerry Slamecka Records are maintained for a minimum of 7 years.</td> </tr> </table>	Monitor Comments	6/22/2014 7:33:34 PM Monitor Jerry Slamecka Records are maintained for a minimum of 7 years.	
Monitor Comments										
6/22/2014 7:33:34 PM Monitor Jerry Slamecka Records are maintained for a minimum of 7 years.										

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Comments

The school was well-prepared for the monitoring visit. Documents, including fiscal information, were either already prepared and clearly organized and filed for the reviewer or they were produced quickly at the monitors request. The Title I program seems appropriate for this school and funding is spent according to the approved budget. Financial records appeared in order and showed no supplanting or inappropriate use of funds.

Priority and Focus School Online Monitoring

LEA Level

2013-2016

LEA:	Pennsylvania Cyber CS
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	Name:	Phone:	Email:
Academic Resource Liaison			

LEAs must contact the Academic Recovery Liaison prior to the monitor visit with the monitoring schedule to facilitate attendance by the ARL.

Primary LEA Contact:	Position:	Phone:	Email:
Sandra Fouch	Director of Federal Programs and Assessment	724-643-1180 ext. 7914	sandra.fouch@pacyber.org

LEA Turnaround Team:	Position:
Aaron Bovalino	Senior Administrator
Patricia Fawcett	Assistant Director, Curriculum
Paul Pupi	Direct of Guidance

LEA Level

General

	Requirement	Met	Not Met	N/A	Suggested Evidence of Implementation	Implementation Year	Additional Evidence	Comments
LEA Leadership Team	LEA has established a Leadership Team that meets regularly to assess the schools' improvement strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of members and meeting schedules <input checked="" type="checkbox"/> LEA Transformation Team meeting notes <input checked="" type="checkbox"/> Sign-in sheets	<input checked="" type="checkbox"/> 2014 <input type="checkbox"/> 2015 <input type="checkbox"/> 2016		<p style="text-align: center;">Monitor Comments</p> 6/21/2014 1:46:30 PM Monitor Jerry Slamecka A leadership team has been established and meets regularly as shown by meeting schedules.
	LEA has established performance objectives for each Priority/Focus school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Performance objectives <input type="checkbox"/> Evidence of progress toward objectives	<input checked="" type="checkbox"/> 2014 <input type="checkbox"/> 2015 <input type="checkbox"/> 2016		<p style="text-align: center;">Monitor Comments</p> 6/21/2014 1:46:26 PM Monitor Jerry Slamecka Performance objectives were evident for the school. The school has selected Principle 7 from the 7 Turnaround Principles...Provide ongoing mechanisms for family and community engagement... to implement as the minimum requirement as a Focus School. The school is using the planning year to prepare to begin implementation in 2014-2015.
	LEA has aligned resources with each school's reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School budgets	<input checked="" type="checkbox"/> 2014 <input type="checkbox"/> 2015 <input type="checkbox"/> 2016		<p style="text-align: center;">Monitor Comments</p> 6/21/2014 1:47:07 PM Monitor Jerry Slamecka Pa. Cyber has aligned resources with the school's reform strategies.

	Requirement	Met	Not Met	N/A	Suggested Evidence of Implementation	Implementation Year	Additional Evidence	Comments		
	LEA has provided ongoing, intensive technical assistance to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schedule of LEA visits <input type="checkbox"/> List of LEA supports <input checked="" type="checkbox"/> Evidence of technical assistance	<input checked="" type="checkbox"/> 2014 <input type="checkbox"/> 2015 <input type="checkbox"/> 2016		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> 6/21/2014 1:47:54 PM Monitor Jerry Slamecka The LEA and school entities are one and the same. </td> </tr> </tbody> </table>	Monitor Comments	6/21/2014 1:47:54 PM Monitor Jerry Slamecka The LEA and school entities are one and the same.
Monitor Comments										
6/21/2014 1:47:54 PM Monitor Jerry Slamecka The LEA and school entities are one and the same.										

Interviews

List all LEA level staff interviewed, e.g. superintendent, CEO, Business Manager, Academic Resource Liaison, etc.

Building	Date	Staff Member Interviewed	Staff Member Position
PA Cyber Charter School	5/22/2014	Anthony Branchetti	Title I Reading and Math Coordinator
PA Cyber Charter School	5/22/2014	Cheryl Roknich	Federal Programs Assistant
PA Cyber Charter School	5/22/2014	Karry Simmel	GAP Supervisor
PA Cyber Charter School	5/22/2014	Kenneth Powell	Senior Administrator/Principal
PA Cyber Charter School	5/22/2014	Lakeshia Hurt	Title I Teacher
PA Cyber Charter School	5/22/2014	Matthew Schulte	Chief Financial Officer
PA Cyber Charter School	5/22/2014	Nicole Cwynar	Title I Teacher
PA Cyber Charter School	5/22/2014	Ryan Freuh	Business Manager
PA Cyber Charter School	5/22/2014	Sandra Fouch	Director of Federal Programs
PA Cyber Charter School	5/22/2014	Toni Santilli	Title I Teacher

Comments

As a cyber charter school, the Lea and school are same entity so all entries have made under the LEA section. Pa. Cyber Charter School's improvement plan was developed by a planning committee consisting of 21 administrators, teachers, parents, and community representatives. The school is using the current year as the planning year to determine the best means to address improving student achievement and instruction as a Focus School. Principle 7, Provide ongoing mechanisms for family and community engagement, has been selected as the intervention to be addressed.

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: Pennsylvania Cyber CS

Chief Executive Officer: Dr. Nick Trombetta

Special Education Director/Coordinator: Regan Weldon

BSE Special Education Adviser: Nancy Stanley

Date of Report: June 07, 2010 **Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Report of Findings Date.**

First Visit Date: August 18, 2009

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						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
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.			
					3	Always			
					1	Sometimes			
					1	Rarely			
					0	Never			
					3	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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. 2 Always 1 Sometimes 2 Rarely 0 Never 3 Don't Know 0 Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
7	1	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
9	1	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
7	1	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	0	2				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					2	Always			
					2	Sometimes			
					1	Rarely			
					1	Never			
					0	Don't Know			
					2	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.			
					2	Always			
					2	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					3	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?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
7	1	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
8	0	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
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. Parent signature or documentation of reasonable efforts to obtain consent			
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)			
6	1	3			14%	FR 194. PTRE-Consent Form is present in the student file			
6	0	4				FR 195. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 196. Reason for reevaluation			
5	1	4			17%	FR 197. Types of assessment tools, tests and procedures to be used			
6	0	4				FR 198. Contact person's name and contact information			
5	0	5				FR 199. Parent has selected a consent option			
6	0	4				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	1	8			50%	FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
0	1	9			100%	FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
0	1	9			100%	FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
8	0	2				FR 207. RR is present in the student file			
8	0	2				FR 208. Reevaluation was completed within timelines			
8	0	2				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
7	1	2			13%	FR 210. Demographic data			
8	0	2				FR 211. Date IEP team reviewed existing evaluation data			
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 215. Current classroom based assessments and local and/or state assessments			
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
2	0	8				FR 218. Lack of appropriate instruction in reading			
2	0	8				FR 219. Lack of appropriate instruction in math			
1	0	9				FR 220. Limited English proficiency			
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
6	0	4				FR 222. Reasons additional data are not needed are included			
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				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			
0	0	10				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
7	1	2			13%	FR 239. Documentation of Evaluation Team Participants			
4	0	6				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	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	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	6	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	3	5	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	0	9				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 241. Invitation is present in the student file			
9	1	0			10%	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			
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
5	0	5				FR 246. For transition services that are likely to be provided or paid for by other agencies, evidence that representatives of the agency(ies) were invited to attend the IEP meeting			
5	0	5				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			
9	1	0			10%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
1	1	8			50%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
1	0	9				FR 252. Demographic data			
1	0	9				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
1	0	9				FR 254. Form designates which members will submit written input prior to the meeting			
1	0	9				FR 255. Parent written consent is documented			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
6	0	4				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			
5	0	5				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
2	0	8				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
9	1	0			10%	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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
7	0	3				FR 276. If the student has communication needs, needs must be addressed in the IEP			
1	0	9				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
8	0	2				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			
5	0	5				FR 289. Postsecondary goals for education and training, employment, and, as needed, independent living			
5	0	5				FR 290. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 291. Transition services/activities (including courses of study) to support postsecondary goals			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 292. Measurable annual goals that will reasonably enable the student to meet the desired post-school goals			
						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)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	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)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	1	0			10%	FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
5	0	5				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
4	0	6				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			
9	0	1				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			
8	0	2				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY			
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	LEA will provide training to staff on completing the IEP forms. Evidence of Change: BSE will review sign in sheets and agenda for training. BSE will review selected student files to determine compliance.	07/28/2010 LEA, IU 27 Tac, PaITAN Pgh and BSE staff as needed.	06/02/2010

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				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			
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
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)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
4	0	4	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
2	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
3	1	4	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
7	2	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	4	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	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?			
6	0	2	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services)?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
9	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
5	0	5				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 2 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.			
7	0	3				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?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
3	0	7				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?			
10	0	0				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)			
2	0	6	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?			
8	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?			
8	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	1	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
2	0	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
2	0	8				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	5	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
					3 0 0 0 0 5	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 2 0 0 1 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	0	5				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			
9	1	0			10%	FR 330. Type of action taken			
8	2	0			20%	FR 331. A description of the action proposed or refused by the LEA.	LEA will provide training to staff on completion of the NOREPs. Evidence of Change: BSE will review sign in sheets and agenda. BSE will review selected student files to determine compliance.	07/28/2010 LEA, IU 27 Tac, PaTTAN Pgh and BSE as needed.	06/02/2010

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 332. An explanation of why the LEA proposed or refused to take the action	LEA will provide training to staff on completion of the NOREPs. Evidence of Change: BSE will review sign in sheets and agenda. BSE will review selected student files to determine compliance.	07/28/2010 LEA, IU 27 Tac, PaTTAN Pgh and BSE as needed.	06/02/2010
6	4	0			40%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected (if action is in regard to educational placement, options considered must begin with the regular education environment with supplementary aids and services)	LEA will provide training to staff on completion of the NOREPs. Evidence of Change: BSE will review sign in sheets and agenda. BSE will review selected student files to determine compliance.	07/28/2010 LEA, IU 27 Tac, PaTTAN Pgh and BSE as needed.	06/02/2010
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
4	0	6				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.)			
9	1	0			10%	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)			
1	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?			
					7 1 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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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		1 1 2 3 1 2	P 66. Tell me anything you really like about your child's special education program. b. progress reports c. staff-aide ratios g. staff open to suggestions, good communication k. staff's understanding and attitude m. services provided outside neighborhood school n. other Staff very adaptable to student needs. Progress of student.			
		0	1		7	P 67. Tell me anything you would like to change about the program. n. other Nothing Nothing Nothing Nothing Nothing Nothing Nothing			
		0	0		2 5 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Very pleased with how the program helped her children over the years.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
						Topical Area 8: Student Interview Results			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
			0			S 126. What kind of support are you currently receiving?			
					1	a. Learning Support			
					1	b. Speech/Language Support			
					1	d. Life Skills Support			
3	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program?			
					1	Very			
					1	Somewhat			
					1	A Little			
					0	Not at All			
					0	Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
						S 131. How satisfied are you with your special education supports/services?			
					1	Very			
					2	Somewhat			
					0	A Little			
					0	Not at All			
					0	Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
						S 134. How much time do you spend with students who do not have disabilities?			
					0	Too Much			
					1	Enough			
					1	A Little			
					0	Not Enough			
					1	Don't Know			
1	2	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1		0			S 138. Were you invited to participate in the last IEP meeting? Other			
1	2		0			S 139. Did you participate in the last IEP meeting? Other			
2	0		1			S 140. Do you have a post secondary transition program? Other			
2	0		1			S 141. Do you have an employment transition program? Other			
2	0		1			S 142. Do you have a community living transition program? Other			
1	1		1			S 143. Did you assist in the development of the transition program? Other			
2	0		1			S 144. Is that transition plan being followed? Other			
2	0		1			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		2 1	S 146. Which of the following agencies participate in your IEP development? a. Office of Vocational Rehabilitation e. None			
1	0		1			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
2	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 10: Other Improvement Plan Issues			

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

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	2,301
	6520	Dividends on Investments	-
	6530	Gains or Losses on Sale of Investments	-
	6540	Earnings on Investments in Real Property	-
	6590	Other Earnings or Investments	-
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	-
	6620	Daily Sales - Non-Reimbursable Programs	-
	6630	Special Functions	-
	6640	Non-Cash Contributions	-
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	-
	6690	Other Food Service Revenues	-
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	-
	6720	Bookstore Sales	-
	6730	Student Organization Membership Dues and Fees	-
	6740	Fees	-
	6750	Student Activity - Special Events	-
	6790	Other Student Activity Income	-
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	-
	6820	Revenue from Intermediary Sources - Commonwealth Funds	-
	6830	Revenues from Intermediary Sources - Federal Funds	836,121
	6890	Other Revenues from Intermediary Sources	-

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	-
	6920	Contributions & Donations from Private Sources / Capital Contributions	280,717
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	-
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	-
	6942	Summer School Tuition	-
	6943	Adult Education Tuition	-
	6944	Receipts From Other LEAs in Pennsylvania - Education	116,662,520
	6945	Receipts from Out-of-State LEAs	-
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	-
	6947	Receipts from Members of Intermediate Units for Education by Withholding	-
	6948	Receipts from Members of Intermediate Units for Direct Contributions	-
	6949	Other Tuition from Patrons	-
	6950	Unassigned	-
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	-
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	-
	6970	Services Provided Other Funds	6,162,774
	6980	Revenue from Community Service Activities	-
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	340,000
	6999	Other Revenues Not Specified Above	43,270
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	-
	7160	Tuition for Orphans and Children Placed in Private Homes	-
	7180	Staff and Program Development	-
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	-
	7220	Vocational Education	-
	7230	Alternative Education	-
	7240	Driver Education - Student	-
	7250	Migratory Children	-
	7260	Workforce Investment Act (WIA)	-
	7270	Specialized Education of Exceptional Pupils	-
	7280	Adult Literacy	-

	7290	Additional Educational Program Revenues	-
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	-
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	-
	7330	Health Services (Medical, Dental, Nurse, Act 25)	169,311
	7340	Unassigned	-
	7350	Sewage Treatment Operations / Environmental Subsidies	-
	7360	Safe Schools	-
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	-
	7503	Project 720/High School Reform	-
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	-
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	-
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	-
	7820	State Share of Retirement Contributions	3,668,579
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	-
	7990	Other Technology Grants	-
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	-
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	-
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	-
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	-
	8320	Energy Conservation Grants - TA and ECM	-

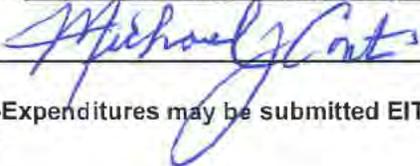
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	-
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	2,140,826
	8520	Vocational Education	-
	8530	Child Nutrition Program	-
	8540	Nutrition Education and Training	-
	8560	Federal Block Grants	-
	8570	Unassigned	-
	8580	Child Care and Development Block Grants	-
	8590	Unassigned	-
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	-
	8620	Adult Basic Education	-
	8640	Headstart	-
	8650	Unassigned	-
	8660	Workforce Investment Act (WIA)	-
	8670	Unassigned	-
	8680	Unassigned	-
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	-
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	79,213
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	-
	9120	Proceeds from Refunding of Bonds	-
9200		PROCEEDS FROM EXTENDED TERM FINANCING	-
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	-
	9320	Special Revenue Fund Transfers	-

9330	Capital Projects Funds Transfers	-
9340	Debt Service Fund Transfers	-
9350	Enterprise Fund Transfers	-
9360	Internal Service Fund Transfers	-
9370	Trust and Agency Fund	-
9380	Activity Fund Transfers	-
9390	Permanent Fund Transfers	-
9400	SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	195,984
9500	Unassigned	-
9600	Unassigned	-
9700	TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
9710	Transfers from Component Units	-
9720	Transfers from Primary Governments	-
9800	INTRAFUND TRANSFERS IN	
9810	General Fund Intrafund Transfers	-
9820	Special Revenue Intrafund Transfers	-
9840	Debt Service Intrafund Transfers	-
9850	Enterprise Intrafund Transfers	-
9860	Internal Service Intrafund Transfers	-
9870	Trust and Agency Intrafund Transfers	-
9880	Activity Interfund Transfers	-
TOTAL REVENUES		130,581,617

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

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	63,936,216
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	15,822,819
1300	VOCATIONAL EDUCATION	-
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	-
1600	ADULT EDUCATION PROGRAMS	-
1700	HIGHER EDUCATION PROGRAMS	-
1800	PRE-KINDERGARTEN	-
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	161,559
	2120 Guidance Services	4,941,923
	2130 Attendance Services	-
	2140 Psychological Services	123,127
	2150 Speech Pathology and Audiology Services	-
	2160 Social Work Services	-
	2170 Student Accounting Services	358,913
	2190 Other Pupil Personnel Services	2,074,544
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	-

	2220	Technology Support Services	-
	2230	Educational Television Services	-
	2240	Computer-Assisted Instruction Support Services	144,046
	2250	School Library Services	-
	2260	Instruction and Curriculum Development Services	227,856
	2270	Instructional Staff Professional Development Services	231,158
	2280	Nonpublic Support Services	-
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	273,726
	2320	Board Treasurer Services	-
	2340	Staff Relations and Negotiations Services	-
	2350	Legal Services	1,352,122
	2360	Office of the Superintendent (Executive Director) Services	329,244
	2370	Community Relations Services	-
	2380	Office of the Principal Services	1,423,314
	2390	Other Administration Services	1,348,967
2400		SUPPORT SERVICES - PUPIL HEALTH	495,914
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	3,349,242
	2520	Purchasing Services	-
	2530	Warehousing and Distributing Services	-
	2540	Printing, Publishing and Duplicating Services	-
	2590	Other Support Services - Business	20,376,592
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	-
	2620	Operation of Buildings Services	2,467,584
	2630	Care and Upkeep of Grounds Services	-
	2640	Care and Upkeep of Equipment Services	-
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	396,698
	2660	Security Services	-
	2690	Other Operation and Maintenance of Plant Services	-
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	-
	2720	Vehicle Operation Services	-
	2730	Monitoring Services	-
	2740	Vehicle Servicing and Maintenance Services	-
	2750	Nonpublic Transportation	-

	2790	Other Student Transportation Services	-
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	1,072,755
	2820	Information Services	-
	2830	Staff Services	183,556
	2840	Data Processing Services	-
	2850	State and Federal Agency Liaison Services	-
	2860	Management Services	-
	2890	Other Support Services Central	-
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	-
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	-
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	72,332
	3250	School Sponsored Athletics	16,523
3300		COMMUNITY SERVICES	
	3310	Community Recreation	23,049
	3320	Civic Services	-
	3330	Public Library Services	-
	3340	Custody and Child Care	-
	3350	Welfare Activities	-
	3390	Other Community Services	-
3400		SCHOLARSHIPS AND AWARDS	-
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	-
4200		EXISTING SITE IMPROVEMENT SERVICES	-
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	-
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	-

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	-
4600	EXISTING BUILDING IMPROVEMENT SERVICES	228,127
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	8,461
5200	FUND TRANSFERS	-
5300	TRANSFERS INVOLVING COMPONENT UNITS	-
5400	INTRAFUND TRANSFERS OUT	-
5800	SUSPENSE ACCOUNT	-
5900	BUDGETARY RESERVE	-
TOTAL EXPENDITURES		121,440,366

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2014**

9,141,251