

Collegium CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

535 James Hance Court
Exton, PA 19341
(610)903-1300

Phase:

Phase 2

CEO Name:

Bill Winters

CEO E-mail address:

bwinters@ccs.us

Governance and Staff

Leadership Changes

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

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

Administration:

In response to Collegium's continued increase in student population, the 2013-2014 school year was one of growth for our administration team. Assistant Principals were added in all four buildings and our Assistant Director of Student Services moved into the Director role, as the Director assumed full-time Principal responsibilities. All assistant principals were promoted from Collegium's teaching faculty. Two new Curriculum & Assessment Coordinators were added and a Director of Educational Services position was created and filled.

Board of Trustees:

During the 2013-2014 school year, the board accepted the resignations of members Sehr Rana, Sherry Pryor, Stephanie McCullough, Jeffrey Burke, and Mike Kureza for personal reasons. Joining the Board were new members: John Jackson, Jamie Bruton, Carolann DiMaggio, Tony Drager, and Dr. Leann Valentine.

Board of Trustees Meeting Schedule

Location	Date and Time
Collegium Charter School	7/3/2013 3:00 PM
Collegium Charter School	7/16/2013 3:00 PM
Collegium Charter School	8/8/2013 6:00 PM
Collegium Charter School	8/15/2013 6:00 PM
Collegium Charter School	9/12/2013 6:00 PM
Collegium Charter School	9/19/2013 6:00 PM
Collegium Charter School	9/22/2013 1:00 PM
Collegium Charter School	10/10/2013 6:00 PM
Collegium Charter School	10/17/2013 6:00 PM
Collegium Charter School	10/28/2013 1:00 PM
Collegium Charter School	11/14/2013 6:00 PM
Collegium Charter School	11/21/2013 6:00 PM
Collegium Charter School	12/8/2013 7:30 AM
Collegium Charter School	12/12/2013 6:00 PM
Collegium Charter School	12/19/2013 6:00 PM
Collegium Charter School	1/9/2014 6:00 PM
Collegium Charter School	1/16/2014 6:00 PM
Collegium Charter School	2/18/2014 1:00 PM

Collegium Charter School	2/20/2014 6:00 PM
Collegium Charter School	3/9/2014 1:00 PM
Collegium Charter School	3/13/2014 6:00 PM
Collegium Charter School	3/20/2014 6:00 PM
Collegium Charter School	4/10/2014 6:00 PM
Collegium Charter School	4/30/2014 9:00 AM
Collegium Charter School	5/8/2014 6:00 PM
Collegium Charter School	5/15/2014 6:00 PM
Collegium Charter School	5/15/2014 6:00 PM
Collegium Charter School	6/1/2014 1:00 PM
Collegium Charter School	6/12/2014 6:00 PM
Collegium Charter School	7/11/2014 9:30 AM
Collegium Charter School	8/14/2014 6:00 PM
Collegium Charter School	8/21/2014 6:00 PM
Collegium Charter School	9/11/2014 6:00 PM
Collegium Charter School	9/18/2014 6:00 PM
Collegium Charter School	10/9/2014 6:00 PM
Collegium Charter School	10/16/2014 6:00 PM
Collegium Charter School	11/13/2014 6:00 PM
Collegium Charter School	11/20/2014 6:00 PM
Collegium Charter School	12/11/2014 6:00 PM
Collegium Charter School	12/18/2014 6:00 PM
Collegium Charter School	1/8/2015 6:00 PM
Collegium Charter School	1/15/2015 6:00 PM
Collegium Charter School	2/12/2015 6:00 PM
Collegium Charter School	2/19/2015 6:00 PM
Collegium Charter School	3/12/2015 6:00 PM
Collegium Charter School	3/19/2015 6:00 PM
Collegium Charter School	4/9/2015 6:00 PM
Collegium Charter School	4/16/2015 6:00 PM
Collegium Charter School	5/14/2015 6:00 PM
Collegium Charter School	5/21/2015 6:00 PM
Collegium Charter School	6/11/2015 6:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	2.00	2.00				
Principal	4.00	4.00				
Assistant Principal	4.00	2.00				
Classroom Teacher (including Master Teachers)	110.00	110.00				
Specialty Teacher (including Master Teachers)	38.00	38.00				
Special Education Teacher (including Master Teachers)	26.00	26.00				
Special Education Coordinator	1.00	1.00				
Counselor	5.00	5.00				
Psychologist	3.00	3.00				
School Nurse	1.00	1.00				
Librarian	2	2				
IST Coordinator	3	3				
Math Coach	1	1				
Mentor Teacher	1	1				
504 Coordinator	1	1				
Totals	202.00	200.00	0	0	0	0

Further explanation:

We do not offer any contracts at Collegium. All employees are at-will.

*The 2 assistant principals without certification as indicated above have certification in process, either pending at PDE or awaiting Praxis test results.

Instructions for this section that provide some clarity would be nice.

Fiscal Matters

Major Fundraising Activities

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

Major fundraising activities performed this year and planned for next year: Collegium Charter School's Home and School Association's (CCSHSA) annual event, the *Cougar Challenge*, a walk and exercise fundraiser, raised over \$30,000 to benefit our students and faculty. The other fundraising efforts of the CCSHSA raised an additional \$40,000+ during the 2013-2014 school year. Student groups held a variety of smaller fundraisers to benefit their groups' activities and to raise money for charity groups (American Heart Association, Alex's Lemonade Stand, Soles4Souls, etc.). The amounts raised by each group ranges from a few dollars to thousands of dollars. The CCSHSA again is planning its *Cougar Challenge* for 2014-2015, along with a few other fundraisers (Bingo Nights, Market Day, KidStuff Coupon Books, etc.). Student groups will be planning similar fundraisers for the 2014-2015 school year.

Fiscal Solvency Policies

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

An annual audit is conducted by an independent accounting firm.

Fiscal Solvency Policies

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

We have not made any changes to our accounting system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Umbreit Korengel & Associates, P.C.
 Date of Last Audit: 09/01/2013
 Fiscal Year Last Audited: 2012-2013

Explanation of the Report

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

The financial audit report for the 2013-2014 school year is not yet complete.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 03/27/2012
 School Year Reviewed: 2011-12

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	Collegium Charter School	100
Paraprofessionals (11)	Collegium Charter School	100
School Psychologists (3)	Collegium Charter School	3
Special Education Coordinator	Collegium Charter School	100
Special Education Teachers (20)	Collegium Charter School	100
Speech Therapist (Part Time)	Collegium Charter School	40
Speech Therapist (Part Time)	Collegium Charter School	60
Speech Therapist (Part Time)	Collegium Charter School	80
Speech Therapists (2 Full Time)	Collegium Charter School	100

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Occupational Therapist	40 Hours	Outside Contractor	90
School Psychologist (3 Months)	40 Hours	Outside Contractor	30
Speech Therapist	20 Hours	Outside Contractor	14

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

12/16/2013

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

- Computers
- Textbooks and Library books
- Athletic Equipment
- Teacher/Student Furniture
- Library Equipment

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

\$641,892.14

Facility Plans and Other Capital Needs

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

Collegium Charter School currently owns two buildings totaling 118,000 square feet that house the high school in one building and the kindergarten, fourth, and fifth grades in the other. Additional kindergarten, second grade and third grade students are located in a four-story building (20,000 square feet per floor), and the middle school and sixth grade students are located in a second leased building (60,000 square feet). Current enrollment is 2537 students spread among the four buildings with plans to expand to approximately 3000 students by 2020. Both leased buildings include annual increases in rent, thus requiring the school to purchase these buildings as soon as possible to ensure future financial solvency. Each lease includes an option to purchase the building in 2017, and Collegium plans to issue additional municipal bonds in 2017 for this purpose.

The 60,000 square foot building housing the middle school and sixth grade students will require additional internal modifications to include an auditorium, gymnasium, and two additional classrooms within the next five years. Current plans call for paying for these modifications with operating funds deposited in a restricted fund.

Memorandums of Understanding

Organization	Purpose
West Whiteland Police Department	Safe Schools Requirement

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by Viktor Ohnjec on 7/31/2014

President, Board of Trustees

Affirmed by Bill Winters on 7/31/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Viktor Ohnjec on 7/31/2014

President, Board of Trustees

Affirmed by Bill Winters on 7/31/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Viktor Ohnjec on 7/31/2014

President, Board of Trustees

Affirmed by Bill Winters on 7/31/2014

Chief Executive Officer

CERTIFICATION VERIFICATION FORM
PDE-414

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignmt Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Adams	Judith	Yes	Early Childhood, Elementary/ II	7-12	Technology	1588 per 13-14 school year	100	
2	Adams	Paige	Yes	Elementary, Spec. Ed, Sec. LA/I	K-1	Special Education	1588 per 13-14	100	
3	Andrechick	Kristin	Yes	Elementary/I	2-3	Elementary	1588 per 13-14	100	
4	Annechino	Donna	Yes	School Psychologist/Educational Specialist II	K -12	School Psychologist	2080 per 13-14 school year	100	
5	Antonucci	Kathleen	Yes	Elementary/I	4-6	Technology	954 per 13-14 school year	100	
6	Barr	Amanda	Yes	Elementary/II	4-5	Elementary	1588 per 13-14 school year	100	
7	Batty	Jamie	Yes	Health & Physical Educ. / I	K-6	Health and PE	1588 per 13-14 school year	100	
8	Beard	Laura	Yes	Elem. Spec. Ed., MS Math/I	4	Special Education	1588 per 13-14 school year	100	
9	Blankenhagen	John	Yes	Math / I	7-12	Teacher, MS/HS Math	1588 per 13-14 school year	100	
10	Bogusch	Jessica	Yes	Elem & Spec Ed/I	4-5	Special Education	1588 per 13-14 school year	100	
11	Bogusch	Thomas	Yes	Biology / II	7-12	Biology	1588 per 13-14 school year	100	
12	Bond	Jennifer	Yes	Speech/I	K-6	Speech	800 per 13-14 school year	100	
13	Borucki	Emily	Yes	Elementary/II	K-1	Elementary	1588 per 13-14 school year	100	
14	Brady	Cara	Yes	Elementary, Spec. Ed./I	5	Elementary	1588 per 13-14 school year	100	
15	Bruno	Luz Cheila	Yes	Spanish, Elem / II	K-6	Spanish	1588 per 13-14 school year	100	
16	Burkett	Cathy	Yes	Elementary/Program Specialist ESL/I	K-6	Elementary	1588 per 13-14 school year	100	
17	Busch	Maggie	Yes	Spanish/I	4-6	Spanish	1588 per 13-14 school year	100	
18	Cardarelli	Kathryn	Yes	English 7 - 12/ II	7-12	Library	1588 per 13-14 school year	100	
19	Carey	Eric	Yes	Curriculum & Assessment Coordinator	7-12	English	2080 per 13-14 school year	100	
20	Carmichael	Kristin	Yes	Special Education/II	7-12	Special Education	1588 per 13-14 school year	100	
21	Cassner	Noreen	Yes	Elementary/II	4-5	Elementary	1588 per 13-14 school year	100	
22	Chandler	Amy	Yes	Elementary, Spec. Ed./I	2-4	Special Education	1588 per 13-14 school year	100	
23	Christman	Kimberly	Yes	Spec Ed., Sec. LA/I	K-6	504 Coordinator	1588 per 13-14 school year	100	

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
24	Cianci	Nicole	Yes	Elementary, Mid-level Citizenship, Mid-level Math, Mid-level Language Arts, Social Studies 7-12 / II	7-12	Social Studies	1588 per 13-14 school year	100	
25	Cirillo	Ann Marie	Yes	Special Education N-12/ II	2-3	Special Education	1588 per 13-14 school year	100	
26	Coni	Anastasia	Yes	ELL, Sec. LA/ I	7-12	ESL	1588 per 13-14 school year	100	
27	Conlan	Mary Grace	Yes	Spanish/II	4-6	Spanish	1588 per 13-14 school year	100	
28	Cordova	Alicia	Yes	Elementary /II	K-1	Elementary	1588 per 13-14 school year	100	
29	Corey	Meghan	Yes	Elementary & Special Education N-12 / II	7-12	Special Education	1588 per 13-14 school year	100	
30	Cortlessa	Virginia Kathleen	Yes	Elementary/II	2-3	Elementary	1588 per 13-14 school year	100	
31	Crabb	Robyn	Yes	Elementary/II	K-1	Elementary	1588 per 13-14 school year	100	
32	Cross	Katelyn	Yes	ELL, Sec. LA/ I	7-12	Sec. LA	1588 per 13-14 school year	100	
33	Dager	Katrina	Yes	Elementary, Spec. Ed./I	3	Elementary	1588 per 13-14 school year	100	
34	Danenhower	Lisa	Yes	Elementary, I	K-1	Elementary	1588 per 13-14 school year	100	
35	Danielson	Colleen	Yes	Reading Specialist/I	K -6	Elementary	1588 per 13-14 school year	100	
36	Dardes	Melissa	Yes	Elementary, EC/ I	6	Elementary	1588 per 13-14 school year		
37	Davis	Isaac	Yes	Secondary Guidance/II	7-9	Guidance Counselor	1588 per 13-14 school year	100	
38	Davis	Devyn	Yes	Health/PE/I	2-4	Health and PE	1588 per 13-14 school year	100	
39	Davis-Taylor	Porsche	Yes	Library, Elementary /II	K-6	Library	1588 per 13-14 school year	100	
40	DellaBadia	Amy	Yes	Spec Ed, Elem/I	2-3	Special Education	1588 per 13-14 school year	100	
41	DeTurck	Maryellen	Yes	Spanish/II	K-3	Elementary	1588 per 13-14 school year	100	
42	DiCicco	Rebecca	Yes	Elementary, EC/ I	K-1	Elementary	1588 per 13-14 school year	100	
43	Dryburgh	Graham	Yes	Health & Physical Educ. / I	7-12	Assistant Principal	2080 per 13-14 school year	0	100%
44	Duffey	Marie	Yes	Elementary, Special Education N-12/ II	K-1	Elementary	1588 per 13-14 school year	100	
45	Duffy	Shannon	Yes	Social Studies 7 - 12 / II	7-12	Social Studies	1588 per 13-14 school year	100	
46	Duffy	Joan	Yes	Elem, ESL, 7-12 Biology/I	K-6	Elementary, Bldg. Sub.	1588 per 13-14 school year	100	
47	Dunn	Erin	Yes	Elementary /I	K-1	Elementary	1588 per 13-14 school year	100	
48	Durkin	Richard	Yes	Elementary, Special Education N-12/ II	7-12	Special Education	1558 per 13-14 school year	100	

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49	Egolf	Kimberly	Yes	Elementary / II	2-3	Elementary	1588 per 13-14 school year	100	
50	Elberti	Brent	Yes	Elementary/I	4-5	Elementary	1588 per 13-14 school year	100	
51	Ely	Meredith	Yes	Early Childhood, Elementary/ II	K-1	Elementary	1588 per 13-14 school year	100	
52	Endrey	Shelley	Yes	Elementary/II	2-3	Elementary	1588 per 13-14 school year	100	
53	Erskine	Elizabeth	Yes	Elementary /II	K-1	Elementary	1588 per 13-14 school year	100	
54	Esche	Richard	Yes	Health & Physical Educ. / I	7-12	Health and PE	1588 per 13-14 school year	100	
55	Farry	Kathleen	Yes	Elementary/II	2-3	Elementary	1588 per 13-14 school year	100	
56	Fisher	Kerrene	Yes	Elementary/II	K-1	Elementary	1588 per 13-14 school year	100	
57	Flokowski	Kathleen	Yes	Elementary & Special Education N-12 / II	K-1	Elementary	1588 per 13-14 school year	100	
58	Ford	Bryan	Yes	Social Studies/I	7-12	Social Studies	1588 per 13-14 school year	100	
59	Fowlkes	Daniel	Yes	Elem/I	4-5	Elementary	1588 per 13-14 school year	100	
60	Frank	Kristen	Yes	Elementary/I	K-1	Elementary	1588 per 13-14 school year	100	
61	Fuhrman	Amy	Yes	Elementary/I	K-1	Elementary	1588 per 13-14 school year	100	
62	Garsils	Steven	Yes	Elementary & Special Education N-12 / II	K-6	Elementary, Bldg. Sub.	1588 per 13-14 school year	100	
63	Gaspari	Natalie	Yes	English 7 - 12/ I	7-12	English	1588 per 13-14 school year	100	
64	Ginev	Alexandre	Yes	Earth & Space, MS Math, Chemistry, Secondary Math/I	7-8	Science	320 per 13-14 school year	100	
65	Grandizio	Mary	Yes	Elem/I	K-1	Elementary	1588 per 13-14 school year	100	
66	Grant	Alice	Yes	Elementary / I	2-3	Elementary	1588 per 13-14 school year	100	
67	Guarente	Jonathan	Yes	Elementary / I	2-3	Elementary	1588 per 13-14 school year	100	
68	Haight	Amber	Yes	Elementary, II	2-3	Elementary	1588 per 13-14 school year	100	
69	Haldeman	Christine	Yes	Elementary & Spec Ed./I	4-5	Elementary	1588 per 13-14 school year	100	
70	Halpin	Thomas	Yes	Spanish / II	7-12	Spanish	1588 per 13-14 school year	100	
71	Hamond	Carly	Yes	Elementary, Spec. Ed./I	6	Elementary	1588 per 13-14 school year	100	
72	Hampton	Brenda	Yes	Elementary/I	K-1	Elementary	1588 per 13-14 school year	100	
73	Handley	Thomas	Yes	Sec. Math / I	7-12	Teacher, MS/HS Math	1588 per 13-14 school year	100	

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
74	Harding	Carolyn	Yes	ESL, Elementary /I	7-12	ESL	1588 per 13-14 school year	100	
75	Harding	Kathleen	Yes	Elementary / II	2-3	Elementary	1588 per 13-14 school year	100	
76	Harkins	Paul	Yes	English 7 - 12/ II	7-12	English	1588 per 13-14 school year	100	
77	Hayes	Lauren	Yes	Bio, MS Sci, Earth & Space/I	7-12	Science	1588 per 13-14 school year	100	
78	Hendrzak	Micheal	Yes	School Psychologist/II	K-12	School Psychologist	1040 per 13-14 school year	100	
79	Hennigan	Rosie	Yes	Speech/I	K-5	Speech	1588 per 13-14 school year	100	
80	High	Kassandra	Yes	Elementary, ESL/I	2-3	Elementary	1588 per 13-14 school year	100	
81	Hirst	Corinne	Yes	Elem Guidance, Sec. Guidance/I	K-6	Guidance Counselor	1588 per 13-14 school year	100	
82	Hixson	Brian	Yes	Chemistry /I	7-12	Teacher, MS/HS Chemistry (1588 per 13-14 school year	100	
83	Houdeshel	Katelyn	Yes	Elementary & Program Specialist ESL / I	K - 3	ESL	1588 per 13-14 school year	100	
84	Humbert	Patrick	Yes	Art/I	7-12	Art	1588 per 13-14 school year	100	
85	Ithier	Cindy	Yes	Elementary/II	K-1	Elementary	1588 per 13-14 school year	100	
86	James	Tammy	Yes	Elementary, Spec. Ed./I	4-6	Special Education	800 per 13-14 sch	100	
87	Johnson	Robert	Yes	Elementary/II	4-5	Elementary	1588 per 13-14 school year	100	
88	Jones	Amanda	Yes	Elementary /I	K-6	Teacher, Bldg. Sub.	1588 per 13-14 school year	100	
89	Kahl	Eileen	Yes	Elementary/II	4-5	Elementary	1588 per 13-14 school year	100	
90	Kearney	Jennifer	Yes	Elementary, Spec. Ed. K-12 / II	K-12	Coordinator, IST Programs	1588 per 13-14 school year	100	
91	Kelley	Michael Sean	Yes	Mid-Level Science (7-9), Elementary/ II	7-9	Middle School Science	1588 per 13-14 school year	100	
92	Kelsey	Elyse	Yes	Elem/I	K-1	Elementary	1588 per 13-14 school year	100	
93	Kender	Nicole	Yes	Gudiance/I	7-9	Guidance Counselor	1588 per 13-14 school year	100	
94	Kendrick	Raymond	Yes	Health/PE /I	7-12	Teacher, MS/HS Health/PE	1588 per 13-14 school year	100	
95	Koberg	Christine	Yes	Elementary, Spec. Ed. /I	K-1	Special Education	1588 per 13-14 school year	100	
96	Kobernick	Jodi	Yes	PA Speech & Language License #SL005055L	K-6	Speech	1300 per 13-14 school year	100	
97	Kopie	Mary Ann	Yes	Mathematics/II	7-12	Mathematics	1588 per 13-14 school year	100	
98	Kowalski	Michael	Yes	Social Studies/I	7-12	Social Studies	1588 per 13-14 school year	100	
99	Kowalsky	Colleen	Yes	Elementary /II	K-1	Elementary	1588 per 13-14 school year	100	

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
100	Krausz	Jessica	Yes	Elementary /II	2-3	Elementary	1588 per 13-14 school year	100	
101	Kutch	Kathleen	Yes	Spanish / I	7-12	Spanish	1588 per 13-14 school year	100	
102	Lake	Amanda	Yes	Principal, K-12/ Administrative & Elementary, Mid-Level Math (7-9) / II	7-12	Director of Educational Services	2080 per 13-14 school year	100	
103	Lawler	Gavin	Yes	Biology & General Science, Principal /II	K-1	Assistant Principal	2080 per 13-14 school year	100	
104	Lawrence	Stephanie	Yes	Sec. LA/ I	7-12	LA	1588 per 13-14 school year	100	
105	Lewis	Melanie	Yes	Special Education & Elementary/II	2	Elementary	1588 per 13-14 school year	100	
106	Loescher	Holly	Yes	Elementary / II	2-3	Elementary	1588 per 13-14 school year	100	
107	Lombardo	Christine	Yes	Elementary & Spec Ed./II	6	Special Education	1113 per 13-14 school year	100	
108	Maginnis	Erin	Yes	Spanish/I	2-4	Spanish	1588 per 13-14 school year	100	
109	Makriniotis	Allison	Yes	Early Childhood, Elementary/ II	K-1	Elementary	1588 per 13-14 school year	100	
110	Martin	Marissa	Yes	Sec. Math / I	7-12	Sec. Math	1588 per 13-14 school year	100	
111	Martin	Danielle	Yes	Physics, Chemistry, Sec. Math, Gen. Sci/I	12	Physics	1588 per 13-14 school year	100	
112	McAboy	Daniel	Yes	English 7 - 12/ II	7-12	English	1588 per 13-14 school year	100	
113	McCain	Kathleen	Yes	Elementary, Special Education N-12/ I	K-12	Coordinator, IST Programs	1588 per 13-14 school year	100	
114	McNamara	Colleen	Yes	Health & Physical Educ. / II	K-3	Health and PE	1588 per 13-14 school year	100	
115	McQuillis	Leah	Yes	Spec. Ed, Elem, MS Sci, MS SS, ESL /II	7-12	Special Education	1588 per 13-14 school year	100	
116	Medvidik	Michael	Yes	Music K - 12 / II	7-12	Music	1588 per 13-14 school year	100	
117	Mellone	Linda	Yes	School Nurse, II	K-12	School Nurse	1588 per 13-14 school year	100	
118	Meyer	Bryan	Yes	Elem., ESL / I	K-6	Teacher, Elem ESL TEMP	1588 per 13-14 school year	100	
119	Minchak	Rebecca	Yes	Elementary / II	K-1	Elementary	1588 per 13-14 school year	100	
120	Mitchell	Rebecca	Yes	Elementary / I	K-3	Elementary Spec. Ed.	1588 per 13-14 school year	100	
121	Moore	Marcell	Yes	Elementary, Principal / II	2-4	Assistant Principal	2080 per 13-14 school year	100	
122	Morganstern	Rachael	Yes	Elementary/I	2-3	Elementary	1588 per 13-14 school year	100	
123	Mraz	Marguerite	Yes	Elementary Principal, Secondary Principal / Administrative & Elementary, Reading Specialist / II	K-3	Principal	2080 per 13-14 school year	100	
124	Mueller	Shannon	Yes	Special Education N-12, MS LA/ I	7-12	Special Education	1588 per 13-14 school year	100	

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
125	Mullen	April	Yes	Music/ II	K-3	Music	1588 per 13-14 school year	100	
126	Mullin	Trista	Yes	Elementary /I	6	Elementary	1588 per 13-14 school year	100	
127	Murphy	Shaun	Yes	Elementary /II	4-6	Assistant Principal	2080 per 13-14 school year	0	100%
128	O'Brien	Patricia	Yes	Principal, Elementary, Social Studies, Reading Specialist / II	7-12	Principal	2080 per 13-14 school year	100	
129	Olivo	Jennifer	Yes	Elem. Spec. Ed. /I	K-1	Teacher, Kdg.	1588 per 13-14 school year	100	
130	O'Malley	Colleen	Yes	Elementary /II	4-5	Elementary	1588 per 13-14 school year	100	
131	Orme	Marie	Yes	Elementary /II	K-3	Technology	1588 per 13-14 school year	100	
132	O'Rourke	Kimberly	Yes	Sec. LA / I	7-12	Teacher, MS/HS LA	1588 per 13-14 school year	100	
133	Pacella	Susan	Yes	Speech & Language/II	K-12	Speech	800 per 13-14 school year	100	
134	Pacitto	Kathryn	Yes	Supervisor - Spec. Ed., Elem. Guidance Counselor, Sec. Guidance Counselor, Prinicpal/II	K-12	Director of Student Services	2080 per 13-14 school year	100	
135	Parfitt	Jennifer Grace	Yes	English 7 - 12/ II	7-12	English	1431 per 13-14 school year	100	
136	Pautz	Tracy	Yes	Music/ II	K to 6	Music	1588 per 13-14 school year	100	
137	Perrino	Christine	Yes	Elem., Spec Ed., EC., Sec. LA/I	2-3	Elementary	1588 per 13-14 school year	100	
138	Petrillo	Paige	Yes	Spec. Ed., Elem	4-5	Special Education	1588 per 13-14 school year	100	
139	Quarino	Daniele	Yes	Mathematics 7 - 12 / II	7-12	Mathematics	1588 per 13-14 school year	100	
140	Radway	Nicole	Yes	MS Math, Elem / II	K-6	Math Coach	1588 per 13-14 school year	100	
141	Ratti	Rebecca	Yes	Math / I	7-12	Teacher, MS/HS Math	1588 per 13-14 school year	100	
142	Reed	Kathryn	Yes	Elementary / II	6	Elementary	1588 per 13-14 school year	100	
143	Rege	Depali	Yes	Elementary / I	6	Teacher, 6th Grade	1588 per 13-14 school year	100	
144	Riehl	Kimberly	Yes	Spanish/II	7-12	Spanish	1588 per 13-14 school year	100	
145	Riley	Kristen	Yes	Social Studies 7 - 12 / II	7-12	Social Studies	1588 per 13-14 school year	100	
146	Rivera	Tawana	Yes	Early Childhood N - 3 / I	K-1	Elementary	1588 per 13-14 school year	100	
147	Roberts	Heather	Yes	Special Education N-12/ II	7-12	Special Education	1588 per 13-14 school year	100	
148	Robison	Matthew	Yes	Health/PE / I	K-6	Teacher, Health/PE	1588 per 13-14 school year	100	
149	Roggio	Abigail	Yes	Reading Specialist/II	4-7	Reading Specialist	1588 per 13-14 school year	100	

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150	Rogowski	Jessica	Yes	Elementary / I	K-6	Elementary, Bldg. Sub.	1588 per 13-14 school year	100	
151	Rudolph	Jeremy	Yes	Spanish/II	7-12	Spanish	1588 per 13-14 school year	100	
152	Rudolph	Pamela	Yes	Spanish/I	K-6	Spanish	1588 per 13-14 school year	100	
153	Ryan	Colleen	Yes	Elem. & Spec Ed/I	4-5	Special Education	1588 per 13-14 school year	100	
154	Ryan	Matthew	Yes	Elementary / II	2-3	Elementary	1588 per 13-14 school year	100	
155	Sabatini	Mary Beth	Yes	Sec. LA / I	7-12	MS/HS LA	1588 per 13-14 school year	100	
156	Saks	Kimberly	Yes	Speech/I	K-12	Speech	1588 per 13-14 school year	100	
157	Salemi	Alecia	Yes	Elem, SpEd, 7-9 Eng, 7-9 Science/I	2-3	Elementary	1588 per 13-14 school year	100	
158	Schmidt	Mary Patricia	Yes	Elem., ELL/I	K-5	Elementary, Bldg. Sub.	1588 per 13-14 school year	100	
159	Schneider	Josef	Yes	Social Studies 7 - 12 / I	7-12	Social Studies	1588 per 13-14 school year	100	
160	Schultz	Thomas	Yes	Health & PE/ I	4-6	Health and PE	1588 per 13-14 school year	100	
161	Shappell	Deirdre	Yes	Elementary / II	2-3	Elementary	1588 per 13-14 school year	100	
162	Sherman	Lisa	Yes	Elementary/I	K-1	Elementary	1588 per 13-14 school year	100	
163	Simpson	Mark	Yes	School Psychologist/I	K-12	School Psychologist	2080 per 13-14 sch	100%	
164	Slider	Mark	Yes	Principal, Sec. Soc. Studies/II	K-6	Coordinator, Curriculum & Assessment			
165	Slusser	David	Yes	Health & PE/ I	2-4	Health and PE	1588 per 13-14 school year	100	
166	Spallholtz	Kristin	Yes	Earth & Space Science/I	7-8	Science	1268 per 13-14 school year	100	
167	Spangler	Kaitlin	Yes	Special Education, Elem. , MS LA/I	7-12	Special Education	1588 per 13-14 school year	100	
168	Springer	Jason	Yes	Art K- 12/ II	7-12	Art	1588 per 13-14 school year	100	
169	Stanchak	Jennifer	Yes	Elementary, Spec. Ed./I	2-3	Elementary	1588 per 13-14 school year	100	
170	Stauffer	Lara	Yes	Elementary / II	K-1	Elementary	1588 per 13-14 school year	100	
171	Steigerwalt	Jeannie	Yes	Art K- 12/ II	4-6	Art	1588 per 13-14 school year	100	
172	Steines	Elisabeth	Yes	Art K- 12/ I	K-3	Art	1588 per 13-14 school year	100	
173	Stell	Sara	Yes	Music K - 12 / II	3-12	Music	1588 per 13-14 school year	100	
174	Sterious	Theodore	Yes	Elementary, MS Mathematics 7 - 9, Principal, K - 12, MS Science 7- 9 / II	4-6	Principal	2080 per 13-14 school year	100	
175	Stevenson	Alyssa	Yes	Elem & EC/I	2-3	Elementary	1588 per 13-14 school year	100	

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176	Stevenson	Kristopher	Yes	Elem./I	Pre-1	Elementary	1588 per 13-14 school year	100	
177	Stoughton	Jamie	Yes	Elementary / II	K-1	Elementary	1588 per 13-14 school year	100	
178	Struebing	Connie	Yes	Elementary / II	K-6	Mentor Teacher	1588 per 13-14 school year	100	
179	Sullivan	Caitlin	Yes	Elementary/I	K-1	Elementary	1588 per 13-14 school year	100	
180	Sundwall	Theresa	Yes	Music K - 12 / II	3-6	Music	1588 per 13-14 school year	100	
181	Teodecki	Geena	Yes	Art/I	K-6	Art	1588 per 13-14 school year	100	
182	Tozer	Elizabeth	Yes	Music K - 12 / II	7-12	Music	1588 per 13-14 school year	100	
183	Tripp	Laura	Yes	Elementary & Special Education / II	4-5	Elementary	1588 per 13-14 school year	100	
184	Tull	Carlton	Yes	Elementary / I	6	Elementary	1588 per 13-14 school year	100	
185	Tuoni	Hillary	Yes	Spanish/I	4-6	Spanish	1588 per 13-14 school year	100	
186	Urbas	Jaclyn	Yes	Music / I	K-6	Teacher, Music	1588 per 13-14 school year	100	
187	Vaughn	Michelle	Yes	Spanish & ESL/I	7-12	ESL	1300 per 13-14 school year	100	
188	Vesper	Claire	Yes	Music/I	K-6	Music	1588 per 13-14 school year	100	
189	Viebahn	Jacquelyn	Yes	Elementary, Spec. Ed./I	2-3	Special Education	800 per 13-14 sch	100	
190	Walczak	Kristina	Yes	Elementary, EC / I	K-1	Elementary	1588 per 13-14 school year	100	
191	Warrington	Elizabeth	Yes	Elementary / I	K-1	Elementary	1588 per 13-14 school year	100	
192	Watson	Kristin	Yes	Elementary / I	K-6	Elementary	1588 per 13-14 school year	100	
193	West	Lauren	Yes	Elementary / I	K-6	Elementary	1588 per 13-14 school year	100	
194	Westmoreland	Anna	Yes	Elem/I	4-5	Elementary	1588 per 13-14 school year	100	
195	Whisler	Vicki	Yes	Sec. Language Arts/I	7-12	English	1588 per 13-14 school year	100	
196	Wight-Mahoney	Pamela	Yes	Principal, K-12/ Administrative & Supervisor Special Education / Supervisory & Special Education N - 12 / II	2-4	Principal	2080 per 13-14 school year	100	
197	Wilkins	Maureen	Yes	Special Education N-12/ II	K-12	Coordinator, Special Education Programs	2080 per 13-14 school year	100	
198	Williams	Timothy	Yes	Spanish / I	7-12	Spanish	1588 per 13-14 school year	100	
199	Williford	Martina	Yes	Rdg. Spec., Spec Ed, MS LA/II	7-12	Reading	1100 per 13-14 school year	100	
200	Wineland	Susan	Yes	Reading Specialist, Elementary, Early Childhood, Special Education N 12 / II	K-3	Reading Specialist	1588 per 13-14 school year	100	

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201	Winters	Allison	Yes	Elementary, I	4-6	Health and PE	1588 per 13-14 school year	100	
202	Woodward	Noelle	Yes	Elementary / II	4-5	Elementary	1588 per 13-14 school year	100	
203	Yack	Lauren	Yes	Elementary Guidance/I	K-3	Guidance Counselor	1588 per 13-14 school year	100	
204	Yaniviak	Megan	Yes	Elementary / I	K-1	Elementary	1588 per 13-14 school year	100	
205	Zane	Jennifer	Yes	EC / I	K-1	Elementary	1588 per 13-14 school year	100	

Total Number of Administrators (do not include CEO) __11__

Total Number of Teachers __180__ Counselors __5__ School Nurses __1__ Others __8__

Total Number of Professional Staff __205__

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

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

**Division of Federal Program
Consolidated Program Review**

2011-2012 School Year

**Collegium CS
535 James Hance Court
Exton, Pa 19341**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	William Winters	610-903-1300 607	<input type="checkbox"/>
Business Manager:	Debbie McCabe	610-903-1300 611	<input type="checkbox"/>
Title I Coordinator:	Pam Wight-Mahoney	610-903-1300 109	<input type="checkbox"/>
Title II Part A Coordinator:	Pam Wight-Mahoney	610-903-1300 109	<input type="checkbox"/>
Title III Coordinator:	Pam Wight-Mahoney	610-903-1300 109	<input type="checkbox"/>
Fiscal Requirements Coordinator:	Debbie McCabe	610-903-1300 611	<input type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

- | | | |
|--|--|--|
| <input type="checkbox"/> Title I | <input type="checkbox"/> Fiscal Requirements | <input type="checkbox"/> Title VI-B REAP |
| <input type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review | |
| <input type="checkbox"/> Title III | | |

Program Reviewer/s:

Visit Date:

Title I Program Review

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

I. Highly Qualified

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

<p>3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of parent/guardian notification		<table border="1"> <tr> <th data-bbox="1591 92 1938 142">District Comments</th> </tr> <tr> <td data-bbox="1591 142 1938 342"> 2/24/2012 1:16:20 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school </td> </tr> </table>	District Comments	2/24/2012 1:16:20 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school
District Comments								
2/24/2012 1:16:20 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school								
<p>4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		<table border="1"> <tr> <th data-bbox="1591 355 1938 406">District Comments</th> </tr> <tr> <td data-bbox="1591 406 1938 602"> 2/24/2012 1:16:40 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school </td> </tr> </table>	District Comments	2/24/2012 1:16:40 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school
District Comments								
2/24/2012 1:16:40 PM Director of Student Services Pamela wight-Mahoney We are not a title 1 school								

II. Parent Involvement

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

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

8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		
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III. LEA Improvement

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

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

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

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

V. School Choice

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

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

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

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

Sec. 1116(e)

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

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

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

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

Component VII: Schoolwide Programs						
The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.						
Sec. 1114						
<input checked="" type="checkbox"/> If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		
2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schoolwide agenda/minutes. <input type="checkbox"/> School wide plan that includes goals. <input type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.		

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

VIII. Targeted Assistance

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

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

Component IX: Nonpublic Schools

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

Sec. 1120
Sec. 9503

34 CFR Part 200
§200.62 - 200.67, 200.77
§200.77(f)
§200.78(a)

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

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

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

X. Comparability

Component X: Comparability						
The LEA complies with the comparability provisions of Title I.						
Sec. 1120A(c)						
<input type="checkbox"/> If the LEA is exempt from Comparability requirements, this section can be skipped. For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input type="checkbox"/> Documentation maintained supports the report submitted by November 15th of each year <input type="checkbox"/> HR action documentation for any corrective actions taken <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during school year to meet the November 15th deadline.		District Comments
						3/9/2012 1:39:34 PM Director of Student Services Pamela wight-Mahoney We are charter school and have only one school.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified				
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:35:46 PM Director of Student Services Pamela wight-Mahoney Has maintained highly qualified teacher status for 2 years.</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:35:46 PM Director of Student Services Pamela wight-Mahoney Has maintained highly qualified teacher status for 2 years.
District Comments								
3/9/2012 12:35:46 PM Director of Student Services Pamela wight-Mahoney Has maintained highly qualified teacher status for 2 years.								
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c)) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented (this could vary from LEA to LEA)		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:35:52 PM Director of Student Services Pamela wight-Mahoney LEA has made AP and maintained 100% HQ</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:35:52 PM Director of Student Services Pamela wight-Mahoney LEA has made AP and maintained 100% HQ
District Comments								
3/9/2012 12:35:52 PM Director of Student Services Pamela wight-Mahoney LEA has made AP and maintained 100% HQ								

Professional Development

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

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		District Comments 3/9/2012 12:41:30 PM Director of Student Services Pamela wight-Mahoney We are a charter school and have only one building per grade.
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE		
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		District Comments 3/9/2012 12:42:33 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public school children

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 		

Title III Program Review

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

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

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

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

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

II. Assessment

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

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

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of AMAO Status Report and letter received from the SEA				
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years. <i>(This has not yet been implemented by PDE.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:48:58 PM Director of Student Services Pamela wight-Mahoney Have met AMAO for 2-4 consecutive years</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:48:58 PM Director of Student Services Pamela wight-Mahoney Have met AMAO for 2-4 consecutive years
District Comments								
3/9/2012 12:48:58 PM Director of Student Services Pamela wight-Mahoney Have met AMAO for 2-4 consecutive years								
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification and AMAO Improvement Planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:48:52 PM Director of Student Services Pamela wight-Mahoney Collegium Charter School is not members of a consortium</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:48:52 PM Director of Student Services Pamela wight-Mahoney Collegium Charter School is not members of a consortium
District Comments								
3/9/2012 12:48:52 PM Director of Student Services Pamela wight-Mahoney Collegium Charter School is not members of a consortium								

IV. Evaluation

Section 3121

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

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs.</p> <p>The LEA/Consortia bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student records and grades <input checked="" type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input checked="" type="checkbox"/> ACCESS for ELLs Score Report data <input checked="" type="checkbox"/> PSSA Score Report data <input checked="" type="checkbox"/> District AMAO Status Reports 		
<p>2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELLs</p> <p>b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies.</p> <p>c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency</p> <p>d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input checked="" type="checkbox"/> Completion of eGrant System subgrantee professional development activities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agenda <input checked="" type="checkbox"/> Training schedule <input checked="" type="checkbox"/> Teacher Act 48 lists 	

VI. Authorized Subgrantee Activities for LEP

Section 3115(d)

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

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. Authorized Activities:</p> <p>"(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;</p> <p>"(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;</p> <p>"(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p> <p>"(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;</p> <p>"(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;</p> <p>"(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and</p> <p>"(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title III application</p> <p><input type="checkbox"/> A record of students being served</p> <p><input type="checkbox"/> The type of programs being implemented</p>		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/9/2012 1:41:56 PM</p> <p>Director of Student Services Pamela wight-Mahoney</p> <p>Do not receive immigrant funding</p> </td> </tr> </tbody> </table>	District Comments	<p>3/9/2012 1:41:56 PM</p> <p>Director of Student Services Pamela wight-Mahoney</p> <p>Do not receive immigrant funding</p>
District Comments								
<p>3/9/2012 1:41:56 PM</p> <p>Director of Student Services Pamela wight-Mahoney</p> <p>Do not receive immigrant funding</p>								

VIII. Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA/Consortia provides notifications to parents in an understandable uniform format, and, to the extent practical, in a language that the parent can understand. Notification includes basis for placement, level of proficiency, method of instruction, how the program will meet the student's needs, and exit criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent letters for placement in Title III programs	<input type="checkbox"/> Use of Transact for translations			
2. The LEA/Consortia has parent notification provisions for identification and placement for Title III supplemental programs within 30 days of the beginning of school or 2 weeks after school begins.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent letters for placement in Title III programs				
3. The LEA/Consortia sends parent notification for failure to meet AMAOs, of such failure not later than 30 days after such failure occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Parent letter for AMAO status	<input type="checkbox"/> Use of Transact for translations	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:43:55 PM Director of Student Services Pamela wight-Mahoney We have not failed AMAO</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:43:55 PM Director of Student Services Pamela wight-Mahoney We have not failed AMAO
District Comments								
3/9/2012 1:43:55 PM Director of Student Services Pamela wight-Mahoney We have not failed AMAO								
4. Parental participation and outreach provisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent participation policies are distributed to parents on a regular basis <input checked="" type="checkbox"/> Evidence of outreach with parents of ELL students about how they can be involved in their child's education	<input type="checkbox"/> Written in the application			

IX. Implementation of the Title III Application - Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Submission of annual Title III application, implementation of application, and evaluation of success of Title III Implementation Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of signed rider and application				
2. The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III. The LEA/Consortia provides: a. Policies and procedures for provision of services to eligible children attending private schools b. Third party contract(s) c. Copies of local application and budgets that document appropriate set asides (LEA) d. Evidence that consultation occurred between LEA and private school officials e. Evidence that private school children and teachers are receiving equitable services f. Evidence that the LEA is evaluating the Title III program serving private school students g. Evidence the LEA regularly supervises the provision of Title III services to private school children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written policies and procedures, letters, emails or meeting agendas of LEA consultation with non-publics schools. Written agreement of equitable services to be provided. Evaluation plan for private school, program success, Supervisory consultation.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:45:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools.</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:45:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools.
District Comments								
3/9/2012 1:45:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools.								
3. The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher fluency assessment results				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:46:34 PM Director of Student Services Pamela wight-Mahoney We do not have teachers in the Title III program teaching in any language other than English</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:46:34 PM Director of Student Services Pamela wight-Mahoney We do not have teachers in the Title III program teaching in any language other than English
District Comments								
3/9/2012 1:46:34 PM Director of Student Services Pamela wight-Mahoney We do not have teachers in the Title III program teaching in any language other than English								
5. The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Verification of difference between core program budget and expenditures, and Title III budget and expenditures	Evidence of budget/expenditures for ESL in state and local funds Time & effort logs			

X. Post Exit Student Monitoring

Section 3121 (a)(4)

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

Component XI: Fiscal Requirements

Ed-Flex Waiver Review

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		District Comments 3/9/2012 1:25:37 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 2 Waiver Application		District Comments 3/9/2012 1:26:58 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		District Comments 3/9/2012 1:27:14 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 4 Waiver Application		District Comments 3/9/2012 1:27:28 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1610 180 1959 228">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1610 228 1959 466"> 3/9/2012 1:27:44 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:27:44 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
District Comments								
3/9/2012 1:27:44 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application								
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 6 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1610 480 1959 529">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1610 529 1959 766"> 3/9/2012 1:28:05 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:28:05 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
District Comments								
3/9/2012 1:28:05 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application								
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE		<table border="1"> <thead> <tr> <th data-bbox="1610 781 1959 829">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1610 829 1959 1066"> 3/9/2012 1:28:27 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:28:27 PM Director of Student Services Pamela wight-Mahoney we do not have a waiver application
District Comments								
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Title VI-B REAP

Allocating Funds for SRSA								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for SRSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Uses of Funds: <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title II-D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:38:23 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:38:23 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B
District Comments								
3/9/2012 1:38:23 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B								
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: • Title II-A • Title II-D • Title IV-A Uses of Applicable Funding <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title II-D <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 1:38:28 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:38:28 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B
District Comments								
3/9/2012 1:38:28 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B								

<p>3. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for RLIS</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of Allocations and Expenditures</p>	<p>Uses of Funds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Recruitment and Retention <input type="checkbox"/> Teacher Professional Development <input type="checkbox"/> Educational Technology <input type="checkbox"/> Parent Involvement Activities <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title I-A <input type="checkbox"/> Title III 	<table border="1"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/9/2012 1:38:38 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</p> </td> </tr> </tbody> </table>	District Comments	<p>3/9/2012 1:38:38 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</p>
District Comments								
<p>3/9/2012 1:38:38 PM Director of Student Services Pamela wight-Mahoney We did not have the Title VI-B</p>								

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
A. Audits 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. OMB Circular A-87	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/27/2012 12:29:49 PM Director of Student Services Pamela wight-Mahoney Single audits are not required if funds are under \$300,000 and we are under that amount. </td> </tr> </tbody> </table>	District Comments	3/27/2012 12:29:49 PM Director of Student Services Pamela wight-Mahoney Single audits are not required if funds are under \$300,000 and we are under that amount.
	District Comments								
3/27/2012 12:29:49 PM Director of Student Services Pamela wight-Mahoney Single audits are not required if funds are under \$300,000 and we are under that amount.									
B. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I Budget section on eGrants.				
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/9/2012 12:52:49 PM Director of Student Services Pamela wight-Mahoney Have not utilized carryover </td> </tr> </tbody> </table>	District Comments	3/9/2012 12:52:49 PM Director of Student Services Pamela wight-Mahoney Have not utilized carryover
District Comments									
3/9/2012 12:52:49 PM Director of Student Services Pamela wight-Mahoney Have not utilized carryover									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
C. Rank Order 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. Sec. 1113 34 CFR Part 200 §200.77-§200.78	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentati on detailing the poverty data used to determine eligibility		
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		District Comments 3/9/2012 12:55:06 PM Director of Student Services Pamela wight-Mahoney We do not have a poverty rate of 75% or greater
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		District Comments 3/9/2012 12:55:20 PM Director of Student Services Pamela wight-Mahoney We are a charter school and have only one school.
	4. The allocation to each eligible school and the per pupil allocation match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Per pupil expenditures at building level matches consolidated application		
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input checked="" type="checkbox"/> System tracking expenditure reports.		
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families		District Comments 3/9/2012 12:56:33 PM Director of Student Services Pamela wight-Mahoney We do not have any students attending school under 5 years old

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
D. Supplement / Supplant The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First *Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.	
Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		District Comments 3/9/2012 12:57:47 PM Director of Student Services Pamela wight-Mahoney We are targeted assistance
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental		

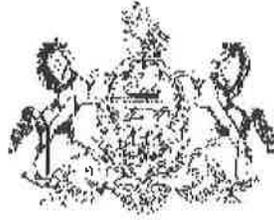
Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.-	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:58:32 PM Director of Student Services Pamela wight-Mahoney We do not use funds for equipment</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:58:32 PM Director of Student Services Pamela wight-Mahoney We do not use funds for equipment
	District Comments								
3/9/2012 12:58:32 PM Director of Student Services Pamela wight-Mahoney We do not use funds for equipment									
2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/9/2012 12:58:46 PM Director of Student Services Pamela wight-Mahoney We do not us funds for equipment</td> </tr> </tbody> </table>	District Comments	3/9/2012 12:58:46 PM Director of Student Services Pamela wight-Mahoney We do not us funds for equipment	
District Comments									
3/9/2012 12:58:46 PM Director of Student Services Pamela wight-Mahoney We do not us funds for equipment									
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds.Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 			

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		<table border="1"> <thead> <tr> <th data-bbox="1079 370 1606 407">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 407 1606 511"> 3/9/2012 1:01:17 PM Director of Student Services Pamela wight-Mahoney not in school improvement </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:01:17 PM Director of Student Services Pamela wight-Mahoney not in school improvement
District Comments									
3/9/2012 1:01:17 PM Director of Student Services Pamela wight-Mahoney not in school improvement									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	<table border="1" data-bbox="1079 371 1610 513"> <thead> <tr> <th data-bbox="1079 371 1610 407">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 407 1610 513">3/9/2012 1:01:42 PM Director of Student Services Pamela wight-Mahoney we receive less than %500,000</td> </tr> </tbody> </table>	District Comments	3/9/2012 1:01:42 PM Director of Student Services Pamela wight-Mahoney we receive less than %500,000
District Comments									
3/9/2012 1:01:42 PM Director of Student Services Pamela wight-Mahoney we receive less than %500,000									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1" data-bbox="1083 371 1612 516"> <thead> <tr> <th data-bbox="1083 371 1612 407">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1083 407 1612 516"> 3/9/2012 1:02:07 PM Director of Student Services Pamela wight-Mahoney We are not in school improvement </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:02:07 PM Director of Student Services Pamela wight-Mahoney We are not in school improvement
District Comments									
3/9/2012 1:02:07 PM Director of Student Services Pamela wight-Mahoney We are not in school improvement									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on expenditure records (invoices, purchase orders, etc) begin on or after program approval date (Approval date can be found on Grant Approval Letter)	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 			
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/9/2012 1:03:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools </td> </tr> </tbody> </table>	District Comments	3/9/2012 1:03:10 PM Director of Student Services Pamela wight-Mahoney We are a charter school and do not work with non-public schools
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Executive Summary BSE Compliance Monitoring Review of the Collegium CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 16, 2013, the Collegium CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, interviews of parents, students, and general and special education teachers, and student file reviews).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	1	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	0	1
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	0	1
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective use of Dispute Resolution	0	1
Graduation Rates (SPP)	0	1
Dropout Rates (SPP)	0	1
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Collegium CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	86	3	71
Evaluation/Reevaluation: Process and Content	283	3	514
Individualized Education Program: Process and Content	513	10	277
Procedural Safeguards: Process and Content	117	2	1
TOTALS	999	18	863

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	229	0	67
Program Implementation: Special Ed Teacher Interviews	302	3	139
Program Implementation: Parent Interviews	116	13	62
TOTALS	647	16	268

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Charter School Corrective Action Verification/Compliance and Improvement Planning document.

5. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	43	0	27

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

**PART II
CORRECTIVE ACTION PROCESS**

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff is available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

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: Collegium CS

Chief Executive Officer: Mr. William Winters

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Walter Howard

Date of Report: March 12, 2014

Date Final Report Sent to LEA: March 12, 2014

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

First Visit Date: _____

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 0 0 1 0 2	Always Sometimes Rarely Never Don't Know Does not Apply			
					2 1 0 0 0 2	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
7	0	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	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	5				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
8	0	2		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
8	0	2		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
4	0	6		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
6	0	4		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?			
6	0	4		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
4	0	6		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
7	0	3		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)			
					0 3 0 1 1 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 1 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 1 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	0				GE 80. Is the student making progress within the general education curriculum?			
9	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Sometimes works independently. Improvement in core subject. Self-advocacy, responsibility for learning. Peer modeling. Peer discussions. Peer modeling, socially. Socially, doesn't need extra academics. Social interaction & confidence. Socially & the use of technology.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
9	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	0	1				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
9	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	1				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
9	0	1				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
8	0	2				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	2				SE 95c. If yes, what reasons were discussed for recommending removal? Present levels from formative & summative testing & teacher recommendations. Direct instruction for needs not addressed in general ed setting. Core subject support. Core subject needs. Core subject. Needs additional support. Student's needs. Student's needs.			
0	0	2				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Class period based on Penn Data. Previous year's progress, no need to increase, appropriate for LRE. Team decision. Team decision. Teacher input, parent input, grades. IEP team. IEP team. At IEP meeting.			
8	0	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
6	0	4				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	2	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services Toolkit?			
9	0	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
0	0	10				FR 159a. NOREP/Prior Written Notice was issued			
						PERMISSION TO REEVALUATE (File Reviews)			
9	0	1				FR 194. PTRE-Consent Form is present in the student file			
9	0	1				FR 195. Demographic data			
9	0	1				FR 196. Reason for reevaluation			
9	0	1				FR 197. Types of assessment tools, tests and procedures to be used			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 198. Contact person's name and contact information			
9	0	1				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
4	2	4			33%	FR 200a. NOREP/Prior Written Notice was issued			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
1	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9				FR 204. Contact person's name and contact information			
1	0	9				FR 205. Parent has selected a consent option			
1	0	9				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			
8	1	1			11%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	2	1			22%	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)			
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	1	1			11%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
0	0	10				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
9	0	1				FR 228. Interpretation of additional data			
5	0	5				FR 229. Documentation that the student does not achieve adequately for age, etc.			
5	0	5				FR 230. Indication of process(es) used to determine eligibility			
5	0	5				FR 231. Instructional strategies used and student-centered data collected			
5	0	5				FR 232. Educationally relevant medical findings, if any			
5	0	5				FR 233. Effects of the student's environment, culture, or economic background			
5	0	5				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
5	0	5				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
5	0	5				FR 236. Observation in the student's learning environment			
4	0	6				FR 237. Other data if needed			
5	0	5				FR 238. Statement for all 6 items			
8	0	2				FR 239. Documentation of Evaluation Team Participants			
5	0	5				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
4	1	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
4	1	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
3	1	1	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	3	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
					0 0 1	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
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			
2	0	8				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			
7	0	3				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			
2	0	8				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
1	0	9				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
5	0	5				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
2	0	8				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	1	3			14%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
7	1	2			13%	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)			
5	0	5				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	5				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
5	0	5				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
8	0	2				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
8	0	2				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
4	0	6				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			
4	0	6				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
8	0	2				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
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
9	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
8	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
8	0	2				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
7	0	3				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	0	1				FR 316. A conclusion regarding student eligibility for ESY			
7	2	1			22%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
3	0	7				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			
3	0	7				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						EDUCATIONAL PLACEMENT (File Reviews)			
9	1	0			10%	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			
9	1	0			10%	FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
9	1	0			10%	FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
9	1	0			10%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
9	1	0			10%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
6	0	4				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)			
5	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
4	1	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	2	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
5	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
5	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0			P 32b. If no, what training or support would assist you?			
3	0	2	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	0	2	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
3	0	2	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	3	1			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? b. held at an inconvenient time			
6	0	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
6	0	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
6	0	3				GE 76. Were those recommendations considered by the IEP team?			
9	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?			
9	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)			
4	0	1	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
3	1	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
9	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	0	1				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
9	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	0	3				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	2				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
6	0	4				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0				SE 117b. If yes, in what ways? Impacted by peers/self-advocacy. Socially, self-advocacy. Student is a model student, very vocal (self-advocacy), ability to make progress. Peer modeling. Higher level thinking, college prep atmosphere. Task completion, peer modeling. Good motivator, sees others complete tasks. Social interaction & impulse control. Direct communication & social interaction. Participates in class, confident, eager to show what is known.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					4 1 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			
					4 1 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			
4	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
7	0	2				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
5	0	4				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	4				GE 79c. If yes, what reasons were discussed for recommending removal? Core subject help. One core subject only. Small group, extra help. They are gradually getting back to regular ed. Individual or small group testing.			
0	0	4				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Team decision. One core subject only. Small group. In IEP meeting. In the meeting.			
4	0	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	4				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
7	0	2				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
9	0	1				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	1				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)			
1	0	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
3	1	1	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
3	1	1	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	0	4	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	2	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
8	0	2				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	0	7				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?			
1	0	9				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
1	0	9				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
1	0	9				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
2	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	1	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
4	1	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	1	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Student's needs. IEP Team decision. Student's needs. Student's needs.			
0	0	1	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Team decision. Discussion IEP Team.			
4	1	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	0	1	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? The student was behind last year. Doing more school work. More organized. Less gap between my child & regular ed kids. Extra support & great improvement in learning.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 0 0 0 0 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 1 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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
3	0	7				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	1	0			10%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
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	0	1				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)			
0	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 1 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					4 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 1 3	P 66. Tell me anything you really like about your child's special education program. a. modifications d. staff's knowledge, training i. support services n. other Student in a nice smaller group. They're showing student more. Progressed a lot. How they teach student. They are really there for student & good communication with me. Controls behavior. Improved grades.			
		4	0		1	P 67. Tell me anything you would like to change about the program. n. other General education teacher training.			
		1	0		2 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree			
						P 69. Additional comments about your child's program. Class management training.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0		2 1 1	S 126. What kind of support are you currently receiving? a. Learning Support b. Speech/Language Support h. Emotional Support			
4	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					3 1 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Someone checks up on school & how I'm doing. One on one help in some classes. Small classes, individual attention. Longer times to study.			
						S 130. What do you like least about the program? Getting pulled from study hall, prefers to make up work. Couldn't think of anything. Nothing. I'm doing well. People are monitoring me.			
					4 0 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Helps with other things. At student's pace, academic help, slow down pace. Always there when you need them. Help me when I'm stressed.			
						S 133. What do you like least about the special education supports/services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Nothing much. They do a very good job. There's a disconnect.			
					0 3 0 0 1	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
2	2	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Sports Sports.			
						S 137. If no, why not Gets in the way of school work. Wants to focus on academics.			
4	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
4	0		0			S 139. Did you participate in the last IEP meeting? Other			
4	0		0			S 140. Do you have a post secondary transition program? Other			
4	0		0			S 141. Do you have an employment transition program? Other			
3	1		0			S 142. Do you have a community living transition program? Other			
4	0		0			S 143. Did you assist in the development of the transition program? Other			
4	0		0			S 144. Is that transition plan being followed? Other			
4	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		* *	S 146. Which of the following agencies participate in your IEP development? e. None g. Don't Know			
0	0		1			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Sports Volunteer Outside community agency.			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community? No No No			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			
						FSA 15A Parent Survey Results	The LEA will submit an improvement plan that includes re-surveying parents to access their training needs.		

CONFIDENTIAL

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

School District: Collegium CS

Superintendent: Mr. William Winters

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Walter Howard

Date of Report: April 23, 2014

Student Name: Elizabeth Cross PA Secure ID: 8422097389 Grade: 0 Disability:				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination		03/12/2015		<input type="checkbox"/>



**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2013

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UMBREIT
KORENGEL
& ASSOCIATES, P. C.
Certified Public Accountants

Timothy D. Umbreit, CPA
Bonnie W. Korengel, CPA

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF SCHOOL DIRECTORS
COLLEGIUM CHARTER SCHOOL
EXTON, PENNSYLVANIA

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Collegium Charter School, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the school's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

714 E. Baltimore Pike, Kennett Square, PA 19348

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Collegium Charter School, as of June 30, 2013, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages MDA 1-4 and 24 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

In accordance with Government Auditing Standards, we have also issued our report dated September 11, 2013, on our consideration of the Collegium Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Umbreit, Korengel & Associates, P.C.

September 11, 2013
Kennett Square, Pennsylvania

Collegium Charter School
Chester County, Pennsylvania

535 James Hance Court
Exton, PA 19341
610-903-1300

Management's Discussion & Analysis
For the Fiscal Year Ended June 30, 2013

This discussion and analysis of the Collegium Charter School's financial performance provides an overall review of the School's financial activities for the fiscal year ended June 30, 2013. The intent of this discussion and analysis is to view the School's financial status and performance as a whole and should be considered in conjunction with the General Purpose Financial Statements and the Single Audit Report.

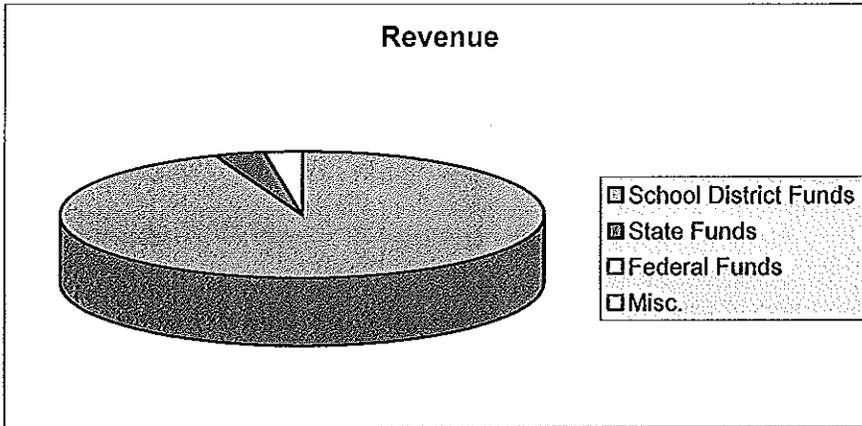
Financial Statements

The accompanying financial statements have been prepared in accordance with the Governmental Accounting Standards Board Statement Number 34 and present government-wide and fund level financial statements using both the accrual and modified accrual basis of accounting respectively.

Revenue

Collegium Charter School receives 96% (\$24,016,391) of its total revenue from school districts from which CCS receives students. An additional 3% (\$721,076) is received from PDE in the form PSERS reimbursements. Federal funds account for 1% (\$257,135).

Changes in CCS's revenues from year to year occur primarily due to enrollment increases, as the school receives approximately 80% of the per student allocation for student expenses from each sending school district. CCS is currently a K to 12 school, but enrollment is heavily weighted toward the lower grades providing significant potential for growth in total enrollment. The second major impact upon revenues is directly related to changes in each school district's per pupil allocation, which is in turn related to tax revenues and the cost of educating district students. As enrollment begins to stabilize in the next eight to ten years, CCS's revenues will begin to follow a pattern closer to that of the aggregate of sending school districts. However, the current economic climate has dictated that CCS continue aggressive enrollment increases in primary grades for the next few years to offset potential near term decreases in per-capita receipts from sending school districts. CCS has contracted to add 20,000 square feet of additional space per year for the next two years to support enrollment increases

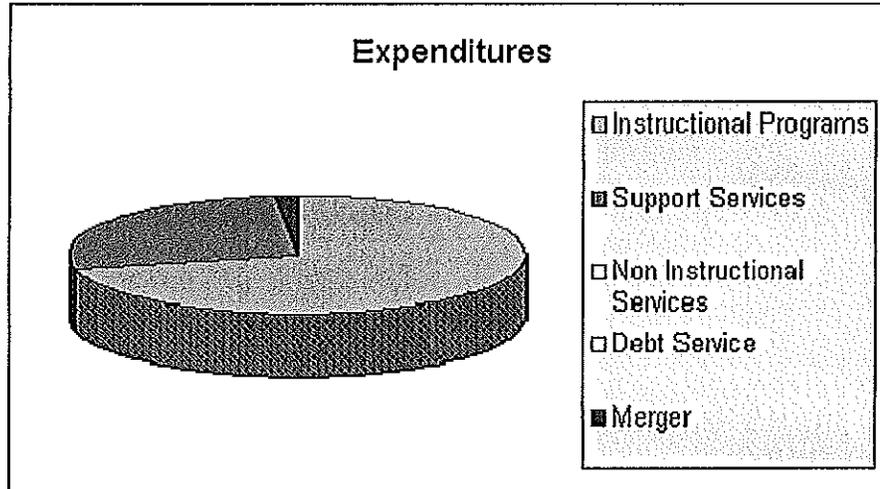


Collegium Charter School achieved a positive cash balance of \$3,632,341 for the fiscal year. This cash balance is larger than historic balances primarily due to closing on a \$38,125,000 bond issue, which included replacing an older bond and capitalizing interest for the first year of the new bonds. Debt service was significantly reduced for the last half of the fiscal year as a result.

Expenses

The revenues received during 2012-2013 were used to pay expenses of \$23,217,699. Annual increases in the lease for the 500 James Hance Court building were eliminated, as this building was purchased with proceeds from the bonds issued during the year. Also, property taxes for this building were eliminated going forward thus further reducing expenses in future years. The programs supported by the school's expenses and the variances from budget are listed below.

<u>Program</u>	<u>2012-2013 Expenses</u>	<u>% of Total</u>	<u>Increase From 2011-2012</u>	<u>% of Increase</u>	<u>Variance From Budget</u>
Instruct. Programs	\$14,644,656	63%	\$1,527,200	11%	\$724,806
Support Services	\$ 5,582,139	24%	\$ 374,278	7%	\$449,661
Non Instructional Services	\$ 203,383	1%	\$ 42,837	27%	\$785,366
Debt Service	\$2,787,521	12%	\$1,296,243	87%	(\$1,065,657)
TOTAL	\$23,217,699	100%	\$3,240,560	16%	\$894,176



Collegium Charter School increased enrollment by 12% for the year due to continued expansion of the lower elementary grades and increases in enrollment of students moving to middle and high schools. Nine additional classrooms were constructed to accommodate this increased enrollment.

Assets, Liabilities, and Net Assets

On June 30, 2013, Collegium Charter School had assets of \$40,808,529 with \$12,801,790 or 31% in cash, \$1,334,184 or 3% in receivables, and \$26,525,577 or 65% in buildings and equipment and \$146,978 in inventories and deferred outflows.

Liabilities totaled \$41,108,938 with long-term debt of \$38,120,000; \$2,274,948 in accrued salaries, benefits, and withholdings; and \$713,990 in payables and other current liabilities.

At June 30, 2013, the net position consisted of (\$300,409) with (\$2,446,763) invested in capital assets and \$2,146,354 as unassigned. The current year decrease in net position was (\$1,045,126).

Major Financial Issues

Collegium Charter School currently occupies four buildings on its campus with grades k and 1 in the 500 building, grades 2 and 3 in the 150 building, grades 4 through 6 in its 515 building, and grades 7 through 12 in its 535 building. The 515 building remains only 33% permanently fit out and will require fit out of the additional 67% within the next six to seven years. A gymnasium annex to the 535 building is currently under construction with construction costs provided by the bonds issued during the year. The gymnasium project is scheduled to be completed in the autumn of 2014. Revenues for the foreseeable future are expected to continue to remain approximately level, and increases in salaries and wages are tied to increases in revenues. There are no other major financial issues facing the school, other than the uncertainty in projected per capita funding.

Strategic Plan

Collegium Charter School continues to be guided by its mission statement, which includes preparing students for post secondary education. CCS is again reviewing its curriculum and has initiated redesign to align better with state standards. A new department was created this year to meet this goal including two new curriculum coordinators. The key focus for the next few years is to continue curriculum development, provide appropriate and competitive facilities to support the academic functions of the school, and continue enrollment gains as facilities allow.

Mission Statement

The Collegium Community will work tirelessly to ensure the brightest possible futures for our students, to nurture them, to empower them to recognize in themselves uniqueness and talent, to instill in them a firm academic foundation, critical thinking, and respect for diversity, to foster in them scholarship and responsibility, and to develop in them the desire for a lifetime filled with optimism, generosity, character, and confidence. Our goal will continually be to prepare each student for the rigors of college life, and to hold ourselves and our students accountable for our mutual success.

COLLEGIUM CHARTER SCHOOL

STATEMENT OF NET POSITION
JUNE 30, 2013

	<u>GOVERNMENTAL ACTIVITIES</u>	<u>BUSINESS-TYPE ACTIVITIES</u>	<u>TOTAL</u>
ASSETS			
CURRENT ASSETS			
Cash	\$ 3,632,341	\$ 16,789	\$ 3,649,130
Restricted Investments	9,152,660	-	9,152,660
Internal Balances	(457,321)	457,321	-
Intergovernmental Receivables	307,059	18,708	325,767
Other Receivables	1,008,417	-	1,008,417
Inventories/Deferred Outflows	144,942	2,036	146,978
TOTAL CURRENT ASSETS	<u>13,788,098</u>	<u>494,854</u>	<u>14,282,952</u>
CAPITAL ASSETS			
Land, Building and Equipment	33,121,022	81,012	33,202,034
Less: Accumulated Depreciation	<u>(6,611,081)</u>	<u>(65,376)</u>	<u>(6,676,457)</u>
Capital Assets, Net	<u>26,509,941</u>	<u>15,636</u>	<u>26,525,577</u>
TOTAL ASSETS	<u>\$ 40,298,039</u>	<u>\$ 510,490</u>	<u>\$ 40,808,529</u>
LIABILITIES AND NET POSITION			
CURRENT LIABILITIES			
Accounts Payable	\$ 190,856	\$ 4,660	\$ 195,516
Accrued Salaries and Benefits	2,251,292	23,656	2,274,948
Bonds Payable - Current	5,000	-	5,000
Accrued Interest	424,800	37,693	462,493
TOTAL CURRENT LIABILITIES	<u>2,871,948</u>	<u>66,009</u>	<u>2,937,957</u>
LONG-TERM LIABILITIES			
Bonds Payable	38,120,000	-	38,120,000
Compensated Absences	50,981	-	50,981
TOTAL LONG-TERM LIABILITIES	<u>38,170,981</u>	<u>-</u>	<u>38,170,981</u>
TOTAL LIABILITIES	<u>41,042,929</u>	<u>66,009</u>	<u>41,108,938</u>
NET POSITION			
Net Invested in Capital Assets	(2,462,399)	15,636	(2,446,763)
Restricted	9,152,660	-	9,152,660
Unrestricted	(7,435,151)	428,845	(7,006,306)
TOTAL NET POSITION	<u>(744,890)</u>	<u>444,481</u>	<u>(300,409)</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 40,298,039</u>	<u>\$ 510,490</u>	<u>\$ 40,808,529</u>

COLLEGIUM CHARTER SCHOOL

**STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013**

FUNCTIONS	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position		
		Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-Type Activities	Total
GOVERNMENTAL ACTIVITIES						
Instruction	\$ 15,959,016	\$ 23,342,035	\$ -	\$ (7,383,019)	\$ -	\$ (7,383,019)
Support Services	7,290,950	-	-	7,290,950	-	7,290,950
Non-instructional Services	203,383	-	-	203,383	-	203,383
Unallocated Depreciation Expense	1,290,377	-	-	1,290,377	-	1,290,377
Interest on Long-Term Debt	1,484,808	-	-	1,484,808	-	1,484,808
TOTAL GOVERNMENT ACTIVITIES	<u>26,228,534</u>	<u>23,342,035</u>	<u>-</u>	<u>2,886,499</u>	<u>-</u>	<u>2,886,499</u>
BUSINESS-TYPE ACTIVITIES						
Food Service	792,719	426,822	304,108	-	61,789	61,789
Other Enterprise Fund	179,096	422,522	7,167	-	(250,593)	(250,593)
TOTAL ACTIVITIES	<u>971,815</u>	<u>849,344</u>	<u>311,275</u>	<u>-</u>	<u>(188,804)</u>	<u>(188,804)</u>
TOTAL FUNCTIONS	<u>\$ 27,200,349</u>	<u>\$ 24,191,379</u>	<u>\$ 311,275</u>	<u>2,886,499</u>	<u>(188,804)</u>	<u>2,697,695</u>
GENERAL REVENUES						
Grants and Subsidies				978,205	-	978,205
Investment Earnings				20,063	-	20,063
Other Income				654,301	-	654,301
TOTAL GENERAL REVENUES				<u>1,652,569</u>	<u>-</u>	<u>1,652,569</u>
CHANGE IN NET POSITION				(1,233,930)	188,804	(1,045,126)
NET POSITION - Beginning of Year				<u>489,040</u>	<u>255,677</u>	<u>744,717</u>
NET POSITION - End of Year				<u>\$ (744,890)</u>	<u>\$ 444,481</u>	<u>\$ (300,409)</u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2013

	<u>GENERAL FUND</u>	<u>CAPITAL PROJECT FUND</u>	<u>TOTAL</u>
ASSETS			
Cash	\$ 3,632,346	\$ -	\$ 3,632,346
Restricted Investments	-	9,152,660	9,152,660
Interfund Receivables	163,676	-	163,676
Intergovernmental Receivables	307,059	-	307,059
Other Receivables	1,008,417	-	1,008,417
Other Assets	144,938	-	144,938
TOTAL ASSETS	<u>\$ 5,256,436</u>	<u>\$ 9,152,660</u>	<u>\$ 14,409,096</u>
 LIABILITIES AND FUND BALANCE			
LIABILITIES			
Accounts Payable	\$ 190,856	\$ -	\$ 190,856
Accrued Salaries and Benefits	2,251,292	-	2,251,292
Interfund Payables	620,998	-	620,998
TOTAL LIABILITIES	<u>3,063,146</u>	<u>-</u>	<u>3,063,146</u>
 FUND BALANCE			
Restricted	-	9,152,660	9,152,660
Committed	1,624,090	-	1,624,090
Unassigned	569,200	-	569,200
TOTAL FUND BALANCE	<u>2,193,290</u>	<u>9,152,660</u>	<u>11,345,950</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 5,256,436</u>	<u>\$ 9,152,660</u>	<u>\$ 14,409,096</u>

COLLEGIUM CHARTER SCHOOL

RECONCILIATION OF THE GOVERNMENTAL FUND BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2013

TOTAL FUND BALANCE - GOVERNMENTAL FUNDS	\$ 11,345,950
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$33,121,022 and the accumulated depreciation is \$6,611,081.	26,509,941
Long-term liabilities, are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:	
Bonds	(38,125,000)
Compensated Absences	(50,981)
Accrued Interest	(424,800)
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES	<u>\$ (744,890)</u>

COLLEGIUM CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

	<u>GENERAL FUND</u>	<u>CAPITAL PROJECT FUND</u>	<u>TOTAL</u>
REVENUES			
Local Sources/Bonds	\$ 24,016,394	\$ 38,125,000	\$ 62,141,394
State Sources	721,073	-	721,073
Federal Sources	257,135	-	257,135
TOTAL REVENUES	<u>24,994,602</u>	<u>38,125,000</u>	<u>63,119,602</u>
EXPENDITURES			
Instruction	14,226,222	-	14,226,222
Support Services	6,000,573	-	6,000,573
Non-instructional Services	203,383	-	203,383
Capital Outlay	1,579,814	15,367,340	16,947,154
Debt Service	1,207,707	13,605,000	14,812,707
TOTAL EXPENDITURES	<u>23,217,699</u>	<u>28,972,340</u>	<u>52,190,039</u>
EXCESS OF REVENUES OVER EXPENDITURES	1,776,903	9,152,660	10,929,563
FUND BALANCE - Beginning of Year	<u>416,387</u>	<u>-</u>	<u>416,387</u>
FUND BALANCE - End of Year	<u>\$ 2,193,290</u>	<u>\$ 9,152,660</u>	<u>\$ 11,345,950</u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCE
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUNDS \$ 10,929,563

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost is allocated over their useful lives as estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period:

Capital Outlays 16,947,154
Less: Depreciation/Bond Cost Expense (4,301,257)

Bond Proceeds (38,125,000)
Accrued Interest (277,100)
Bond Payments 13,605,000

In the statement of activities, certain operating expenses-compensated absences (paid time off) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used. This amount represents the difference between the amount earned versus the amount used.

(12,290)

CHANGES IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ (1,233,930)

COLLEGIUM CHARTER SCHOOL

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**STATEMENT OF NET POSITION - PROPRIETARY FUNDS
JUNE 30, 2013**

	Food Service Fund	Other Enterprise Fund	Total Enterprise Funds
ASSETS			
CURRENT ASSETS			
Cash	\$ 16,789	\$ -	\$ 16,789
Due from Other Funds	52,464	568,534	620,998
Due from Other Governments	18,708	-	18,708
Inventories/Other	2,036	-	2,036
TOTAL CURRENT ASSETS	89,997	568,534	658,531
Property and Equipment	81,012	-	81,012
Accumulated Depreciation	(65,376)	-	(65,376)
TOTAL ASSETS	\$ 105,633	\$ 568,534	\$ 674,167
 LIABILITIES AND NET POSITION			
CURRENT LIABILITIES			
Accounts Payable	\$ 4,660	\$ -	\$ 4,660
Accrued Liabilities	18,978	4,678	23,656
Due to Other Funds	163,677	-	163,677
Deferred Revenue	1,456	36,237	37,693
TOTAL CURRENT LIABILITIES	188,771	40,915	229,686
LONG-TERM LIABILITIES	-	-	-
TOTAL LIABILITIES	188,771	40,915	229,686
 NET POSITION (DEFICIENCY)			
Invested in Capital Assets (Net)	15,636	-	15,636
Unrestricted (Deficit)	(98,774)	527,619	428,845
TOTAL NET POSITION (DEFICIENCY)	(83,138)	527,619	444,481
TOTAL LIABILITIES AND NET POSITION	\$ 105,633	\$ 568,534	674,167

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN NET POSITION - PROPRIETARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

	Food Service Fund	Other Enterprise Fund	Total Enterprise Funds
OPERATING REVENUES			
Food Service	\$ 426,822	\$ -	\$ 426,822
Child Care	-	422,522	422,522
TOTAL OPERATING REVENUES	<u>426,822</u>	<u>422,522</u>	<u>849,344</u>
OPERATING EXPENSES			
Salaries and Benefits	374,489	152,331	526,820
Other Purchased Services	8,058	-	8,058
Supplies	407,039	-	407,039
Depreciation	3,054	-	3,054
Other	79	26,765	26,844
TOTAL OPERATING EXPENSES	<u>792,719</u>	<u>179,096</u>	<u>971,815</u>
OPERATING INCOME (LOSS)	<u>(365,897)</u>	<u>243,426</u>	<u>(122,471)</u>
NON-OPERATING REVENUES			
Interest	-	-	-
State Sources	62,931	7,167	70,098
Federal Sources	241,177	-	241,177
	<u>304,108</u>	<u>7,167</u>	<u>311,275</u>
NET INCOME (LOSS)	(61,789)	250,593	188,804
NET POSITION (DEFICIENCY)			
Beginning of Year	<u>(21,349)</u>	<u>277,026</u>	<u>255,677</u>
NET POSITION (DEFICIENCY)			
End of Year	<u>\$ (83,138)</u>	<u>\$ 527,619</u>	<u>\$ 444,481</u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

**STATEMENT OF CASH FLOWS - PROPRIETARY FUND
FOR THE YEAR ENDED JUNE 30, 2013**

	<u>Food Service Fund</u>	<u>Other Enterprise Fund</u>	<u>Total Enterprise Funds</u>
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash Received	\$ 397,428	\$ 166,079	\$ 563,507
Payments for Expenses	<u>(710,366)</u>	<u>(173,246)</u>	<u>(883,612)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>(312,938)</u>	<u>(7,167)</u>	<u>(320,105)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
State Sources	62,931	7,167	70,098
Federal Sources	<u>241,177</u>	<u>-</u>	<u>241,177</u>
NET CASH PROVIDED BY NONCAPITAL FINANCING ACTIVITIES	<u>304,108</u>	<u>7,167</u>	<u>311,275</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Purchase of Equipment	<u>-</u>	<u>-</u>	<u>-</u>
NET CASH USED IN FINANCING ACTIVITIES	<u>-</u>	<u>-</u>	<u>-</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Earnings on Investments	<u>-</u>	<u>-</u>	<u>-</u>
NET CHANGE IN CASH	(8,830)	-	(8,830)
CASH - BEGINNING OF YEAR	<u>25,619</u>	<u>-</u>	<u>25,619</u>
CASH - END OF YEAR	<u>\$ 16,789</u>	<u>\$ -</u>	<u>\$ 16,789</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES			
Operating Income (Loss)	\$ (365,897)	\$ 243,426	\$ (122,471)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used In) Operating Activities:			
Depreciation and Amortization	3,054	-	3,054
(Increase) Decrease In:			
Interfund Receivables	(20,600)	(256,443)	(277,043)
Other Current Assets	(8,794)	-	(8,794)
Increase (Decrease) In:			
Accounts Payable	2,143	-	2,143
Accrued Liabilities	2,269	5,850	8,119
Interfund Payable	<u>74,887</u>	<u>-</u>	<u>74,887</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>\$ (312,938)</u>	<u>\$ (7,167)</u>	<u>\$ (320,105)</u>

There were no material non-cash, non-cash investing, capital or financing activities during the reporting period.

COLLEGIUM CHARTER SCHOOL

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**STATEMENT OF NET POSITION - FIDUCIARY FUND
JUNE 30, 2013**

	<u>AGENCY FUND</u>
ASSETS	
CURRENT ASSETS	
Cash and Cash Equivalents	<u>\$ 280,516</u>
TOTAL ASSETS	<u><u>\$ 280,516</u></u>
LIABILITIES	
CURRENT LIABILITIES	
Due to Student Groups	<u>\$ 280,516</u>
TOTAL LIABILITIES	<u><u>\$ 280,516</u></u>

See Notes to Financial Statements

COLLEGIUM CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Collegium Charter School (the "School") was granted a charter to operate a public school, by the Commonwealth of Pennsylvania, on September 29, 1999 and its current charter is in effect March 1, 2012 through February 29, 2017.

The School is located in and around Exton, Pennsylvania, and currently provides a full range of educational services appropriate to grade levels kindergarten through twelve for students from surrounding districts, including parochial and private schools. The School has a five to nine member appointed board of trustees who oversees the operations of the School. The School has approximately 2,000 students at June 30, 2013.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the School conform to generally accepted accounting principles in the United States of America as applicable to governments. The following is a summary of the more significant policies and practices of the School.

Fund Accounting and Measurement Focus

The accounts of the School are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each are accounted for with a separate set of self-balancing accounts which are comprised of each fund's assets, liabilities, fund equity, revenues and expenditures or expenses. The funds are grouped into three types. The following is a description of the fund types used by the School in the accompanying basic financial statements.

Governmental Fund Type

Governmental funds are used to account for the School's expendable financial resources and related liabilities (except those accounted for in the proprietary funds). The measurement focus is upon determination of changes in financial position. The following is the School's governmental fund type:

General Fund -- This is the general operating fund of the School. The general fund is used to account for all financial resources not accounted for and reported in another fund. This fund is reported as a major fund.

Proprietary Fund Types

Proprietary funds are used to account for activities that are similar to those often found in the private sector. The measurement focus is upon determination of net income and capital maintenance. The following are the School's proprietary fund types:

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

Proprietary Funds – Proprietary funds are used to account for the School's operations that are financed and operated in a manner similar to private business enterprises – where the intent of the governing body is that the cost of providing goods or services to the students on a continuing basis be financed or recovered primarily through user charges or cost reimbursement plans. The School's enterprise funds are comprised of the following funds:

Food Service Fund – The fund accounts for all revenues, food purchases, and other costs and expenses for its Food Service Program. This fund is reported as a major fund.

After Care Fund – The fund accounts for all revenues and expenses for the Child Care Program. This fund is classified as other enterprise fund in the statement of net position – proprietary funds, as it does not meet the major fund percentage criteria.

Fiduciary Fund Type

Agency funds are used to account for assets held by the School as an agent. Agency funds are custodial in nature and do not involve measurement or results of operations. The following is the School's agency fund:

Student Activity Fund – The fund accounts for student activities.

Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The government-wide financial statements include the statement of net assets and the statement of activities. These statements report financial information for the School as a whole excluding fiduciary activities such as the agency fund. Individual funds are not displayed but the statements distinguish governmental activities and general revenues, from business-type activities, generally financed in whole or in part with fees charged for services.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Program revenues include: (1) charges for services which report fees and other charges to users of the School's services; (2) operating grants and contributions which fund the

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

acquisition, construction, or rehabilitation of capital assets. These revenues are subject to externally imposed restrictions to these program uses. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements

Fund financial statements are provided for governmental, proprietary and fiduciary funds. Major individual governmental and enterprise funds are reported in separate columns with composite columns for non-major funds.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The financial statements of the School are prepared in accordance with accounting principles generally accepted in the United States of America. The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) pronouncements. The government-wide and proprietary fund financial statements apply Financial Accounting Standards Board pronouncements and Accounting Principles Board opinions issued on or before November 30, 1989, unless those pronouncements conflict with or contradict GASB pronouncements, in which case, GASB prevails.

The government-wide statements report using the economic resources measurement focus and the accrual basis of accounting generally including the reclassification or elimination of internal activity (between or within funds). Proprietary and fiduciary fund financial statements also report using the same focus and basis of accounting although internal activity is not eliminated in these statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Available means collectible within the current period or soon enough thereafter to pay current liabilities. Expenditures are recorded when the related fund liability is incurred.

Major revenue sources susceptible to accrual include: intergovernmental revenues, investment income, rent and certain miscellaneous revenues. In general, other revenues are recognized when cash is received.

Operating income reported in proprietary fund financial statements includes revenues and expenses related to the primary, continuing operations of the fund. Principal operating revenues for proprietary funds are charges for services. Principal operating expenses are

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

the costs of providing goods or services and include administrative expenses and depreciation of capital assets. Other revenues and expenses are classified as non-operating in the financial statements.

Property and Equipment and Depreciation

The School's property, plant, and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. Proprietary fund capital assets are also reported in their fund financial statements. Donated assets are stated at fair value on the date donated. The School generally capitalizes assets with a cost of \$2,000 or more as purchase and construction outlays occur. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Estimated useful lives, in years, for depreciable assets are generally as follows:

Buildings	40 years
Land improvements and building improvements	20 years
Furniture, fixtures, and equipment	5 – 12 years
Vehicles	8 years
Textbooks and library books	5 years
Computer hardware	3 years

Debt

In the government-wide and proprietary financial statements, outstanding debt is reported as liabilities.

Budgetary Data

The School follows the following procedures in establishing the budgetary data reflected in the basic financial statements:

- A. Prior to May 31, the Board submits a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them for the General Fund.
- B. Prior to June 30, the budget is legally enacted through passage of a resolution.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

- C. Legal budgetary control is maintained by the Board at the departmental level. Transfers between departments, whether between funds or within a fund, or revisions that alter the total revenues and expenditures of any fund must be approved by the Board. Budgetary information in the combined operating statements is presented at or below the legal level of budgetary control.
- D. Budgetary data is included in the School's management information system and is employed as a management control device during the year.
- E. The budget for the General Fund is adopted substantially on the modified accrual basis of accounting, which is consistent with accounting principles generally accepted in the United States of America.

Financial Reporting Entity

Generally accepted accounting principles require that the reporting entity include (1) the primary government, (2) organizations for which the primary government is financially accountable and (3) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete. Based on the foregoing criteria, there are no component units included in the reporting entity.

Investments

Investments are carried at fair value and are restricted by a trust indenture related to the bonds.

Inventories

Inventory of food and paper supplies within the Food Services Fund is carried at cost, using the first-in, first-out method of accounting and is subsequently charged to expense when consumed. Inventories of donated commodities are valued at fair market value as established by the Department of Agriculture.

Net Position

The School has implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions". This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on the School's fund balances more transparent. The following classifications describe the relative strength of the spending constraints:

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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

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

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

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

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

The Board of Directors establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This is typically done through adoption and amendment of the budget. A fund balance commitment is further indicated in the budget document as a designation or commitment of the fund. Assigned fund balance is established by the Board of Directors through adoption or amendment of the budget as intended for specific purposes (such as the purchase of fixed assets, construction, debt service, or for other purposes).

The School will typically use Restricted fund balances first, followed by Committed resources, and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

NOTE 2 – FUND BALANCE

General Fund

The General Fund has \$1,624,090 committed by the Board for future construction.

The General Fund has an Unassigned Fund Balance of \$569,200 at June 30, 2013.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 3 – CASH AND INVESTMENTS

Investment Policy

Under Section 440.1 of the Public School Code of 1949, as amended, the School is permitted to invest funds in the following types of investments:

Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

The deposit and investment policy of the School adheres to state statutes. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School.

Concentration of Credit Risk

The School places no limit on the amount the School may invest in any one issuer. The School's investment type exceeds 5% of the School's total investments at June 30, 2013.

Interest Rate Risk

The School has a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a specific deposit policy for custodial credit risk. For disclosure purposes, deposits include certificates of deposit.

As of June 30, 2013, \$3,254,709 of the School's bank balances of \$3,649,130 is exposed to custodial credit risk of deposits uninsured and collateral held by the pledging bank but not in the School's name.

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 3 – CASH AND INVESTMENTS (Cont'd)

As of June 30, 2013, \$3,254,709 of the School's bank balances of \$3,649,130 is exposed to custodial credit risk of deposits uninsured and collateral held by the pledging bank but not in the School's name.

Investments

As of June 30, 2013, the School has the following investments:

<u>Investment Type</u>	<u>Percentage of Investments</u>	<u>Maturities</u>	<u>Fair Value</u>
First American Government Funds	100%	Various	\$ 9,152,660

NOTE 4 – CAPITAL ASSETS

A summary of changes in the capital assets is as follows:

<u>Classification</u>	<u>Balance July 1</u>	<u>Additions (Deletions), Net</u>	<u>Balance June 30</u>
Governmental activities:			
Land and buildings	\$ 14,427,343	\$ 14,100,623	\$28,527,966
Books and equipment	4,276,884	316,172	4,593,056
Accumulated depreciation	<u>(5,644,573)</u>	<u>(966,508)</u>	<u>(6,611,081)</u>
Governmental activities, net	<u>\$ 13,059,654</u>	<u>\$ 13,450,287</u>	<u>\$26,509,941</u>

Depreciation/amortization expense was charged to governmental functions as follows:

Instruction		\$ 1,720,504	
Support services		1,290,377	
Unclassified		<u>1,290,377</u>	
		<u>\$ 4,301,258</u>	
Business-type activities:			
Equipment	<u>\$ 81,012</u>	<u>\$ -</u>	<u>\$ 81,012</u>
	81,012	-	81,012
Accumulated depreciation	<u>(62,322)</u>	<u>(3,054)</u>	<u>(65,376)</u>
Business-type activities, net	<u>\$ 18,690</u>	<u>\$ (3,054)</u>	<u>\$ 15,636</u>

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 5- BONDS PAYABLE

During fiscal year 2013, the School issued \$38,125,000 of Series A and B of 2012 revenue bonds through the Chester County Industrial Development Authority to finance the acquisition and renovation of a school building, build a gym, and defease the Series of 2004 bonds. The loan agreement requires the School to meet certain financial covenants. The loan is secured by the assets of the School.

Series of 2012 - \$38,125,000 of bonds outstanding with interest rates of 5.00% to 7.00%. During the year, the School made principal payments of \$ 0 and interest payments of \$854,250 related to the bonds outstanding.

Maturities on the revenue bonds are as follows:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2014	\$ 5,000	\$ 2,023,000	\$ 2,028,000
2015	5,000	2,023,000	2,028,000
2016	5,000	2,022,000	2,027,000
2017	5,000	2,022,000	2,027,000
2018	170,000	2,016,000	2,186,000
Subsequent	<u>37,935,000</u>	<u>32,978,000</u>	<u>70,913,000</u>
	<u>\$ 38,125,000</u>	<u>\$ 43,084,000</u>	<u>\$ 81,209,000</u>

NOTE 6 - LEASE OBLIGATIONS

The School leased equipment from various vendors on a month-to-month basis. These leases were classified as operating leases. Rent expense associated with the leases was \$283,160 for the year ended June 30, 2013.

The School entered into two lease agreements for rental of school buildings. Rental payments were \$1,693,516 for the year ended June 30, 2013. Rental payments for the next five years are as follows:

2014	\$ 1,409,000
2015	1,742,000
2016	2,091,000
2017	2,148,000
2018	2,207,000

COLLEGIUM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 7 – PENSION PLAN

The School contributes to the Public School Employees' Retirement System (the "System"), a cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislative mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 P.A.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the Plan. A copy of the report may be obtained by writing to the Bureau of Fiscal Control, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125.

Funding Policy

The contribution policy is established by the Code and requires contributions by active members and employers and the Commonwealth. In the past, most active members were required to contribute 5.25 percent of their compensation if they joined the plan before July 22, 1983, and 6.25 percent if they joined on or after that date. Members enrolled at July 1, 2001 had to elect to maintain the same contribution rate as stated above or change to a higher contribution rate that provides greater retirement benefits. The new higher contribution rates effective January 1, 2002, are 6.50 percent if the member joined prior to July 22, 1983 and 7.50 percent if they joined on or after that date. The contributions required of participating employers are based on an actuarial valuation and are expressed as a percentage of annual covered payroll during the period for which the amount is determined. The School is required to pay the entire employer contribution rate and is reimbursed by the Commonwealth in an amount equal to the Commonwealth's share as determined by the income aid ratio (as defined in Act 29 of 1994), which is at least one-half of the total employer rate. The School's contribution to PSERS for the year ending June 30 was \$1,380,025. That amount is equal to the required contribution for the year.

NOTE 8 – TAX STATUS

The School qualifies as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. Accordingly, no federal or state income tax has been recognized for the year ended June 30.

NOTE 9 – FUND BALANCE/NET POSITION DEFICIT

The Food Service Fund has a deficit balance of \$(83,138) at June 30.

The net position on the governmental activities has a deficit balance of \$(7,435,151) at June 30, 2013.

COLLEGIUM CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 – OTHER REQUIRED INDIVIDUAL FUND DISCLOSURES

Generally accepted accounting principles require disclosure, as part of the Combined Financial Statements, of certain information concerning individual funds.

The following interfund receivables and payables existed at June 30:

<u>Fund</u>	<u>Receivable</u>	<u>Payable</u>
General Fund:		
Business Type	\$ -	\$ 457,322
Business Type:		
General Fund	<u>457,322</u>	<u>-</u>
	<u>\$ 457,322</u>	<u>\$ 457,322</u>

NOTE 11 – RISK MANAGEMENT

The School is exposed to various risks of loss related to theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School has purchased various insurance policies to safeguard its assets from risk of loss.

NOTE 12 – CONTINGENT LIABILITIES AND SUBSEQUENT EVENTS

Grant Programs

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

Capital Improvements to School Buildings

The School is renovating one building for an estimated cost of \$330,000, and adding a gym to another building for an estimated cost of \$4,100,000.

NOTE 13 – SUBSEQUENT EVENTS

As required by the Subsequent Events Topic of the FASB ASC, the School has evaluated those events and transactions that occurred after the financial statement date of June 30, 2013 through September 11, 2013 the date the financial statements were available to be issued and determined there were no other items to be disclosed.

REQUIRED SUPPLEMENTAL INFORMATION

COLLEGIUM CHARTER SCHOOL

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES
BUDGET AND ACTUAL - GENERAL FUND**

FOR THE YEAR ENDED JUNE 30, 2013

	Budget		Actual	Variance with Final Budget - Favorable (Unfavorable)
	Original	Final		
REVENUES				
Local Sources/Bonds	\$ 24,007,907	\$ 24,007,907	\$ 24,016,391	\$ 8,484
State Sources	84,756	84,756	721,076	636,320
Federal Sources	397,490	397,490	257,135	(140,355)
TOTAL REVENUES	<u>24,490,153</u>	<u>24,490,153</u>	<u>24,994,602</u>	<u>504,449</u>
EXPENDITURES				
Instruction	15,369,462	15,369,462	14,644,656	724,806
Support Services	6,031,800	6,031,800	5,582,139	449,661
Non-instructional Services	988,749	988,749	203,383	785,366
Debt Service/Facilities/Reserve	1,721,864	1,721,864	2,787,521	(1,065,657)
TOTAL EXPENDITURES	<u>24,111,875</u>	<u>24,111,875</u>	<u>23,217,699</u>	<u>894,176</u>
EXCESS (DEFICIENCY) OF REVENUES AND OTHER FINANCIAL SOURCES OVER EXPENDITURES	378,278	378,278	1,776,903	1,398,625
FUND BALANCE - Beginning of Year	<u>333,719</u>	<u>333,719</u>	<u>416,387</u>	<u>82,668</u>
FUND BALANCE - End of Year	<u>\$ 711,997</u>	<u>\$ 711,997</u>	<u>\$ 2,193,290</u>	<u>\$ 1,481,293</u>

See Notes to Financial Statements

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
Jun-14

Name of School Collegium Charter School

Address of School 535 James Hance Ct., Exton, PA 19341

CEO Signature *William D Winter*

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$43,670.61
	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	\$418,102.56
	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	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	\$1,610.30
	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	\$25,484,170.80
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	\$497,391.38
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	\$161,391.18
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	\$25,348.05
	7330	Health Services (Medical, Dental, Nurse, Act 25)	\$36,784.28
	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	\$22,507.76
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	\$743,051.05
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)	\$351,669.90
	8520	Vocational Education	
	8530	Child Nutrition Program	\$273,473.73
	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	\$1,130.47
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

9330	Capital Projects Funds Transfers	
9340	Debt Service Fund Transfers	
9350	Enterprise Fund Transfers	
9360	Internal Service Fund Transfers	
9370	Trust and Agency Fund	
9380	Activity Fund Transfers	
9390	Permanent Fund Transfers	
9400	SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500	Unassigned	
9600	Unassigned	
9700	TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
9710	Transfers from Component Units	
9720	Transfers from Primary Governments	
9800	INTRAFUND TRANSFERS IN	
9810	General Fund Intrafund Transfers	
9820	Special Revenue Intrafund Transfers	
9840	Debt Service Intrafund Transfers	
9850	Enterprise Intrafund Transfers	
9860	Internal Service Intrafund Transfers	
9870	Trust and Agency Intrafund Transfers	
9880	Activity Interfund Transfers	
TOTAL REVENUES		\$28,060,302.07

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

Name of School Collegium Charter School

Address of School 535 James Hance Ct, Exton, PA 19341

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$14,207,139.02
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$1,982,135.32
1300	VOCATIONAL EDUCATION	\$0.00
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$0.00
1600	ADULT EDUCATION PROGRAMS	\$0.00
1700	HIGHER EDUCATION PROGRAMS	\$0.00
1800	PRE-KINDERGARTEN	\$0.00
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	\$540,687.33
2120	Guidance Services	\$368,272.44
2130	Attendance Services	\$0.00
2140	Psychological Services	\$277,882.34
2150	Speech Pathology and Audiology Services	\$389,511.94
2160	Social Work Services	\$0.00
2170	Student Accounting Services	\$0.00
2190	Other Pupil Personnel Services	\$0.00
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	

	2220	Technology Support Services	\$678,653.76
	2230	Educational Television Services	\$0.00
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	\$253,711.11
	2260	Instruction and Curriculum Development Services	\$347,703.57
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	\$7,500.00
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	\$194,666.12
	2360	Office of the Superintendent (Executive Director) Services	\$405,174.25
	2370	Community Relations Services	
	2380	Office of the Principal Services	\$1,345,837.50
	2390	Other Administration Services	\$280,159.96
2400		SUPPORT SERVICES - PUPIL HEALTH	\$247,097.49
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	\$512,236.62
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	\$1,225,154.25
	2620	Operation of Buildings Services	\$363,784.64
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	\$305,887.84
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	\$837,413.34
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	\$73,950.21
	3250	School Sponsored Athletics	\$159,345.47
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	\$317,781.09
	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	\$438,659.86
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	\$2,151,808.69
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		\$27,912,154.16

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

\$148,146.91