

Commonwealth Connections Academy CS

**Charter Annual Report**

07/01/2013 - 06/30/2014

# School Profile

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## Demographics

4050 Crums Mill Road  
Suite 303  
Harrisburg, PA 17112  
(717)651-7200

Phase:

CEO Name:

CEO E-mail address:

Phase 2

Maurice Flurie

mflurie@ccaeducate.me

# Governance and Staff

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## *Leadership Changes*

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

Kenneth Grove was hired as a High School Assistant Principals serving grade 9  
 Thomas Longenecker, previously the Assistant CEO, was promoted to COO, effective July 1, 2014  
 Gary Madden, High School Principal retired. No replacement has been hired as of now.  
 Dr. Jay Scott was hired as Senior Director of Learning  
 Dr. Janet Sloand was hired as Senior Director of Student Development

Mr. Ralph Dyer was elected School Board President, effective for the 2014-15 school year. David Taylor, previous school board president, will remain on the board.  
 Kevin Shivers is the new School Board Secretary, effective for the 2014-15 school year.

## *Board of Trustees Meeting Schedule*

| <b>Location</b>                          | <b>Date and Time</b> |
|--|----------------------|
| Teleconference/Harrisburg Midtown Office | 8/27/2014 8:30 AM    |
| Seven Fields Office (Pittsburgh)         | 9/24/2014 12:00 PM   |
| Teleconference/Harrisburg Midtown Office | 10/22/2014 8:30 AM   |
| Teleconference/Harrisburg Midtown Office | 11/19/2014 8:30 AM   |
| Philadelphia                             | 1/28/2015 12:00 PM   |
| Teleconference/Harrisburg Midtown Office | 2/25/2015 8:30 AM    |
| Teleconference/Harrisburg Midtown Office | 3/25/2015 8:30 AM    |
| Teleconference/Harrisburg Midtown Office | 4/22/2015 8:30 AM    |
| Harrisburg Midtown Office                | 5/27/2015 12:00 PM   |
| Teleconference/Harrisburg Midtown        | 6/24/2015 8:30 AM    |

## *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*

| <b>Position Categories</b>                            | <b>All Employed per Category</b> | <b>Appropriately Certified</b> | <b>Promoted</b> | <b>Transferred</b> | <b>Terminated</b> | <b>Contracted for Following Year</b> |
|---|----------------------------------|--------------------------------|-----------------|--------------------|-------------------|--------------------------------------|
| Chief Academic Officer/Director                       | 1.00                             | 1.00                           |                 |                    |                   |                                      |
| Principal   | 6.00                             | 6.00                           |                 |                    |                   |                                      |
| Assistant Principal                                   | 14.00                            | 14.00                          |                 |                    |                   |                                      |
| Classroom Teacher (including Master Teachers)         | 272.00                           | 272.00                         |                 |                    |                   |                                      |
| Specialty Teacher (including Master Teachers)         | 9.00                             | 9.00                           |                 |                    |                   |                                      |
| Special Education Teacher (including Master Teachers) | 47.00                            | 47.00                          |                 |                    |                   |                                      |
| Special Education Coordinator                         | 9.00                             | 6.00                           |                 |                    |                   |                                      |
| Counselor   | 9.00                             | 9.00                           |                 |                    |                   |                                      |
| Psychologist  | 2.00                             | 2.00                           |                 |                    |                   |                                      |
| School Nurse  |                                  |                                |                 |                    |                   |                                      |
| Other: School Administration                          | 28                               | 10                             |                 |                    |                   |                                      |
| <b>Totals</b>   | <b>397.00</b>                    | <b>376.00</b>                  | <b>0</b>        | <b>0</b>           | <b>0</b>          | <b>0</b>                             |

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

Target: \$2884.59  
Boxtops: \$8762.42

## *Fiscal Solvency Policies*

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

There were no policy or procedure changes during the 2013-14 school year. However, beginning with the 2014-15 school year, all accounting functions will be handled in-house and coded with more detailed object codes.

### **Fiscal Solvency Policies**

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

*No files have been uploaded.*

## *Accounting System*

Changes to the accounting system the charter school uses:

There were no changes to the accounting system for the 2013-14 school year. However, CCA is transitioning from an outside, corporate accounting system, to ProSoft, a Pennsylvania specific accounting system that is designed for public school use.

## *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:               | SD Associates |
| Date of Last Audit:       | 02/27/2014    |
| Fiscal Year Last Audited: | 2012-13       |

### Explanation of the Report

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

*This narrative is empty.*

### Financial Audit Report

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

*PDF file uploaded.*

### Citations

Financial audit citations and the corresponding Charter School responses

| Description | Response |
|-------------|----------|
|-------------|----------|

## *Federal Programs Consolidated Review*

### Basics

Title I Status: Yes  
 Date of Last Federal Programs Consolidated Review: 06/04/2014  
 School Year Reviewed: 2013-14

### 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

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### Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

| <b>Description</b> | <b>Response</b> |
|--------------------|-----------------|
|--------------------|-----------------|

# Special Education

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## *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**

| <b>Support Service</b>                       | <b>Location</b>             | <b>Teacher FTE</b> |
|--|-----------------------------|--------------------|
| Director of Special Education                | Harrisburg Office           | 1                  |
| School Psychologist                          | Harrisburg Office           | 2                  |
| Special Education Administrative Assitant I  | Harrisburg Office           | 5                  |
| Special Education Administrative Assitant I  | Lehighton Office            | 1                  |
| Special Education Administrative Assitant II | Harrisburg Office           | 2                  |
| Special Education Executive Assistant        | Harrisburg Office           | 1                  |
| Special Education Manager                    | Harrisburg Office           | 4                  |
| Special Education Manger                     | Lehighton Office            | 1                  |
| Special Education Related Services Manager   | Harrisburg Office           | 1                  |
| Special Education Teacher                    | Harrisburg Midtown Office   | 1                  |
| Special Education Teacher                    | Bryn Mawr Office            | 5                  |
| Special Education Teacher                    | Dickson City Office         | 4                  |
| Special Education Teacher                    | Philadelphia Drop In Center | 2                  |
| Special Education Teacher                    | Harrisburg Office           | 15                 |

|                           |                     |   |
|---------------------------|---------------------|---|
| Special Education Teacher | Lehighton Office    | 7 |
| Special Education Teacher | Seven Fields Office | 7 |
| Special Education Teacher | Williamsport Office | 2 |
| Transition Coordinator    | Harrisburg Office   | 1 |

### Special Education Contracted Services

| <b>Title</b>                     | <b>Amt. of Time per Week</b> | <b>Operator</b>    | <b>Number of Students</b> |
|----------------------------------|------------------------------|--------------------|---------------------------|
| A Total Approach                 | 7020 Minutes                 | Outside Contractor | 14                        |
| ABA Support Services             | 4140 Minutes                 | Outside Contractor | 10 or fewer               |
| Adrienne Johnson                 | 240 Minutes                  | Outside Contractor | 10 or fewer               |
| Adrienne Roth, OT                | 120 Minutes                  | Outside Contractor | 10 or fewer               |
| AERI                             | 2160 Minutes                 | Outside Contractor | 10 or fewer               |
| Alison Graham, SLP               | 120 Minutes                  | Outside Contractor | 10 or fewer               |
| Alison Sculley, OTR/L            | 240 Minutes                  | Outside Contractor | 10 or fewer               |
| Allied Services                  | 1020 Minutes                 | Outside Contractor | 10 or fewer               |
| Allied Therapy                   | 960 Minutes                  | Outside Contractor | 10 or fewer               |
| Allied Therapy Partners          | 10020 Minutes                | Outside Contractor | 10 or fewer               |
| Amy Ashton, OTR/L                | 60 Minutes                   | Outside Contractor | 10 or fewer               |
| Anne Greewald, OT                | 180 Minutes                  | Outside Contractor | 10 or fewer               |
| AOT Inc.                         | 810 Minutes                  | Outside Contractor | 10 or fewer               |
| Arcadian Telepsychiatry          | 840 Minutes                  | Outside Contractor | 10 or fewer               |
| Austills Rehabilitation Services | 600 Minutes                  | Outside Contractor | 10 or fewer               |
| Behavior By Design               | 1500 Minutes                 | Outside Contractor | 10 or fewer               |
| Beth Grimm                       | 360 Minutes                  | Outside Contractor | 10 or fewer               |
| Beth Main, ADHD Coach            | 960 Minutes                  | Outside Contractor | 10 or fewer               |
| Bethlehem Pediatric Services     | 240 Minutes                  | Outside            | 10 or fewer               |

|  |               |                    |             |
|--|---------------|--------------------|-------------|
|  |               | Contractor         |             |
| Binocular Vision Center                                | 495 Minutes   | Outside Contractor | 10 or fewer |
| Bob DeVico, Jr., Vision Support Teacher/O&M Instructor | 1380 Minutes  | Outside Contractor | 10 or fewer |
| Bob Gregory, School Psychologist                       | 1440 Minutes  | Outside Contractor | 10 or fewer |
| Bruce Watson   | 180 Minutes   | Outside Contractor | 10 or fewer |
| Byron Schreck  | 3420 Minutes  | Outside Contractor | 10 or fewer |
| Caitlin Edwards, BCBA                                  | 420 Minutes   | Outside Contractor | 10 or fewer |
| Carol Walck and Associates                             | 2040 Minutes  | Outside Contractor | 10 or fewer |
| Center for Pediatric Therapy                           | 210 Minutes   | Outside Contractor | 10 or fewer |
| Cheri Dotterer, OTR/L                                  | 390 Minutes   | Outside Contractor | 10 or fewer |
| Cheryl Hayduk  | 360 Minutes   | Outside Contractor | 10 or fewer |
| Cindy Swank  | 3700 Minutes  | Outside Contractor | 10 or fewer |
| Communication Assoc.LLC                                | 34700 Minutes | Outside Contractor | 34          |
| Community Therapy Services                             | 9705 Minutes  | Outside Contractor | 67          |
| Connecting the Pieces                                  | 42981 Minutes | Outside Contractor | 24          |
| Cynthia Duffy, OT                                      | 240 Minutes   | Outside Contractor | 10 or fewer |
| Deb Parlman, COTA                                      | 120 Minutes   | Outside Contractor | 10 or fewer |
| Devereux Community Services                            | 720 Minutes   | Outside Contractor | 10 or fewer |
| Devon Healthcare Group                                 | 660 Minutes   | Outside Contractor | 10 or fewer |
| Dr. Aya Messer   | 480 Minutes   | Outside Contractor | 10 or fewer |
| Dr. Merrill Bowan                                      | 480 Minutes   | Outside Contractor | 10 or fewer |
| Drew Passic, M.S., Behavior Therapist                  | 2400 Minutes  | Outside Contractor | 10 or fewer |
| Easter Seals   | 14016 Minutes | Outside Contractor | 80          |
| Elizabeth Grimm  | 120 Days      | Outside Contractor | 10 or fewer |
| Elizabeth White  | 120 Days      | Outside            | 10 or fewer |

|                               |              |                    |             |
|-------------------------------|--------------|--------------------|-------------|
|                               |              | Contractor         |             |
| Four Corners Health & Fitness | 480 Minutes  | Outside Contractor | 10 or fewer |
| Fred Hirsh                    | 180 Days     | Outside Contractor | 10 or fewer |
| Gina Kelly                    | 120 Days     | Outside Contractor | 10 or fewer |
| Gina Rowland                  | 240 Minutes  | Outside Contractor | 10 or fewer |
| Glenn Den Enterprises, Inc.   | 240 Days     | Outside Contractor | 10 or fewer |
| Goepfert Speech Associates    | 160 Minutes  | Outside Contractor | 10 or fewer |
| Hiliari Takacs                | 1080 Minutes | Outside Contractor | 10 or fewer |
| Hope Learning Center          | 30 Minutes   | Outside Contractor | 10 or fewer |
| Humanus Corp                  | 60 Minutes   | Outside Contractor | 10 or fewer |
| Intermediate Unit 1           | 120 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 11          | 120 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 13          | 30 Minutes   | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 15          | 2115 Days    | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 16          | 780 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 17          | 420 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 18          | 5400 Minutes | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 19          | 240 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 20          | 285 Days     | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 21          | 100 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 22          | 120 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 23          | 420 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 7           | 8400 Minutes | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 8           | 150 Minutes  | Intermediate Unit  | 10 or fewer |
| Intermediate Unit 9           | 30 Minutes   | Intermediate       | 10 or fewer |

|                          |              | Unit               |             |
|--------------------------|--------------|--------------------|-------------|
| Janell Berry, SLP        | 240 Days     | Outside Contractor | 10 or fewer |
| Jennifer Leshner         | 240 Minutes  | Outside Contractor | 10 or fewer |
| Jennifer Oswald, OTR/L   | 120 Minutes  | Outside Contractor | 10 or fewer |
| John McElwee             | 1320 Minutes | Outside Contractor | 10 or fewer |
| Jonathan Weber           | 240 Minutes  | Outside Contractor | 10 or fewer |
| Julie Abert, OTR/L       | 240 Minutes  | Outside Contractor | 10 or fewer |
| Julie Haydt              | 240 Minutes  | Outside Contractor | 10 or fewer |
| Karen Hunsicker, LSW     | 600 Minutes  | Outside Contractor | 10 or fewer |
| Karen Migliore, PT       | 180 Minutes  | Outside Contractor | 10 or fewer |
| Karen Paterson, OT       | 120 Minutes  | Outside Contractor | 10 or fewer |
| Karen Sobrinski, COTA    | 600 Minutes  | Outside Contractor | 10 or fewer |
| Katharine Bucaro, SLP    | 120 Minutes  | Outside Contractor | 10 or fewer |
| Kathleen Kuduk, PT       | 120 Minutes  | Outside Contractor | 10 or fewer |
| Kelly Mahler, OTR/L      | 2640 Minutes | Outside Contractor | 13          |
| Kelly Marian, COTA/L     | 135 Minutes  | Outside Contractor | 10 or fewer |
| Kidswork                 | 1200 Minutes | Outside Contractor | 10 or fewer |
| Kimberly Fredericks, LPC | 240 Minutes  | Outside Contractor | 10 or fewer |
| Kimberly Wilshere, OT    | 45 Minutes   | Outside Contractor | 10 or fewer |
| Kristi Lang, OT          | 240 Minutes  | Outside Contractor | 10 or fewer |
| Laura Richardson, SLP    | 360 Minutes  | Outside Contractor | 10 or fewer |
| Laurie Jekel             | 30 Minutes   | Outside Contractor | 10 or fewer |
| Leg Up Farm              | 1500 Minutes | Outside Contractor | 10 or fewer |
| Liberty Staffing         | 960 Minutes  | Outside Contractor | 10 or fewer |
| Lisa Asay, COTA          | 480 Minutes  | Outside            | 10 or fewer |

|                                  |              |                    |             |
|----------------------------------|--------------|--------------------|-------------|
|                                  |              | Contractor         |             |
| Lisa Hayden-Chapman, DPT         | 360 Minutes  | Outside Contractor | 10 or fewer |
| Living Unlimited, Inc.           | 240 Minutes  | Outside Contractor | 10 or fewer |
| Loretta Gironi, OTR/L            | 120 Minutes  | Outside Contractor | 10 or fewer |
| Lori Thorne, OT                  | 240 Minutes  | Outside Contractor | 10 or fewer |
| Lorna Schwarzer, OT              | 180 Minutes  | Outside Contractor | 10 or fewer |
| Lutheran HomeCare                | 480 Minutes  | Outside Contractor | 10 or fewer |
| Lynn Dunay-Matysczak -OTR/L      | 240 Minutes  | Outside Contractor | 10 or fewer |
| Maggie DeSousa                   | 120 Minutes  | Outside Contractor | 10 or fewer |
| Maggie Lockovich                 | 240 Minutes  | Outside Contractor | 10 or fewer |
| Margaret Myers, OT               | 360 Minutes  | Outside Contractor | 10 or fewer |
| Martin Schmalenberger            | 360 Minutes  | Outside Contractor | 10 or fewer |
| Melanie Criss                    | 60 Minutes   | Outside Contractor | 10 or fewer |
| Melanie Moyer                    | 120 Minutes  | Outside Contractor | 10 or fewer |
| Memorial Hospital                | 1020 Minutes | Outside Contractor | 10 or fewer |
| Momentum Services                | 2700 Minutes | Outside Contractor | 10 or fewer |
| Next Step Therapy                | 360 Minutes  | Outside Contractor | 10 or fewer |
| PA Autism Action Center          | 8160 Minutes | Outside Contractor | 11          |
| Patricia Gay, OT                 | 30 Minutes   | Outside Contractor | 10 or fewer |
| Pediatric Therapy Assoc          | 1050 Minutes | Outside Contractor | 10 or fewer |
| Pocono Speech Center             | 2280 Minutes | Outside Contractor | 10 or fewer |
| Presence Learning                | 2880 Minutes | Outside Contractor | 16          |
| Rachel Thiros, OTR/L             | 120 Minutes  | Outside Contractor | 10 or fewer |
| Rebecca's Place                  | 3060 Minutes | Outside Contractor | 11          |
| Rehabilitation Innovations, Inc. | 720 Minutes  | Outside            | 10 or fewer |

|  |               |                    |             |
|--|---------------|--------------------|-------------|
|  |               | Contractor         |             |
| River Speech                             | 360 Minutes   | Outside Contractor | 10 or fewer |
| Ryan Kappel, CSW                         | 720 Minutes   | Outside Contractor | 10 or fewer |
| Sandra Tommarello                        | 240 Minutes   | Outside Contractor | 10 or fewer |
| Sayegh Pediatric Therapy Services        | 660 Minutes   | Outside Contractor | 10 or fewer |
| Schreiber Pediatric Rehab                | 2910 Minutes  | Outside Contractor | 15          |
| Sebastian Riding Associates              | 720 Minutes   | Outside Contractor | 10 or fewer |
| Sharon Kesselman                         | 480 Minutes   | Outside Contractor | 10 or fewer |
| Shuantise Dubose, OT                     | 120 Minutes   | Outside Contractor | 10 or fewer |
| SPARC                                    | 240 Minutes   | Outside Contractor | 10 or fewer |
| SpeechCare Inc                           | 1440 Minutes  | Outside Contractor | 10 or fewer |
| Step by Step                             | 12180 Minutes | Outside Contractor | 10 or fewer |
| Strategic Medical Solutions              | 460 Minutes   | Outside Contractor | 10 or fewer |
| Susan Drysdale                           | 240 Minutes   | Outside Contractor | 10 or fewer |
| Swisher Behavioral Health Services, Inc. | 3660 Minutes  | Outside Contractor | 21          |
| Tamara Blackburn, COTA                   | 120 Minutes   | Outside Contractor | 10 or fewer |
| The Children's Development Center        | 360 Minutes   | Outside Contractor | 10 or fewer |
| The Hope Learning Center                 | 10680 Minutes | Outside Contractor | 13          |
| The Pennington School                    | 825 Minutes   | Outside Contractor | 10 or fewer |
| Theraplay                                | 240 Minutes   | Outside Contractor | 10 or fewer |
| Therapy Bridges                          | 4230 Minutes  | Outside Contractor | 17          |
| Therapy Resource Center                  | 1140 Minutes  | Outside Contractor | 10 or fewer |
| Therapy Services                         | 1440 Minutes  | Outside Contractor | 10 or fewer |
| Therapy Source                           | 60120 Minutes | Outside Contractor | 351         |
| Tiffany Griffiths, Psy.D & Associates,   | 240 Minutes   | Outside            | 10 or fewer |

| Inc                                    |               | Contractor         |             |
|--|---------------|--------------------|-------------|
| Tracy Geist Therapy Services           | 480 Minutes   | Outside Contractor | 10 or fewer |
| Treehouse Speech and Rehabilitation    | 120 Minutes   | Outside Contractor | 10 or fewer |
| Tricia Pelc, MT                        | 480 Minutes   | Outside Contractor | 10 or fewer |
| U.S. Healthcare Services               | 27515 Minutes | Outside Contractor | 142         |
| Virginia Roberts, OT R/L               | 1260 Minutes  | Outside Contractor | 10 or fewer |
| Vision Development Center of Lancaster | 1080 Minutes  | Outside Contractor | 10 or fewer |
| Wynwood Eye Clinic                     | 840 Minutes   | Outside Contractor | 10 or fewer |

### ***Special Education Cyclical Monitoring***

Date of Last Special Education Cyclical Monitoring:

01/27/2012

Link to Report (Optional):

Not Provided

### **Special Education Cyclical Monitoring Report**

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

*PDF file uploaded.*

# Facilities

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

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

Harrisburg Midtown Center 4th floor FFE purchases - \$515,000.00

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

*\$515,000.00*

## *Facility Plans and Other Capital Needs*

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

CCA's Director of Facilities has been working over the past year to ensure all CCA owned facilities and all leased facilities meet required standards set forth by federal, state, and local authorities. Last school year (2012-13) CCA purchased two buildings that are being renovated with the expectation that they will be operational as teaching centers beginning in January 2015. This will allow more teachers to work full time from a CCA building and will provide a more conducive space for students to drop in for tutoring/remediation and Project Based Assessments. Additional facility space will be acquired as enrollment necessitates.

## *Memorandums of Understanding*

| <b>Organization</b>  | <b>Purpose</b>  |
|--|---|
| Dickson City Office  | We have had a signed copy of the MOU with the solicitor for Dickson City since August of 2013 waiting for a final signature.  |
| Harrisburg Police Department (for Midtown Harrisburg location) | We have attempted to finalize an MOU with the Harrisburg City Police since moving our headquarters downtown. It is currently being reviewed by the Department's Law Bureau. |
| Lower Merion Police Department (Bryn Mawr Office)              | CCA signed the MOU for this building in January and it has been with the Superintendent since January 13. We have followed up with several emails.                          |
| Lower Paxton Township  | Establish procedures to be followed when certain incidents (violent or drug related) occur on school property.  |

Complete the following information for all professional staff members.

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
| 1         | Abbey, Christine  | Yes  | English 7-12, Biology 7-12, General Science 7-12   | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 2         | Ackerman, Carey   | Yes  | Elementary K-6, Mid-Level English 7-9, Special Education N-12  | K-5                        | Special Ed Elementary Subjects  | 8 per day                            | 100%                                     | 0%  |
| 3         | Adkins, Diane   | Yes  | Early Childhood N-3, Elementary K-6, Principal PK-12   | K-6                        | Assistant or Vice Elementary Principal  | 8 per day                            | 100%                                     | 0%  |
| 4         | Ague, Kevin   | Yes  | Bus-Computer-Info Tech K-12  | 9-12                       | Business Education Secondary  | 8 per day                            | 100%                                     | 0%  |
| 5         | Alex, James   | Yes  | Health & Physical Educ K-12, Principal K-12  | 9-12                       | Assistant or Vice Secondary Principal   | 8 per day                            | 100%                                     | 0%  |
| 6         | Alger, Madeleine  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 7         | Allen, Jennifer   | Yes  | English 7-12, English as a Second Language (ESL) K-12  | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 8         | Alumbaugh, Adam   | Yes  | Mathematics 7-12, Special Education N-12   | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 9         | Amen, Kurt  | Yes  | Biology 7-12, General Science 7-12   | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 10        | Angelopoulos, Maureen                                   | Yes  | English 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 11        | Anick, Emily  | Yes  | Mathematics 7-12   | K-12                       | Other Not Listed Above (certificated personnel)   | 8 per day                            | 100%                                     | 0%  |
| 12        | Anselmo, Toni   | Yes  | English as a Second Language (ESL) K-12, Elementary K-6, Reading Specialist K-12                     | K-12                       | Elementary Primary Grades 1-3 1, Elementary Intermediate Grades 4-6 1, English as Second Language K-12 Resource (Take student out for language support) | 8 per day                            | 100%                                     | 0%  |
| 13        | Azzolina, Joseph  | Yes  | Social Studies 7-12  | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 14        | Bair, Stacie  | Yes  | Elementary K-6, English as a Second Language (ESL) K-12  | K                          | Kindergarten age 5 (K5)   | 8 per day                            | 100%                                     | 0%  |
| 15        | Baker, Ryan   | No   |  | K-12                       | Accounting/Bookkeeping  | 8 per day                            | 0%                                       | 100%                                      |
| 16        | Bannister, Melissa                                      | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9                                       | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 17        | Beard, Andrea   | Yes  | Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 18        | Bechtel, Sara   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 19        | Begis, Marsha   | Yes  | Biology 7-12   | 9-12                       | Biology   | 8 per day                            | 100%                                     | 0%  |
| 20        | Behofcist, Rita   | Yes  | Elementary K-6, Special Education N-12, Master's Equivalency K-12, Ment and/or Phys Handicapped K-12 | 7-12                       | Technology Education Secondary  | 8 per day                            | 100%                                     | 0%  |
| 21        | Beleiff, Aimee  | Yes  | Elementary K-6, English as a Second Language (ESL) K-12  | K-6                        | Elementary Primary Grades 1-3 1, Hearing Impaired Elementary  | 8 per day                            | 100%                                     | 0%  |
| 22        | Bennett, Christopher                                    | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 23        | Bentzel, Margaret                                       | Yes  | Elementary K-6, English as a Second Language (ESL) K-12  | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|---|----------------------------|---|--------------------------------------|--|---|
| 24        | Bianchi, Kristen  | Yes  | Early Childhood N-3, Elementary K-6, Mid-Level Mathematics 7-9  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 25        | Bich, Caitlin   | Yes  | Elementary K-6, Special Education N-12  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 26        | Bieber, Paula   | Yes  | Biology 7-12, General Science 7-12  | 9-12                       | Biology   | 8 per day                            | 100%                                     | 0%  |
| 27        | Bihoreau, Stephan                                       | Yes  | French K-12, Spanish K-12   | 9-12                       | French, Spanish   | 8 per day                            | 100%                                     | 0%  |
| 28        | Bingaman, Sara  | No   |   | K-12                       | Coordinator Specially Funded Programs                               | 8 per day                            | 0%                                       | 100%                                      |
| 29        | Biondo, David   | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level Mathematics 7-9  | 7-12                       | Middle Level Mathematics 7-9, Technology Education Secondary        | 8 per day                            | 100%                                     | 0%  |
| 30        | Boal, Katie   | Yes  | Elementary K-6, Reading Specialist K-12   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 31        | Boccella, Bernard                                       | Yes  | Mid-Level English 7-9, Mid-Level Mathematics 7-9, Social Studies 7-12   | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 32        | Boccella, Lori  | Yes  | Early Childhood N-3, Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 33        | Bonagur, Christine                                      | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 34        | Bonura, Sharilyn  | No   |   | K-12                       | Other Not Listed Above (non-certificated personnel)                 | 8 per day                            | 0%                                       | 100%                                      |
| 35        | Bost, Stephanie   | Yes  | Bus-Computer-Info Tech K-12, Mid-Level Mathematics 7-9  | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 36        | Boyd, Amy   | Yes  | Elementary K-6, Principal K-12  | K-12                       | Supervisor School Social Services                                   | 8 per day                            | 100%                                     | 0%  |
| 37        | Boyer, Megan  | Yes  | Mathematics 7-12  | 7-12                       | Middle Level Mathematics 7-9, Mathematics 10-12                     | 8 per day                            | 100%                                     | 0%  |
| 38        | Brace, Michael  | Yes  | Citizenship 7-12, English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 39        | Bradwell, Bianca  | Yes  | English 7-12  | K-12                       | Instructional Support Teachers 2                                    | 8 per day                            | 100%                                     | 0%  |
| 40        | Brady, Lauren   | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 41        | Brandt, Janna   | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 42        | Breithaupt, Ann   | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 43        | Brenizer, Shari   | Yes  | Mid-Level English 7-9, Mid-Level Mathematics 7-9, Special Education N-12, Elementary K-6, Social Studies 7-12 | K-12                       | Supervisor Special Education  | 8 per day                            | 100%                                     | 0%  |
| 44        | Briggs, Michael   | Yes  | Elementary School Counselor K-6, Secondary School Counselor 7-12  | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 45        | Briody, Jeanette  | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 46        | Brogna, Jaclyn  | Yes  | English 7-12, Social Studies 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 47        | Browning, Tyarra  | Yes  | Early Childhood N-3, Elementary K-6, Reading Specialist K-12  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 48        | Bueno, Lora   | Yes  | Elementary K-6, Music K-12, Spanish K-12, English as a Second Language (ESL) K-12                             | 7-12                       | Spanish, Music Secondary  | 8 per day                            | 100%                                     | 0%  |
| 49        | Burka, April  | Yes  | Elementary K-6, Mid-Level Mathematics 7-9   | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 50        | Burns, Stacey   | Yes  | Special Education N-12  | K-12                       | Supervisor Special Education  | 8 per day                            | 100%                                     | 0%  |
| 51        | Butler, Tim   | Yes  | English 7-12, Music K-12  | 9-12                       | Assistant or Vice Secondary Principal                               | 8 per day                            | 100%                                     | 0%  |
| 52        | Caggiano, Krissy  | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 53        | Camp, Ann   | Yes  | Chemistry 7-12, Mathematics 7-12  | 9-12                       | Chemistry   | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
| 54        | Campbell, Sarah   | Yes  | Secondary School Counselor 7-12                                    | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 55        | Campbell, Sarah   | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 56        | Cardel, Janae   | Yes  | Elementary K-6   | K                          | Kindergarten age 5 (K5)   | 8 per day                            | 100%                                     | 0%  |
| 57        | Carfagno, Christi                                       | Yes  | Health & Physical Educ K-12  | 7-12                       | Health and Physical Education Secondary, Physical Education   | 8 per day                            | 100%                                     | 0%  |
| 58        | Carnes, Andrew  | Yes  | Mid-Level English 7-9, Mid-Level Mathematics 7-9, Mathematics 7-12 | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 59        | Carr, Sarah   | Yes  | Special Education N-12   | 10-12                      | Special Ed Secondary English 10-12, Special Ed Secondary Math 10-12, Special Ed Secondary Science 10-12 | 8 per day                            | 100%                                     | 0%  |
| 60        | Carroll, Erica  | Yes  | English 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 61        | Chevovich, Michael                                      | Yes  | Biology 7-12, General Science 7-12                                 | 9-12                       | Earth and Space Science Advanced  | 8 per day                            | 100%                                     | 0%  |
| 62        | Cherinchak, Rheanna                                     | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9, Alternate Education Middle Level English 7-9                                  | 8 per day                            | 100%                                     | 0%  |
| 63        | Christman, Sarah  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 64        | Christy, Ryan   | Yes  | Mathematics 7-12, Mathematics: Sec. Ed. 9-12                       | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 65        | Christy, Samantha                                       | Yes  | Biology 7-12, Principal PK-12                                      | K-6                        | Assistant or Vice Elementary Principal  | 8 per day                            | 100%                                     | 0%  |
| 66        | Ciarlanto, Alicia                                       | Yes  | Elementary K-6, Reading Specialist K-12                            | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 67        | Clarke, Jennifer  | No   |  | K-12                       | Other Not Listed Above (non-certificated personnel)   | 8 per day                            | 0%                                       | 100%                                      |
| 68        | Clarke, Stephanie                                       | Yes  | Elementary K-6   | K-12                       | Literacy Staff Coach  | 8 per day                            | 100%                                     | 0%  |
| 69        | Cohen, Dana   | Yes  | Ment and/or Phys Handicapped K-12, English 7-12                    | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 70        | Comegna, Brian  | Yes  | Secondary School Counselor 7-12                                    | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 71        | Comegna, Patty  | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 72        | Conigliaro, Michael                                     | Yes  | Citizenship 7-12   | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 73        | Coone, Michael  | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 74        | Coppes, Anne  | Yes  | Elementary K-6, Ment and/or Phys Handicapped K-12                  | 10-12                      | Special Ed Secondary English 10-12  | 8 per day                            | 100%                                     | 0%  |
| 75        | Cote, Michael   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 76        | Crawshaw, Sara  | Yes  | Biology 7-12   | K-12                       | Other Not Listed Above (certificated personnel)   | 8 per day                            | 0%                                       | 100%                                      |
| 77        | Crenshaw, Tanaja  | No   |  | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 78        | Curtis, Diana   | Yes  | Special Education N-12   | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 79        | Davidson, Janel   | Yes  | Special Education N-12   | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 80        | Davis, Melissa  | Yes  | Mid-Level English 7-9, Mid-Level Science 7-9, Social Studies 7-12  | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 81        | DeBaise, Diane  | Yes  | Biology 7-12, Biology: Sec. Ed. 9-12, General Science 7-12         | K-12                       | Supervisor Secondary Education, General Science Intermediate 10-12, General Science Advanced 10-12      | 8 per day                            | 100%                                     | 0%  |
| 82        | DeBarr, Amber   | Yes  | Social Studies 7-12  | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|---|----------------------------|---|--------------------------------------|--|---|
| 83        | Demshick, Meghan  | Yes  | Early Childhood N-3, Elementary K-6, Reading Specialist K-12, Special Education N-12                        | K                          | Kindergarten age 5 (K5)   | 8 per day                            | 100%                                     | 0%  |
| 84        | DiCola, Daniel  | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 85        | Dierolf, Matthew  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 86        | Dinse, Kathy  | Yes  | Elementary K-6, English as a Second Language (ESL) K-12, Mid-Level Mathematics 7-9, Reading Specialist K-12 | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 87        | Ditmer, Karen   | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 88        | Doland, Steven  | Yes  | Elementary K-6, English 7-12, Special Education N-12  | 10-12                      | Special Ed Secondary English 10-12                                  | 8 per day                            | 100%                                     | 0%  |
| 89        | Dolder, Lisa  | Yes  | English 7-12, Library Science K-12, Spanish K-12  | 7-12                       | Spanish 7-12  | 8 per day                            | 100%                                     | 0%  |
| 90        | Dormer, John  | Yes  | Elementary K-6, Mid-Level Science 7-9   | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 91        | Dress, Lisa   | Yes  | Elementary K-6, Special Education N-12  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 92        | Duran, Carmon   | Yes  | General Science 7-12, Music K-12  | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 93        | Eastburn, Rebecca                                       | Yes  | Elementary K-6, Nursery/Kindergarten N-K  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 94        | Eckel, Abigail  | Yes  | Art K-12, Mid-Level Mathematics 7-9, Elementary K-6, Special Education N-12                                 | 6-12                       | Art Secondary   | 8 per day                            | 100%                                     | 0%  |
| 95        | Eckert, Jennifer  | Yes  | School Psychologist K-12  | K-12                       | School Psychologist   | 8 per day                            | 100%                                     | 0%  |
| 96        | Eisenhauer, Jenny                                       | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 97        | Eisenhauer, Keely                                       | Yes  | Social Studies 7-12   | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 98        | Emmons, Sara  | Yes  | Elementary K-6, Special Education N-12  | K-5                        | Special Ed Elementary Subjects                                      | 8 per day                            | 100%                                     | 0%  |
| 99        | Erler, William  | Yes  | Earth and Space Science 7-12, General Science 7-12  | 9-12                       | Earth and Space Science Intermediate                                | 8 per day                            | 100%                                     | 0%  |
| 100       | Ernyei, Karen   | Yes  | Elementary K-6, Mid-Level Science 7-9, Special Education N-12   | 7-9                        | Special Ed Middle Level English 7-9                                 | 8 per day                            | 100%                                     | 0%  |
| 101       | Evans, Amanda   | Yes  | Elementary K-6, Mid-Level English 7-9, Mid-Level Science 7-9  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 102       | Eyer, Cassie  | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 103       | Fabbri, Noelle  | Yes  | English 7-12, Social Studies 7-12   | 7-9                        | Middle Level Social Studies 7-9                                     | 8 per day                            | 100%                                     | 0%  |
| 104       | Fangmann, Sarah   | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 105       | Fernez, Jennifer  | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 106       | Ferry, Brian  | Yes  | Bus-Computer-Info Tech K-12, Mid-Level Mathematics 7-9  | 9-12                       | Business Education Secondary  | 8 per day                            | 100%                                     | 0%  |
| 107       | Flannery, Alyssa  | Yes  | Elementary K-6, Library Science K-12, Mid-Level English 7-9   | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 108       | Floyd, Cindy  | Yes  | Elementary K-6, Special Education N-12, English 7-12, General Science 7-12, Mathematics 7-12                | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|---|----------------------------|---|--------------------------------------|--|---|
| 109       | Flurie, Maurice   | Yes  | Elementary Principal K-6, Health & Physical Educ K-12, Secondary Principal 7-12, Superintendent K-12    | K-12                       | Chief Administrative or Chief Executive Officer (charter schools only)          | 8 per day                            | 100%                                     | 0%  |
| 110       | Flynn, Molly  | Yes  | Elementary K-6, Special Education N-12  | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 111       | Folkemer, Ashlee  | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 112       | Ford, Amy   | Yes  | Elementary K-6, English 7-12  | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 113       | Fowler, Nate  | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 114       | Fox, Lauren   | Yes  | Citizenship 7-12  | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 115       | Fraser, Adam  | Yes  | Principal K-12  | K-5                        | Elementary Principal  | 8 per day                            | 100%                                     | 0%  |
| 116       | Frederickson, David                                     | Yes  | Mathematics 7-12, Safety Ed/Driver Ed 7-12  | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 117       | Fredo, Katrina  | Yes  | Biology 7-12, General Science 7-12, Mid-Level Mathematics 7-9   | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 118       | Freeland, Lauren  | Yes  | Biology 7-12, Environmental Educ K-12, General Science 7-12   | 9-12                       | Biology, Supervisor Science   | 8 per day                            | 100%                                     | 0%  |
| 119       | Frey, Brittany  | Yes  | Mathematics 7-12  | 7-12                       | Middle Level Mathematics 7-9, Mathematics 10-12                                 | 8 per day                            | 100%                                     | 0%  |
| 120       | Frey, Michelle  | Yes  | Biology 7-12  | 9-12                       | Biology   | 8 per day                            | 100%                                     | 0%  |
| 121       | Friess, Daniel  | Yes  | English 7-12, Mathematics 7-12, Technology Education K-12   | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 122       | Frishmuth, Cheryl                                       | Yes  | Secondary School Counselor 7-12   | K-12                       | Supervisor School Guidance Services, Secondary School Counselor                 | 8 per day                            | 100%                                     | 0%  |
| 123       | Gaiski, Jamie   | Yes  | Early Childhood N-3, Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 124       | Garber, Stacy   | Yes  | Environmental Educ K-12, Mid-Level Citiz. Ed 7-9, Mid-Level Science 7-9, Social Studies 7-12            | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 125       | Garing, Michael   | Yes  | Chemistry 7-12, Mathematics 7-12, Physics 7-12  | 10-12                      | Physical Science Advanced 10-12, Physics 10-12                                  | 8 per day                            | 100%                                     | 0%  |
| 126       | Garthwaite, Jon   | No   |   | K-12                       | Other Not Listed Above (non-certificated personnel)                             | 8 per day                            | 0%                                       | 100%                                      |
| 127       | Gehman, Andrew  | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 128       | Geisel, Jeffrey   | Yes  | Ment and/or Phys Handicapped K-12, English 7-12, Mathematics 7-12, Social Studies 7-12, Principal PK-12 | 6-8                        | Assistant or Vice Middle School Principal                                       | 8 per day                            | 100%                                     | 0%  |
| 129       | George, Susan   | Yes  | Biology 7-12, Chemistry 7-12, General Science 7-12  | 9-12                       | Chemistry, Physical Science Intermediate 10-12, Physical Science Advanced 10-12 | 8 per day                            | 100%                                     | 0%  |
| 130       | Gephart, Jeremy   | Yes  | Elementary K-6, Special Education N-12  | K-5                        | Special Ed Elementary Subjects  | 8 per day                            | 100%                                     | 0%  |
| 131       | Gerdy, Matthew  | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 132       | Gettle, Greg  | Yes  | Mathematics 7-12, School Program Specialist K-12, Secondary Principal 7-12                              | K-12                       | Secondary Principal   | 8 per day                            | 100%                                     | 0%  |
| 133       | Giantini, Theodore                                      | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 134       | Gill, Anita   | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 135       | Gill, Rebecca   | Yes  | Elementary K-6, Principal PK-12   | K-6                        | Assistant or Vice Elementary Principal  | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|---|----------------------------|---|--------------------------------------|--|---|
| 136       | Gilmartin, Kelley                                       | Yes  | English 7-12, General Science 7-12, Mid-Level Science 7-9 | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 137       | Gilroy, Amanda  | Yes  | Special Education N-12                                    | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 138       | Gintz, Joy  | Yes  | Early Childhood N-3, Special Education N-12               | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 139       | Glotfelty, Kelly  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 140       | Goodnow, Shelbie  | Yes  | Spanish K-12  | K-12                       | Spanish   | 8 per day                            | 100%                                     | 0%  |
| 141       | Grafton, Heather  | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 142       | Green, Sarah  | Yes  | Elementary K-6, Special Education N-12                    | K-5                        | Special Ed Elementary Subjects  | 8 per day                            | 100%                                     | 0%  |
| 143       | Grimes, Joel  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 144       | Grudzinski, Laura                                       | Yes  | Social Studies 7-12                                       | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 145       | Gutshall, Carrie  | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 146       | Hall, Stacy   | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 147       | Hampton, Crystal  | Yes  | Mathematics 7-12, Elementary K-6, Principal PK-12         | 6-8                        | Assistant or Vice Middle School Principal   | 8 per day                            | 100%                                     | 0%  |
| 148       | Hancz, Jennifer   | Yes  | Elementary K-6, Mid-Level Mathematics 7-9                 | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 149       | Handford, Sharon  | No   |   | K-12                       | Business Manager  | 8 per day                            | 0%                                       | 100%                                      |
| 150       | Haney, Bethann  | Yes  | Biology 7-12  | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 151       | Harbold, Roy  | Yes  | Earth and Space Science 7-12                              | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 152       | Harper, Vincent   | Yes  | Elementary K-6, Principal K-12, Special Education N-12    | 9-10                       | Secondary Principal   | 8 per day                            | 100%                                     | 0%  |
| 153       | Harr, Brian   | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 154       | Hartman, Ellen  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 155       | Hartman, Nichole  | Yes  | Special Education N-12                                    | K-5                        | Special Ed Elementary Subjects  | 8 per day                            | 100%                                     | 0%  |
| 156       | Henahan, Jaclyn   | Yes  | Elementary K-6, Mid-Level Mathematics 7-9                 | 4-6                        | Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 157       | Henry, Laurie   | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 158       | Hess, Drew  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 159       | Hiles, Jennifer   | Yes  | Elementary K-6  | K                          | Kindergarten age 5 (K5)   | 8 per day                            | 100%                                     | 0%  |
| 160       | Hoffman, Sean   | Yes  | Social Studies 7-12                                       | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 161       | Hook, Richard   | Yes  | Communications 7-12                                       | K-12                       | Instructional Support Teachers 2, English as Second Language Middle Level English 7-9 | 8 per day                            | 100%                                     | 0%  |
| 162       | Howard, Keith   | Yes  | Biology 7-12, General Science 7-12                        | 9-12                       | Biology, Physical Science Intermediate 10-12  | 8 per day                            | 100%                                     | 0%  |
| 163       | Hulswit-Green, Elizabeth                                | Yes  | English 7-12, Special Education N-12                      | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 164       | Hunter, Anne  | Yes  | Mathematics 7-12  | 7-12                       | Middle Level Mathematics 7-9, Mathematics 10-12                                       | 8 per day                            | 100%                                     | 0%  |
| 165       | Hurley, Amy   | Yes  | English 7-12, Mid-Level Mathematics 7-9                   | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 166       | Hurst, Krista   | Yes  | Art K-12  | 6-12                       | Art Secondary   | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
| 167       | Hutchings, Jamie  | Yes  | Biology 7-12, Environmental Educ K-12, General Science 7-12  | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 168       | Jachowicz, Justin                                       | Yes  | Citizenship 7-12   | 10-12                      | History 10-12   | 8 per day                            | 100%                                     | 0%  |
| 169       | Jachowicz, Kristin                                      | Yes  | Elementary K-6, Special Education N-12   | K-12                       | Supervisor Special Education  | 8 per day                            | 100%                                     | 0%  |
| 170       | Jackson, Christina                                      | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 171       | Jackson, Yahne  | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 172       | Jenkins, Keri   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 173       | Johnson, Kasey  | Yes  | Elementary K-6, Special Education N-12   | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 174       | Jones, Brian  | Yes  | Social Studies 7-12  | K-12                       | Other Not Listed Above (certificated personnel)                     | 8 per day                            | 100%                                     | 0%  |
| 175       | Kalahanis, Andrew                                       | Yes  | English 7-12, English as a Second Language (ESL) K-12  | K-12                       | English as Second Language Middle Level English 7-9                 | 8 per day                            | 100%                                     | 0%  |
| 176       | Kalogris, Christine                                     | Yes  | Elementary K-6, Mid-Level Mathematics 7-9, Special Education N-12                                    | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 177       | Kaminski, Sarah   | Yes  | Elementary K-6, Mid-Level English 7-9  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 178       | Kasales, Camilla  | Yes  | English as a Second Language (ESL) K-12, Master's Equivalency K-12, Mathematics 7-12, Principal K-12 | K-12                       | Supervisor Curriculum and Instruction                               | 8 per day                            | 100%                                     | 0%  |
| 179       | Kavulich, Ariel   | Yes  | General Science 7-12   | 10-12                      | Physical Science Intermediate 10-12                                 | 8 per day                            | 100%                                     | 0%  |
| 180       | Keim, Debbie  | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 181       | Keller, Benjamin  | Yes  | English 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 182       | Kimble, Nathan  | Yes  | Social Studies 7-12  | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 183       | Kinney, Breah   | Yes  | Elementary K-6, Special Education N-12   | K-5                        | Special Ed Elementary Subjects                                      | 8 per day                            | 100%                                     | 0%  |
| 184       | Knurowski, Renee  | Yes  | Health & Physical Educ K-12  | 7-12                       | Health and Physical Education Secondary                             | 8 per day                            | 100%                                     | 0%  |
| 185       | Koch, Sherry  | Yes  | Elementary K-6   | K-6                        | Gifted Classes Elementary, Elementary Primary Grades 1-3 1          | 8 per day                            | 100%                                     | 0%  |
| 186       | Koehle, Stephanie                                       | Yes  | English 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 187       | Kreiser, Valerie  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 188       | Kuhns, Joseph   | Yes  | Health & Physical Educ K-12  | 7-12                       | Health and Physical Education Secondary                             | 8 per day                            | 100%                                     | 0%  |
| 189       | Kysela, Daniel  | Yes  | English 7-12, Mathematics 7-12, Social Studies 7-12  | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 190       | Labanda, Nancy  | Yes  | Social Studies 7-12  | 7-12                       | Social Science  | 8 per day                            | 100%                                     | 0%  |
| 191       | Lack, Jessica   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 192       | Ladislav, Daniel  | Yes  | Citizenship 7-12, Mid-Level English 7-9, Principal PK-12   | 9-12                       | Assistant or Vice Secondary Principal                               | 8 per day                            | 100%                                     | 0%  |
| 193       | Lamura, Mark  | Yes  | English 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 194       | Landers, Amy  | Yes  | Mathematics 7-12, Physics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 195       | Lang, Stacy   | Yes  | Elementary K-6, Nursery/Kindergarten N-K   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|---|----------------------------|--|--------------------------------------|--|---|
| 196       | Lapp, Margaret  | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9   | 8 per day                            | 100%                                     | 0%  |
| 197       | Laszczyk, Whitney                                       | Yes  | Biology 7-12, Chemistry 7-12, Mid-Level Science 7-9   | 7-9                        | Middle Level Science 7-9   | 8 per day                            | 100%                                     | 0%  |
| 198       | Lavelle, Rachel   | Yes  | Secondary School Counselor 7-12   | K-12                       | Secondary School Counselor   | 8 per day                            | 100%                                     | 0%  |
| 199       | Laviola, Joseph   | Yes  | Social Studies 7-12   | 10-12                      | Government 10-12   | 8 per day                            | 100%                                     | 0%  |
| 200       | Lawrence, Edward  | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9   | 8 per day                            | 100%                                     | 0%  |
| 201       | Leibowitz, Brooke                                       | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9   | 8 per day                            | 100%                                     | 0%  |
| 202       | Lenno, Frank  | Yes  | Elementary K-6, Special Education N-12  | K-5                        | Special Ed Elementary Subjects   | 8 per day                            | 100%                                     | 0%  |
| 203       | Lipchik, John   | Yes  | Social Studies 7-12   | 10-12                      | Social Studies 10-12   | 8 per day                            | 100%                                     | 0%  |
| 204       | Litzke, Jeffrey   | Yes  | Social Studies 7-12, Mathematics 7-12   | 10-12                      | Social Studies 10-12   | 8 per day                            | 100%                                     | 0%  |
| 205       | Lockard, Christina                                      | Yes  | Earth and Space Science 7-12  | 9-12                       | Earth and Space Science Intermediate   | 8 per day                            | 100%                                     | 0%  |
| 206       | Locklin, Ashly  | Yes  | English 7-12  | K-12                       | Instructional Support Teachers 2   | 8 per day                            | 100%                                     | 0%  |
| 207       | Longenecker, Thomas                                     | Yes  | Superintendent K-12   | K-12                       | Assistant Superintendent   | 8 per day                            | 100%                                     | 0%  |
| 208       | Lutz, Sara  | Yes  | Bus-Computer-Info Tech K-12, Social Studies 7-12  | 9-12                       | Business Education Secondary   | 8 per day                            | 100%                                     | 0%  |
| 209       | Mack, Dana  | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level Mathematics 7-9, Principal PK-12                 | 6-8                        | Assistant or Vice Middle School Principal  | 8 per day                            | 100%                                     | 0%  |
| 210       | Madden, Gary  | Yes  | Elementary K-6, Secondary Principal 7-12, Socially & Emotionally Dist K-12, Superintendent K-12     | K-12                       | Principal K12 or Middle School   | 8 per day                            | 100%                                     | 0%  |
| 211       | Maloney, Anna   | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12  | 8 per day                            | 100%                                     | 0%  |
| 212       | Malsberger, Lisa  | Yes  | Bus-Computer-Info Tech K-12   | 9-12                       | Business Education Secondary   | 8 per day                            | 100%                                     | 0%  |
| 213       | Manning, Mary   | Yes  | Ment and/or Phys Handicapped K-12, English as a Second Language (ESL) K-12                          | K-12                       | Supervisor Special Education   | 8 per day                            | 100%                                     | 0%  |
| 214       | Mariano, Rocco  | Yes  | Biology 7-12  | 9-12                       | Biology  | 8 per day                            | 100%                                     | 0%  |
| 215       | Marrara, Kelly  | Yes  | Elementary K-6, Mid-Level Mathematics 7-9, Special Education N-12                                   | K-9                        | Special Ed Elementary Subjects, Special Ed Middle Level Math 7-9                                 | 8 per day                            | 100%                                     | 0%  |
| 216       | Marruso, Becky  | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1   | 8 per day                            | 100%                                     | 0%  |
| 217       | Marsiliano, Judy  | Yes  | Mathematics 7-12  | 7-12                       | Middle Level Mathematics 7-9, Mathematics 10-12  | 8 per day                            | 100%                                     | 0%  |
| 218       | Martin, Audrey  | Yes  | Mid-Level Science 7-9, Spanish K-12, English as a Second Language (ESL) K-12, Mid-Level English 7-9 | K-12                       | Spanish, English as Second Language K-12 Resource (Take student out for language support)        | 8 per day                            | 100%                                     | 0%  |
| 219       | Martin, Cari  | Yes  | English 7-12  | 7-9                        | Middle Level English 7-9   | 8 per day                            | 100%                                     | 0%  |
| 220       | Martindell, Jonathan                                    | Yes  | English 7-12, Social Studies 7-12   | K-12                       | Instructional Support Teachers 2   | 8 per day                            | 100%                                     | 0%  |
| 221       | Matrishion, Deanna                                      | Yes  | English 7-12  | 9-12                       | English/Communication  | 8 per day                            | 100%                                     | 0%  |
| 222       | Mauser, Rebecca   | Yes  | Mid-Level Mathematics 7-9, Social Studies 7-12  | 10-12                      | Social Studies 10-12   | 8 per day                            | 100%                                     | 0%  |
| 223       | McConnell, Kim  | Yes  | Elementary K-6  | K-6                        | Gifted Classes Elementary, Elementary Primary Grades 1-3 1, Elementary Intermediate Grades 4-6 1 | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
| 224       | McDonald, Lauren  | Yes  | Elementary K-6   | K                          | Kindergarten age 5 (K5)   | 8 per day                            | 100%                                     | 0%  |
| 225       | McDonald, Michaela                                      | Yes  | Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 226       | McFarland, Michelle                                     | Yes  | Social Studies 7-12  | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 227       | McGlinn, Jessica  | Yes  | Early Childhood N-3, Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1                                    | 8 per day                            | 100%                                     | 0%  |
| 228       | McGovern, Kelsey  | Yes  | Elementary K-6, Special Education N-12   | 10-12                      | Special Ed Secondary English 10-12                                      | 8 per day                            | 100%                                     | 0%  |
| 229       | McGuire, Amanda   | Yes  | Elementary K-6   | K                          | Kindergarten age 5 (K5)   | 8 per day                            | 100%                                     | 0%  |
| 230       | McMahon, Brady  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                    | 8 per day                            | 100%                                     | 0%  |
| 231       | Mendicino, Krista                                       | Yes  | Elementary K-6, English 7-12, Special Education N-12   | 7-12                       | Special Ed Middle Level English 7-9, Special Ed Secondary English 10-12 | 8 per day                            | 100%                                     | 0%  |
| 232       | Micco, Michael  | Yes  | Chemistry 7-12, Mid-Level Science 7-9, Inst Technology Specialist K-12                                   | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 233       | Miedel, Douglas   | Yes  | Citizenship 7-12, Mid-Level English 7-9, Social Studies 7-12   | K-12                       | Coordinator MarketingDistributive Education                             | 8 per day                            | 0%                                       | 100%                                      |
| 234       | Miedel, Jamie   | Yes  | Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 235       | Milam, Amanda   | Yes  | Art K-12   | 6-12                       | Art Secondary   | 8 per day                            | 100%                                     | 0%  |
| 236       | Miller, Alicia  | Yes  | Social Studies 7-12  | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 237       | Miller, Jennifer  | Yes  | Elementary K-6, Special Education N-12   | 4-6                        | Elementary Intermediate Grades 4-6 1                                    | 8 per day                            | 100%                                     | 0%  |
| 238       | Miller, Kelly   | Yes  | Elementary K-6, English as a Second Language (ESL) K-12, Mid-Level English 7-9                           | 4-6                        | Elementary Intermediate Grades 4-6 1                                    | 8 per day                            | 100%                                     | 0%  |
| 239       | Miller, Laura   | Yes  | English 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 240       | Miloszewski, Lynden                                     | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                    | 8 per day                            | 100%                                     | 0%  |
| 241       | Mitchell, Lorraine                                      | Yes  | Elementary K-6, English 7-12   | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 242       | Morgan, Janine  | Yes  | Social Studies 7-12  | 10-12                      | Government 10-12, Social Studies 10-12                                  | 8 per day                            | 100%                                     | 0%  |
| 243       | Moser, Christina  | Yes  | Elementary K-6, Principal K-12   | K-12                       | Supervisor Special Education  | 8 per day                            | 100%                                     | 0%  |
| 244       | Moser, Diane  | Yes  | Biology 7-12, Earth and Space Science 7-12, Mid-Level Science 7-9, Physics 7-12                          | 10-12                      | Physical Science Intermediate 10-12                                     | 8 per day                            | 100%                                     | 0%  |
| 245       | Murray, Rachel  | Yes  | Elementary K-6, Mid-Level Mathematics 7-9  | K-12                       | Mathematics Staff Coach   | 8 per day                            | 100%                                     | 0%  |
| 246       | Nadzan, Melissa   | Yes  | Early Childhood N-3, Elementary K-6, Special Education N-12  | K-5                        | Special Ed Elementary Subjects  | 8 per day                            | 100%                                     | 0%  |
| 247       | Nardis, Nancy   | Yes  | Elem School Library Sci K-6, Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1   | 8 per day                            | 100%                                     | 0%  |
| 248       | Natale, Gregory   | Yes  | Biology 7-12, General Science 7-12   | 9-12                       | Environmental Education, Biology  | 8 per day                            | 100%                                     | 0%  |
| 249       | Nauman, Daniel  | Yes  | Social Studies 7-12  | 7-9                        | Middle Level Social Studies 7-9   | 8 per day                            | 100%                                     | 0%  |
| 250       | Nolker, Lonnie  | Yes  | Elementary K-6, Mid-Level Science 7-9, Special Education N-12  | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 251       | North, Faye   | Yes  | Bus-Computer-Info Tech K-12, Citizenship 7-12, English 7-12, Social Studies 7-12, Special Education N-12 | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 252       | O'Brien, Katie  | Yes  | Health & Physical Educ K-12  | K-6                        | Health and Physical Education Elementary                                | 8 per day                            | 100%                                     | 0%  |

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|-----------|---|--|--|----------------------------|--|--------------------------------------|--|---|
| 253       | Offutt, Jodi  | Yes  | Reading Specialist K-12, Social Studies 7-12   | 10-12                      | Social Studies 10-12   | 8 per day                            | 100%                                     | 0%  |
| 254       | Olbrish, Nicole   | Yes  | Elementary K-6, Special Education N-12   | K-12                       | Special Ed Resource PreK-12  | 8 per day                            | 100%                                     | 0%  |
| 255       | Olivetti, Dreon   | Yes  | Nursery/Kindergarten N-K, Art K-12, Elementary Education K-8   | 6-12                       | Art Secondary  | 8 per day                            | 100%                                     | 0%  |
| 256       | Oneal, Heather  | Yes  | Art K-12, Elementary K-6, Mid-Level Mathematics 7-9  | 4-9                        | Elementary Intermediate Grades 4-6 1, Middle Level Mathematics 7-9     | 8 per day                            | 100%                                     | 0%  |
| 257       | Owen, Amy   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12  | 8 per day                            | 100%                                     | 0%  |
| 258       | Palm, Kimberly  | Yes  | English 7-12   | 9-12                       | English/Communication  | 8 per day                            | 100%                                     | 0%  |
| 259       | Palomba, Diana  | Yes  | English 7-12   | 9-12                       | English/Communication  | 8 per day                            | 100%                                     | 0%  |
| 260       | Parker, Rachel  | Yes  | Secondary School Counselor 7-12  | K-12                       | Secondary School Counselor   | 8 per day                            | 100%                                     | 0%  |
| 261       | Patrick, Agatha   | Yes  | Elementary K-6, English 7-12, English as a Second Language (ESL) K-12, Special Education N-12                          | 1-3                        | Elementary Primary Grades 1-3 1  | 8 per day                            | 100%                                     | 0%  |
| 262       | Pearson, Malena   | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                   | 8 per day                            | 100%                                     | 0%  |
| 263       | Perez, Sheila   | Yes  | Early Childhood N-3, Special Education N-12, English 7-12, General Science 7-12, Mathematics 7-12, Social Studies 7-12 | K-5                        | Special Ed Elementary Subjects   | 8 per day                            | 100%                                     | 0%  |
| 264       | Perrotto, Anthony                                       | Yes  | Social Studies 7-12  | 10-12                      | Social Studies 10-12   | 8 per day                            | 100%                                     | 0%  |
| 265       | Pesavento, Susan  | No   |  | K-12                       | Other Not Listed Above (non-certificated personnel)                    | 8 per day                            | 100%                                     | 0%  |
| 266       | Petula, Patricia  | Yes  | English 7-12   | 9-12                       | English/Communication  | 8 per day                            | 100%                                     | 0%  |
| 267       | Pfirman, Kinsie   | Yes  | Social Studies 7-12  | 7-9                        | Middle Level Social Studies 7-9  | 8 per day                            | 100%                                     | 0%  |
| 268       | Phillips, Erin  | Yes  | Social Studies 7-12  | 10-12                      | Social Studies 10-12   | 8 per day                            | 100%                                     | 0%  |
| 269       | Phillips, Lindsay                                       | Yes  | Early Childhood N-3, Special Education N-12  | K-5                        | Special Ed Elementary Subjects   | 8 per day                            | 100%                                     | 0%  |
| 270       | Piekara, Kimberly                                       | Yes  | Elementary K-6, Special Education N-12   | K-12                       | Special Ed Resource PreK-12  | 8 per day                            | 100%                                     | 0%  |
| 271       | Pier, Heather   | Yes  | Biology 7-12, Earth and Space Science 7-12, Family-Consumer Sci K-12, General Science 7-12, Physics 7-12               | 9-12                       | Earth and Space Science Advanced, Earth and Space Science Intermediate | 8 per day                            | 100%                                     | 0%  |
| 272       | Pizzani, Jennifer                                       | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                   | 8 per day                            | 100%                                     | 0%  |
| 273       | Pollner, Andrew   | Yes  | Bus-Computer-Info Tech K-12, Mid-Level Mathematics 7-9   | 7-9                        | Middle Level Mathematics 7-9   | 8 per day                            | 100%                                     | 0%  |
| 274       | Pulizzi, Christine                                      | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9   | 7-9                        | Middle Level Social Studies 7-9  | 8 per day                            | 100%                                     | 0%  |
| 275       | Rankin, Jeffrey   | Yes  | Elementary K-6, Master's Equivalency K-12, Mid-Level Mathematics 7-9   | 7-9                        | Middle Level Mathematics 7-9   | 8 per day                            | 100%                                     | 0%  |
| 276       | Reese, Sasha  | Yes  | English 7-12, Special Education N-12   | K-12                       | Special Ed Resource PreK-12  | 8 per day                            | 100%                                     | 0%  |
| 277       | Reilly, Keri  | Yes  | Elementary K-6   | K                          | Kindergarten age 5 (K5)  | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
| 278       | Reist, James  | Yes  | Ment and/or Phys Handicapped K-12, Automotive Body and Fender 7-12, Cooperative Ed. 7-12, Master's Equivalency K-12, Vocational Instruction 7-12 | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 279       | Remai, Stephen  | Yes  | Mathematics 7-12, Mathematics: Sec. Ed. 9-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 280       | Rex, Damon  | Yes  | Health & Physical Educ K-12, Safety Ed/Driver Ed 7-12  | 7-12                       | Health and Physical Education Secondary                             | 8 per day                            | 100%                                     | 0%  |
| 281       | Rieger, Jennifer  | Yes  | Early Childhood N-3, Elementary K-6, Mid-Level Mathematics 7-9   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 282       | Rivera, Renee   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 283       | Robb, Lacey   | Yes  | Health & Physical Educ K-12  | 7-12                       | Health and Physical Education Secondary                             | 8 per day                            | 100%                                     | 0%  |
| 284       | Roberts, Shelley  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 285       | Roberts, Timothy  | Yes  | Mathematics 7-12   | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 286       | Robinson, Melissa                                       | Yes  | Mid-Level Science 7-9, Special Education N-12  | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 287       | Rogusky, Kimberly                                       | Yes  | Secondary School Counselor 7-12  | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 288       | Rohrbaugh, James  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 289       | Roman, Stacey   | Yes  | Secondary School Counselor 7-12  | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 290       | Ross, Christine   | Yes  | Elementary K-6, Mathematics 7-12, Mid-Level Mathematics 7-9  | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 291       | Roth, Jennifer  | Yes  | Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 292       | Roth, Katie   | Yes  | Elementary K-6, Reading Specialist K-12  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 293       | Rothermel, Sarah  | Yes  | Elementary K-6, English as a Second Language (ESL) K-12  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 294       | Rottet, Thomas  | Yes  | Biology 7-12, General Science 7-12   | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 295       | Roy, Amanda   | Yes  | Early Childhood N-3, Elementary K-6, Mid-Level English 7-9, Special Education N-12, Supvr Special Education K-12                                 | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 296       | Rudy, Shawn   | Yes  | Elementary K-6, German K-12, Mathematics 7-12  | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 297       | Rusnak, Anthony   | Yes  | Secondary Principal 7-12, Earth and Space Science 7-12, General Science 7-12, Superintendent K-12  | 11-12                      | Secondary Principal   | 8 per day                            | 100%                                     | 0%  |
| 298       | Sangram, Veena  | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9, English/Communication                     | 8 per day                            | 100%                                     | 0%  |
| 299       | Saul, Abigail   | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 300       | Schaaf, Thomas  | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9  | K-12                       | Marketing/Sales   | 8 per day                            | 0%                                       | 100%                                      |
| 301       | Schatz, Michael   | Yes  | Master's Equivalency K-12, Social Studies 7-12   | 6-8                        | Assistant or Vice Middle School Principal                           | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|--|----------------------------|--|--------------------------------------|--|---|
| 302       | Schemel, Alexis   | Yes  | Biology 7-12, English as a Second Language (ESL) K-12  | 7-9                        | Middle Level Science 7-9   | 8 per day                            | 100%                                     | 0%  |
| 303       | Schmick, Paige  | Yes  | Ment and/or Phys Handicapped K-12, Mathematics 7-12, Mid-Level English 7-9, Mid-Level Science 7-9, Social Studies 7-12 | K-12                       | Special Ed Resource PreK-12  | 8 per day                            | 100%                                     | 0%  |
| 304       | Schmitt, Lauren   | Yes  | English 7-12, Mid-Level Mathematics 7-9  | 9-12                       | English/Communication  | 8 per day                            | 100%                                     | 0%  |
| 305       | Schweinsburg, Julianna                                  | Yes  | Biology 7-12, Earth and Space Science 7-12, General Science 7-12, Mid-Level Mathematics 7-9                            | 9-12                       | Biology  | 8 per day                            | 100%                                     | 0%  |
| 306       | Sechrist, Christina                                     | Yes  | Mid-Level English 7-9, Social Studies 7-12   | 10-12                      | History 10-12  | 8 per day                            | 100%                                     | 0%  |
| 307       | Sekeres, Jason  | No   |  | K-12                       | Computer Technology Specialist   | 8 per day                            | 0%                                       | 100%                                      |
| 308       | Selby, Marianne   | Yes  | English 7-12   | 9-12                       | English/Communication  | 8 per day                            | 100%                                     | 0%  |
| 309       | Seymore, Debra  | Yes  | Elementary K-6, English as a Second Language (ESL) K-12  | 4-6                        | Elementary Intermediate Grades 4-6 1   | 8 per day                            | 100%                                     | 0%  |
| 310       | Shaffer, Joni   | Yes  | Elementary K-6, Special Education N-12   | 4-6                        | Elementary Intermediate Grades 4-6 1   | 8 per day                            | 100%                                     | 0%  |
| 311       | Shane, Natasha  | No   |  | K-12                       | Coordinator Specially Funded Programs  | 8 per day                            | 0%                                       | 100%                                      |
| 312       | Sharp, Heather  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1   | 8 per day                            | 100%                                     | 0%  |
| 313       | Shearer, Donald   | Yes  | Mathematics 7-12   | 10-12                      | Mathematics 10-12  | 8 per day                            | 100%                                     | 0%  |
| 314       | Shelley, Brock  | Yes  | English 7-12   | K-12                       | Instructional Support Teachers 2   | 8 per day                            | 100%                                     | 0%  |
| 315       | Shelley, Joanna   | Yes  | Early Childhood N-3, Elementary K-6, Reading Specialist K-12   | K-12                       | School Program Specialist, Elementary Intermediate Grades 4-6 1  | 8 per day                            | 100%                                     | 0%  |
| 316       | Simek, Janine   | Yes  | Elementary K-6, Mid-Level Mathematics 7-9, Special Education N-12  | K-12                       | Special Ed Resource PreK-12  | 8 per day                            | 100%                                     | 0%  |
| 317       | Skinner, James  | No   |  | K-12                       | Other Not Listed Above (non-certificated personnel)  | 8 per day                            | 0%                                       | 100%                                      |
| 318       | Slattery, Sean  | Yes  | Mathematics 7-12   | 7-12                       | Middle Level Mathematics 7-9, Mathematics 10-12  | 8 per day                            | 100%                                     | 0%  |
| 319       | Smith, Grace  | Yes  | English 7-12   | 7-9                        | Middle Level English 7-9   | 8 per day                            | 100%                                     | 0%  |
| 320       | Smith, Jordann  | Yes  | Bus-Computer-Info Tech K-12  | 7-12                       | Technology Education Secondary   | 8 per day                            | 100%                                     | 0%  |
| 321       | Smith, Krista   | Yes  | Health & Physical Educ K-12  | 7-12                       | Health and Physical Education Secondary  | 8 per day                            | 100%                                     | 0%  |
| 322       | Smith, Nicole   | Yes  | Elementary K-6, Principal PK-12  | 6-8                        | Assistant or Vice Middle School Principal  | 8 per day                            | 100%                                     | 0%  |
| 323       | Smith, Shantara   | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1   | 8 per day                            | 100%                                     | 0%  |
| 324       | Smolens, Rebecca  | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1   | 8 per day                            | 100%                                     | 0%  |
| 325       | Snyder, Susan   | Yes  | English 7-12, Ment and/or Phys Handicapped K-12  | K-9                        | Special Ed Elementary Subjects, Special Ed Middle Level English 7-9, Alternate Education Middle Level Math 7-9 | 8 per day                            | 100%                                     | 0%  |
| 326       | Sommer, Krista  | Yes  | Biology 7-12   | 7-9                        | Middle Level Science 7-9   | 8 per day                            | 100%                                     | 0%  |
| 327       | Sorrentino, Anthony                                     | Yes  | Mathematics 7-12, General Science: Sec. Ed. 9-12   | 7-12                       | Middle Level Mathematics 7-9, Mathematics 10-12  | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|---|----------------------------|---|--------------------------------------|--|---|
| 328       | Spencer, Donita   | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9, Mid-Level Mathematics 7-9, Mid-Level Science 7-9                                | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 329       | Spencer, MaryBeth                                       | No   |   | K-12                       | Other Not Listed Above (non-certificated personnel)                 | 8 per day                            | 100%                                     | 0%  |
| 330       | Springer, Seth  | Yes  | Elementary K-6, Elementary School Counselor K-6, Secondary School Counselor 7-12  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 331       | Stackhouse, Diane                                       | Yes  | Elementary K-6, Special Education N-12  | K-5                        | Special Ed Elementary Subjects                                      | 8 per day                            | 100%                                     | 0%  |
| 332       | Stevenson, Lindsey                                      | Yes  | Elementary K-6, Special Education N-12  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 333       | Stevenson, Rebecca                                      | Yes  | Early Childhood N-3, Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 334       | Still-Fink, Cheryl                                      | Yes  | Principal K-12, Social Studies 7-12   | 7-9                        | Middle Level Social Studies 7-9                                     | 8 per day                            | 100%                                     | 0%  |
| 335       | Stine, Emily  | Yes  | School Psychologist K-12  | K-12                       | School Psychologist   | 8 per day                            | 100%                                     | 0%  |
| 336       | Stoll, Courtney   | Yes  | English 7-12, Library Science K-12, Social Studies 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 337       | Sussman, Kellie   | Yes  | Biology 7-12  | 7-9                        | Middle Level Science 7-9  | 8 per day                            | 100%                                     | 0%  |
| 338       | Sweigart, Katie   | Yes  | Elementary K-6, Mid-Level Mathematics 7-9   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 339       | Sykes, Katie  | Yes  | Early Childhood N-3, Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 340       | Sypolt, Bonnie  | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9, Principal PK-12   | K-6                        | Assistant or Vice Elementary Principal                              | 8 per day                            | 100%                                     | 0%  |
| 341       | Taggart, Jacqueline                                     | Yes  | Communications 7-12   | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 342       | Tavani, Meghan  | Yes  | Elementary School Counselor K-6, Ment and/or Phys Handicapped K-12, Secondary School Counselor 7-12, Mid-Level English 7-9, Social Studies 7-12 | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 343       | Taylor, Jordon  | Yes  | Art K-12  | 6-12                       | Art Secondary   | 8 per day                            | 100%                                     | 0%  |
| 344       | Tepsich, Alana  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 345       | Thiel, Lauren   | Yes  | Elementary K-6, Mid-Level Citiz. Ed 7-9, Mid-Level English 7-9, Mid-Level Mathematics 7-9   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 346       | Thorn, Mary Frances                                     | Yes  | Elementary K-6, Mathematics 7-12, Mid-Level Mathematics 7-9, Mid-Level Science 7-9  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 347       | Tillett, Sarah  | Yes  | Early Childhood N-3, Elementary K-6, Special Education N-12   | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 348       | Trautmann, James  | Yes  | Mathematics 7-12  | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 349       | Tribbitt, Steven  | Yes  | Elementary K-6, Mid-Level Science 7-9   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 350       | Troxell, Elizabeth                                      | Yes  | Elementary K-6, Mid-Level Science 7-9   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 351       | Tunis, Shayna   | Yes  | Citizenship 7-12, English 7-12, English as a Second Language (ESL) K-12, Social Studies 7-12  | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|---|----------------------------|---|--------------------------------------|--|---|
| 352       | Tyson, Christina  | Yes  | Elementary K-6  | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 353       | Ulsh, Shannon   | No   |   | K-12                       | Other Not Listed Above (non-certificated personnel)                 | 8 per day                            | 0%                                       | 100%                                      |
| 354       | Van Fleet, Alanna                                       | Yes  | Elementary K-6, Inst Technology Specialist K-12, Library Science K-12, Special Education N-12                     | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 355       | Van Ostenbridge, Sara                                   | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 356       | Verner, Liliana   | Yes  | Social Studies 7-12   | 10-12                      | History 10-12   | 8 per day                            | 100%                                     | 0%  |
| 357       | Vidumsky, Amanda  | Yes  | Citizenship 7-12, Mid-Level English 7-9, Social Studies 7-12, Special Education N-12                              | K-5                        | Special Ed Elementary Subjects                                      | 8 per day                            | 100%                                     | 0%  |
| 358       | Viebrock, Kathryn                                       | Yes  | Elementary K-6, Mid-Level Mathematics 7-9   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 359       | Villanueva, Alyssa                                      | Yes  | Elementary K-6  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 360       | Wagner, Emily   | Yes  | Elementary K-6, Nursery/Kindergarten N-K  | K-6                        | Gifted Classes Elementary, Elementary Intermediate Grades 4-6 1     | 8 per day                            | 100%                                     | 0%  |
| 361       | Wagner, Frank   | Yes  | Mathematics 7-12, Bus-Computer-Info Tech K-12   | 10-12                      | Mathematics 10-12   | 8 per day                            | 100%                                     | 0%  |
| 362       | Wald, Cathleen  | Yes  | Elementary K-6, English 7-12  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 363       | Wallace, Denise   | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 364       | Walter, Nathan  | No   |   | K-12                       | Other Not Listed Above (non-certificated personnel)                 | 8 per day                            | 0%                                       | 100%                                      |
| 365       | Watson-Fisher, Sherri                                   | Yes  | Biology 7-12  | 9-12                       | Biology   | 8 per day                            | 100%                                     | 0%  |
| 366       | Weaver, Kathryn   | Yes  | Elementary K-6, Special Education N-12, English 7-12, General Science 7-12, Mathematics 7-12, Social Studies 7-12 | K-12                       | Supervisor Special Education  | 8 per day                            | 100%                                     | 0%  |
| 367       | Weigel, Stephen   | Yes  | Social Studies 7-12   | 10-12                      | Social Studies 10-12  | 8 per day                            | 100%                                     | 0%  |
| 368       | Weintraub, Megan  | Yes  | Early Childhood N-3, Elementary K-6, Reading Specialist K-12  | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 369       | White, Kelly  | Yes  | Elementary K-6, Mathematics 7-12, Mid-Level Mathematics 7-9   | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 370       | White, Nathanael  | Yes  | English 7-12  | 9-12                       | English/Communication   | 8 per day                            | 100%                                     | 0%  |
| 371       | White, William  | Yes  | Social Studies 7-12   | 10-12                      | Geography 10-12   | 8 per day                            | 100%                                     | 0%  |
| 372       | Wiest, Kerry  | Yes  | Special Education N-12, Principal PK-12   | 9-12                       | Assistant or Vice Secondary Principal                               | 8 per day                            | 100%                                     | 0%  |
| 373       | Wiley, Alex   | Yes  | Elementary K-6, Special Education N-12, Learning Disabled K-12, Soc and Emotionally Dist K-12                     | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 374       | Williamson, Brianne                                     | Yes  | Elementary K-6  | K-12                       | Instructional Support Teachers 2                                    | 8 per day                            | 100%                                     | 0%  |
| 375       | Wilson, Michael   | No   |   | K-12                       | Other Not Listed Above (non-certificated personnel)                 | 8 per day                            | 0%                                       | 100%                                      |
| 376       | Winchell, Natalie                                       | Yes  | Elementary K-6, Special Education N-12  | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 377       | Wissinger, Cassie                                       | Yes  | Elementary K-6, English 7-12, Mid-Level Mathematics 7-9, Nursery/Kindergarten N-K                                 | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
| 378       | Wolfinger, Suzanne                                      | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 379       | Wolszczenski, Emily                                     | Yes  | Elementary K-6, Mid-Level English 7-9, English as a Second Language (ESL) K-12   | 7-9                        | Middle Level English 7-9  | 8 per day                            | 100%                                     | 0%  |
| 380       | Woodall, Sheri  | Yes  | Biology 7-12, Earth and Space Science 7-12, General Science 7-12, Mid-Level Citiz. Ed 7-9, Mid-Level Mathematics 7-9       | K-12                       | Other Not Listed Above (certificated personnel)                     | 8 per day                            | 0%                                       | 100%                                      |
| 381       | Woods, Ann  | Yes  | Elementary K-6   | 1-3                        | Elementary Primary Grades 1-3 1                                     | 8 per day                            | 100%                                     | 0%  |
| 382       | Wyllie, Bryan   | Yes  | Elementary K-6   | 4-6                        | Elementary Intermediate Grades 4-6 1                                | 8 per day                            | 100%                                     | 0%  |
| 383       | Yattaw, Carly   | Yes  | Mathematics 7-12   | 7-9                        | Middle Level Mathematics 7-9  | 8 per day                            | 100%                                     | 0%  |
| 384       | Yerkes, Christopher                                     | Yes  | Elementary K-6, Mid-Level Mathematics 7-9, Mid-Level Science 7-9, Principal K-12   | 6-8                        | Principal K12 or Middle School                                      | 8 per day                            | 100%                                     | 0%  |
| 385       | Young, Casie  | Yes  | Ment and/or Phys Handicapped K-12  | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 386       | Zero, Erika   | No   |  | K-12                       | Other Not Listed Above (non-certificated personnel)                 | 8 per day                            | 0%                                       | 100%                                      |
| 387       | Albert, Adrienne  | Yes  | Secondary School Counselor 7-12  | 7-12                       | Technology Education Secondary 7-12                                 | 8 per day                            | 100%                                     | 0%  |
| 388       | Brogan, Amanda  | Yes  | Special Education PK-12, Early Childhood N-3, Elementary K-6, Elementary Education K-8                                     | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 389       | Capozzoli, Cheryl                                       | Yes  | Principal PK-12, Inst Technology Specialist PK-12, Bus-Computer-Info Tech PK-12, Mid-Level Science 6-9, Elementary K-6     | K-12                       | School Program Specialist   | 8 per day                            | 100%                                     | 0%  |
| 390       | Ferraro, Paul   | Yes  | Special Education PK-12, Mathematics 7-12  | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |
| 391       | Goforth, Stephanie                                      | Yes  | Art PK-12  | K-12                       | School Program Specialist   | 8 per day                            | 0%                                       | 100%                                      |
| 392       | Grove, Kenneth  | Yes  | Principal PK-12, Health & Physical Educ PK-12  | 9-12                       | Assistant or Vice Secondary Principal                               | 8 per day                            | 100%                                     | 0%  |
| 393       | Kreiger, Emily  | Yes  | Secondary School Counselor 7-12  | K-12                       | Secondary School Counselor  | 8 per day                            | 100%                                     | 0%  |
| 394       | Larsen, Kirsti  | Yes  | Bus-Computer-Info Tech PK-12   | 7-12                       | Technology Education Secondary 7-12                                 | 8 per day                            | 100%                                     | 0%  |
| 395       | Raptosh, Jenna  | Yes  | Special Education PK-12  | 7-9                        | Special Ed Middle Level Math 7-9                                    | 8 per day                            | 100%                                     | 0%  |
| 396       | Scott, James  | Yes  | Superintendent K-12, Secondary Principal 7-12, Elementary Principal K-6, Communications 7-12, Health & Physical Educ PK-12 | K-12                       | Other Not Listed Above (certificated personnel)                     | 8 per day                            | 100%                                     | 0%  |
| 397       | Wolfe, Chad   | Yes  | Principal PK-12, Mid-Level Mathematics 6-9, Safety Ed/Driver Ed 7-12, Special Education PK-12                              | K-12                       | Special Ed Resource PreK-12   | 8 per day                            | 100%                                     | 0%  |

Total Number of Administrators (do not include CEO) \_\_\_51\_\_\_

Total Number of Teachers \_\_\_319\_\_\_ Counselors \_\_\_10\_\_\_ School Nurses \_1\_ Others \_\_\_16\_\_\_

Total Number of Professional Staff \_\_\_397\_\_\_

| Staff No. | Name of employee (List all names in alphabetical order) | PPID# /Certificate#<br><b>DO NOT ENTER SSN</b> | 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 Assignment | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|
|-----------|---|--|--|----------------------------|---|--------------------------------------|--|---|

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

**Preliminary Statement of Revenues, Expenditures & Fund Balances**

Name of School Commonwealth Connections Academy

Address of School 1426 North 3rd Street, 4th Floor, Harrisburg, PA 17102

CEO Signature 

**EXPENDITURES**

| <b>1000</b> | <b>INSTRUCTION</b>                                    |            |
|-------------|---|------------|
| 1100        | REGULAR PROGRAMS - ELEMENTARY / SECONDARY             |            |
| 100         | Personnel Services-Salaries                           | 14,668,307 |
| 200         | Personnel Services-Employee Benefits                  | 6,433,815  |
| 300         | Purchased Professional & Technical Services           | 9,828,914  |
| 400         | Purchased Property Services                           | -          |
| 500         | Other Purchased Services                              | 3,476,896  |
| 600         | Supplies  | 12,924,229 |
| 700         | Property  | -          |
| 800         | Other Objects   | -          |
| 1200        | SPECIAL PROGRAMS - ELEMENTARY / SECONDARY             |            |
| 100         | Personnel Services-Salaries                           | 2,329,207  |
| 200         | Personnel Services-Employee Benefits                  | 999,324    |
| 300         | Purchased Professional & Technical Services           | 4,892,550  |
| 400         | Purchased Property Services                           | -          |
| 500         | Other Purchased Services                              | -          |
| 600         | Supplies  | -          |
| 700         | Property  | -          |
| 800         | Other Objects   | -          |
| 1300        | VOCATIONAL EDUCATION                                  |            |
| 100         | Personnel Services-Salaries                           | -          |
| 200         | Personnel Services-Employee Benefits                  | -          |
| 300         | Purchased Professional & Technical Services           | -          |
| 400         | Purchased Property Services                           | -          |
| 500         | Other Purchased Services                              | 344,869    |
| 600         | Supplies  | -          |
| 700         | Property  | -          |
| 800         | Other Objects   | -          |
| 1400        | OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY | -          |
| 1600        | ADULT EDUCATION PROGRAMS                              | -          |
| 1700        | HIGHER EDUCATION PROGRAMS                             | -          |
| 1800        | PRE-KINDERGARTEN                                      | -          |
| <b>2000</b> | <b>SUPPORT SERVICES</b>                               |            |
| 2100        | SUPPORT SERVICES - PUPIL PERSONNEL                    |            |
| 100         | Personnel Services-Salaries                           | -          |
| 200         | Personnel Services-Employee Benefits                  | -          |
| 300         | Purchased Professional & Technical Services           | 601,900    |
| 400         | Purchased Property Services                           | -          |
| 500         | Other Purchased Services                              | 590,534    |

|      |     |   |            |
|------|-----|---|------------|
|      | 600 | Supplies                                    | -          |
|      | 700 | Property                                    | -          |
|      | 800 | Other Objects                               | -          |
| 2200 |     | SUPPORT SERVICES - INSTRUCTIONAL STAFF      |            |
|      | 100 | Personnel Services-Salaries                 | -          |
|      | 200 | Personnel Services-Employee Benefits        | -          |
|      | 300 | Purchased Professional & Technical Services | 1,613,481  |
|      | 400 | Purchased Property Services                 | -          |
|      | 500 | Other Purchased Services                    | 678,208    |
|      | 600 | Supplies                                    | 71,922     |
|      | 700 | Property                                    | -          |
|      | 800 | Other Objects                               | 35,305     |
| 2300 |     | SUPPORT SERVICES - ADMINISTRATION           |            |
|      | 100 | Personnel Services-Salaries                 | 6,768,043  |
|      | 200 | Personnel Services-Employee Benefits        | 2,580,394  |
|      | 300 | Purchased Professional & Technical Services | 11,890,759 |
|      | 400 | Purchased Property Services                 | -          |
|      | 500 | Other Purchased Services                    | 33,760     |
|      | 600 | Supplies                                    | 21,884     |
|      | 700 | Property                                    | -          |
|      | 800 | Other Objects                               | -          |
| 2400 |     | SUPPORT SERVICES - PUPIL HEALTH             |            |
|      | 100 | Personnel Services-Salaries                 | -          |
|      | 200 | Personnel Services-Employee Benefits        | -          |
|      | 300 | Purchased Professional & Technical Services | 2,750      |
|      | 400 | Purchased Property Services                 | -          |
|      | 500 | Other Purchased Services                    | -          |
|      | 600 | Supplies                                    | -          |
|      | 700 | Property                                    | -          |
|      | 800 | Other Objects                               | -          |
| 2500 |     | SUPPORT SERVICES - BUSINESS                 |            |
|      | 100 | Personnel Services-Salaries                 | -          |
|      | 200 | Personnel Services-Employee Benefits        | -          |
|      | 300 | Purchased Professional & Technical Services | 1,632,126  |
|      | 400 | Purchased Property Services                 | -          |
|      | 500 | Other Purchased Services                    | -          |
|      | 600 | Supplies                                    | 390,729    |
|      | 700 | Property                                    | -          |
|      | 800 | Other Objects                               | -          |
| 2600 |     | OPERATION AND MAINTENANCE OF PLANT SERVICES |            |
|      | 100 | Personnel Services-Salaries                 | -          |
|      | 200 | Personnel Services-Employee Benefits        | -          |
|      | 300 | Purchased Professional & Technical Services | -          |
|      | 400 | Purchased Property Services                 | 2,765,934  |
|      | 500 | Other Purchased Services                    | 36,472     |
|      | 600 | Supplies                                    | 97,442     |
|      | 700 | Property                                    | -          |
|      | 800 | Other Objects                               | -          |
| 2700 |     | STUDENT TRANSPORTATION SERVICES             | -          |
| 2800 |     | SUPPORT SERVICES - CENTRAL                  | -          |

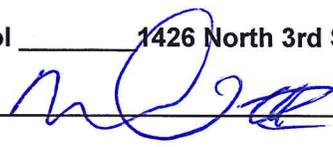
|             |     |  |           |
|-------------|-----|--|-----------|
| 2900        |     | OTHER SUPPORT SERVICES - CENTRAL   | -         |
| <b>3000</b> |     | <b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>   |           |
| 3100        |     | FOOD SERVICES  | -         |
| 3200        |     | STUDENT ACTIVITIES   |           |
|             | 100 | Personnel Services-Salaries  | -         |
|             | 200 | Personnel Services-Employee Benefits   | -         |
|             | 300 | Purchased Professional & Technical Services  | -         |
|             | 400 | Purchased Property Services  | -         |
|             | 500 | Other Purchased Services   | 746,396   |
|             | 600 | Supplies   | 136,926   |
|             | 700 | Property   | -         |
|             | 800 | Other Objects  | -         |
| 3300        |     | COMMUNITY SERVICES   |           |
|             | 100 | Personnel Services-Salaries  | -         |
|             | 200 | Personnel Services-Employee Benefits   | -         |
|             | 300 | Purchased Professional & Technical Services  | 1,133,723 |
|             | 400 | Purchased Property Services  | -         |
|             | 500 | Other Purchased Services   | 2,192,910 |
|             | 600 | Supplies   | -         |
|             | 700 | Property   | -         |
|             | 800 | Other Objects  | -         |
| 3400        |     | SCHOLARSHIPS AND AWARDS  | -         |
| <b>4000</b> |     | <b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>                                     |           |
| 4100        |     | SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL  | -         |
| 4200        |     | EXISTING SITE IMPROVEMENT SERVICES   | -         |
| 4300        |     | ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL | 443,408   |
| 4400        |     | ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS                        | -         |
| 4500        |     | BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL                                 | -         |
| 4600        |     | EXISTING BUILDING IMPROVEMENT SERVICES   | -         |
| <b>5000</b> |     | <b>OTHER EXPENDITURES AND FINANCING USES</b>   |           |
| 5100        |     | DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES   |           |
|             | 800 | Other Objects  | 55,516    |
|             | 900 | Other Uses of Funds  | -         |
| 5200        |     | FUND TRANSFERS   | -         |
| 5300        |     | TRANSFERS INVOLVING COMPONENT UNITS  | -         |
| 5400        |     | INTRAFUND TRANSFERS OUT  | -         |
| 5800        |     | SUSPENSE ACCOUNT   | -         |

|                           |  |                   |                   |
|---------------------------|--|-------------------|-------------------|
| 5900                      |  | BUDGETARY RESERVE | -                 |
|                           |  |                   |                   |
|                           |  |                   |                   |
| <b>TOTAL EXPENDITURES</b> |  |                   | <b>90,418,633</b> |

**Preliminary Statement of Revenues, Expenditures & Fund Balances**

Name of School \_\_\_\_\_ Commonwealth Connections Academy \_\_\_\_\_

Address of School \_\_\_\_\_ 1426 North 3rd Street, 4th Floor, Harrisburg, PA 17126 \_\_\_\_\_

CEO Signature \_\_\_\_\_  \_\_\_\_\_

**REVENUES**

|             |      |  |            |
|-------------|------|--|------------|
| <b>6000</b> |      | <b>REVENUE FROM LOCAL SOURCES</b>  |            |
| 6500        |      | EARNINGS ON INVESTMENTS  |            |
|             | 6510 | Interest on Investments and Interest-Bearing Checking Accounts                     | 17,290     |
|             | 6520 | Dividends on Investments   |            |
|             | 6530 | Gains or Losses on Sale of Investments   |            |
|             | 6540 | Earnings on Investments in Real Property   |            |
|             | 6590 | Other Earnings or Investments  |            |
| 6600        |      | FOOD SERVICE REVENUE   |            |
|             | 6610 | Daily Sales - Reimbursable Programs  |            |
|             | 6620 | Daily Sales - Non-Reimbursable Programs  |            |
|             | 6630 | Special Functions  |            |
|             | 6640 | Non-Cash Contributions   |            |
|             | 6650 | Price Reduction for Reduced Price and Free Meals (Debit)                           |            |
|             | 6690 | Other Food Service Revenues  |            |
| 6700        |      |  |            |
|             | 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 |  |            |
|             | 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             |            |
|             | 6930 | Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only) |            |
|             | 6940 | Tuition from Patrons   | 90,048,958 |
|             | 6941 | Regular Day School Tuition   |            |
|             | 6942 |  |            |
|             | 6943 | Adult Education Tuition  |            |
|             | 6944 | Receipts From Other LEAs in Pennsylvania - Education                               |            |
|             | 6945 | Receipts from Out-of-State LEAs  |            |
|             | 6946 | Receipts from Member Districts - AVTS / Special Program Jointure only              |            |
|             | 6947 | Receipts from Members of Intermediate Units for Education by Withholding           |            |
|             | 6948 | Receipts from Members of Intermediate Units for Direct Contributions               |            |
|             | 6949 | Other Tuition from Patrons   |            |

|             |      |  |           |
|-------------|------|--|-----------|
|             | 6950 | Unassigned   |           |
|             | 6960 | Services Provide Other Local Governmental Units / LEAs                     |           |
|             | 6961 |  |           |
|             | 6969 | All Other Services Provided Other Governments and LEAs Not Specified Above |           |
|             | 6970 |  |           |
|             | 6980 | Revenue from Community Service Activities                                  |           |
|             | 6990 | Refunds and Other Miscellaneous Revenue                                    |           |
|             | 6991 | Refunds of a Prior Year Expenditure  |           |
|             | 6999 | Other Revenues Not Specified Above   | 144,421   |
| <b>7000</b> |      | <b>REVENUE FROM STATE SOURCES</b>  |           |
| 7100        |      |  |           |
|             | 7150 | Unassigned   |           |
|             | 7160 | Tuition for Orphans and Children Placed in Private Homes                   |           |
|             | 7180 | Staff and Program Development  |           |
| <b>7200</b> |      | <b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>                           |           |
|             | 7210 | Homebound Instruction  |           |
|             | 7220 | Vocational Education   |           |
|             | 7230 | Alternative Education  |           |
|             | 7240 |  |           |
|             | 7250 | Migratory Children   |           |
|             | 7260 | Workforce Investment Act (WIA)   |           |
|             | 7270 | Specialized Education of Exceptional Pupils                                |           |
|             | 7280 | Adult Literacy   |           |
|             | 7290 | Additional Educational Program Revenues                                    |           |
| <b>7300</b> |      | <b>REVENUES FOR NON-EDUCATIONAL PROGRAMS</b>                               |           |
|             | 7310 |  |           |
|             | 7320 | Rental and Sinking Fund Payments / Building Reimbursement Subsidy          |           |
|             | 7330 | Health Services (Medical, Dental, Nurse, Act 25)                           |           |
|             | 7340 | Unassigned   |           |
|             | 7350 | Sewage Treatment Operations / Environmental Subsidies                      |           |
|             | 7360 | Safe Schools   |           |
| <b>7400</b> |      | <b>VOCATIONAL TRAINING OF THE UNEMPLOYED</b>                               |           |
| <b>7500</b> |      | <b>STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS</b>   |           |
|             | 7502 | Dual Enrollment Grants   |           |
|             | 7503 |  |           |
|             | 7599 |  |           |
| <b>7600</b> |      |  |           |
| <b>7800</b> |      | <b>REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS</b>               |           |
|             | 7810 | State Share of Social Security and Medicare Taxes                          |           |
|             | 7820 | State Share of Retirement Contributions                                    | 1,941,141 |
| <b>7900</b> |      | <b>REVENUE FOR TECHNOLOGY</b>  | 85,442    |
|             | 7910 | Educational Technology   |           |
|             | 7990 | Other Technology Grants  |           |
| <b>8000</b> |      | <b>REVENUE FROM FEDERAL SOURCES</b>  |           |
| 8100        |      | UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT              |           |

|             |      |  |           |
|-------------|------|--|-----------|
|             | 8110 |  |           |
|             | 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)   |           |
|             | 8511 | Other NCLB   |           |
|             | 8512 | IDEA   | 1,292,743 |
|             | 8514 | Title I  | 1,621,556 |
|             | 8515 | Title II   | 30,278    |
|             | 8520 | Vocational Education   |           |
|             | 8530 | Child Nutrition Program  |           |
|             | 8540 | Nutrition Education and Training   |           |
|             | 8560 |  |           |
|             | 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  |           |
| <b>9000</b> |      | <b>OTHER FINANCING SOURCES</b>   |           |
| 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                                |                   |
|                       |      |   |                   |
|                       |      |   |                   |
| <b>TOTAL REVENUES</b> |      |   | <b>95,181,829</b> |

**Commonwealth Connections Academy Charter School**

**Financial Statements  
And  
Independent Auditor's Report**

**Year Ended June 30, 2013**

**Commonwealth Connections Academy Charter School  
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Year Ended June 30, 2013**

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## **Independent Auditor's Report**

To the Board of Trustees  
Commonwealth Connections Academy Charter School  
Harrisburg, Pennsylvania

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

### **Management's Responsibility for the Financial Statements**

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

### **Auditor's Responsibility**

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

### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Commonwealth Connections Academy 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 conformity with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

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

### *Other Information*

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

## **Other Reporting Required by Government Auditing Standards**

In accordance with Government Auditing Standards, we have also issued our report dated February 27, 2014, on our consideration of Commonwealth Connections Academy 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Commonwealth Connections Academy Charter School's internal control over financial reporting and compliance.



Certified Public Accountants  
Elkins Park, Pennsylvania

February 27, 2014

# Commonwealth Connections Academy Charter School

## Management's Discussion and Analysis

### June 30, 2013

---

The Board of Trustees of Commonwealth Connections Academy Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2013. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

#### **Financial Highlights**

- Total revenues increased approximately \$12,100,000 due mainly to increased student enrollment.
- At the close of the current fiscal year, the School reports an ending fund balance of \$14,830,975. This balance was the result of a \$143,776 surplus for the year ended June 30, 2013.
- The School's cash balance at June 30, 2013 was \$8,389,721, representing an increase of \$2,493,533 from June 30, 2012.

#### **Overview of the Financial Statements**

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

#### ***Government-Wide Financial Statements***

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

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

**Commonwealth Connections Academy Charter School  
Management's Discussion and Analysis  
June 30, 2013**

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**Overview of the Financial Statements (Continued)**

***Fund Financial Statements***

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

All of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

***Notes to the Financial Statements***

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

***Supplementary Information***

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

**Government-Wide Financial Analysis**

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

|                         | 2013             | 2012             |
|-------------------------|------------------|------------------|
| <b>Assets</b>           |                  |                  |
| Other assets            | \$26,256,780     | \$20,335,053     |
| Capital assets, net     | 7,271,887        | 6,848,989        |
|                         | 33,528,667       | 27,184,042       |
| <br><b>Liabilities</b>  | <br>11,425,805   | <br>5,647,854    |
| <br><b>Net Position</b> | <br>\$22,102,862 | <br>\$21,536,188 |

**Commonwealth Connections Academy Charter School  
Management's Discussion and Analysis  
June 30, 2013**

**Government-Wide Financial Analysis (Continued)**

As noted earlier, net position may serve over time as a useful indicator of a school's financial position. In the case of the School, assets exceeded liabilities by \$22,102,862 as of June 30, 2013, an increase of \$566,674 from June 30, 2012.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2013, the School's total revenues of \$78,658,994 exceeded expenditures of \$78,092,230 by \$566,674, a decrease of \$3,732,019 as compared to the preceding year.

|                                     | 2013          | 2012          |
|-------------------------------------|---------------|---------------|
| <b>Revenues</b>                     |               |               |
| Program revenues                    |               |               |
| Local educational agency assistance | \$ 74,373,702 | \$ 63,564,324 |
| State sources                       | 1,094,868     | 563,516       |
| Federal sources                     | 2,994,656     | 2,287,382     |
| General revenues                    |               |               |
| Other revenues                      | 195,768       | 176,025       |
| Total revenues                      | 78,658,994    | 66,591,247    |
| <b>Expenditures</b>                 |               |               |
| Instruction                         | 51,091,676    | 52,395,707    |
| Support services                    | 22,989,115    | 6,680,055     |
| Noninstructional services           | 858,045       | 833,037       |
| Unallocated depreciation            | 3,153,484     | 2,383,755     |
| Total expenditures                  | 78,092,320    | 62,292,554    |
| Change in net position              | 566,674       | 4,298,693     |
| Net position, beginning             | 21,536,188    | 17,237,495    |
| Net position, ending                | \$ 22,102,862 | \$ 21,536,188 |

**Governmental Fund**

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

The School's governmental fund (the General Fund) reported an ending fund balance of \$14,830,975.

# Commonwealth Connections Academy Charter School Management's Discussion and Analysis June 30, 2013

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## **Budget Variations**

The actual revenues represents an increase from budgeted revenues of \$5,203,760, due mainly to an increase in funding from local school districts of \$4,287,453 and an increase in federal sources of \$603,456, as a result of increased enrollment.

Actual expenditures increased \$5,062,803 from the budget due to increases (decreases) as follows:

|                           |                     |
|---------------------------|---------------------|
| Instructional services    | \$ 4,016,414        |
| Support services          | (243,334)           |
| Noninstructional services | 318,045             |
| Capital outlay            | 971,678             |
|                           | <u>\$ 5,062,803</u> |

## **Capital Asset and Debt Administration**

### ***Capital Assets***

As of June 30, 2013, the School's investment in capital assets for its governmental activities totaled \$7,271,887 (net of accumulated depreciation). This investment in capital assets includes equipment, furniture, buildings and building improvements.

Major capital assets purchases during the year included the following:

- Capital expenditures of \$742,391 for equipment and computers
- Capital expenditures of \$2,604,001 for buildings and improvements
- Capital expenditures of \$172,967 for vehicles
- Capital expenditures of \$353,319 for furniture and fixtures

Equipment costing \$1,806,924 with a net book value of \$296,296 was disposed of during the year ended June 30, 2013.

Additional information on the School's capital assets can be found in Note 4 of this report.

### ***Long-Term Debt***

The School entered into a capital lease agreement in July 2013. See Note 6 of this report.

## **Economic Factors and Next Year's Budgets and Rates**

The School's primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately \$17,000,000 due to anticipated growth from approximately 6,940 to approximately 8,290 students.

**Commonwealth Connections Academy Charter School  
Management's Discussion and Analysis  
June 30, 2013**

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**Future Events That Will Financially Impact the School**

In addition to the above, the School anticipates spending approximately \$4,000,000 on building renovations. The School also entered into a \$3,792,900 capital lease agreement in July 2013.

**Contacting the School's Financial Management**

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Commonwealth Connections Academy Charter School, 4050 Crums Mill Road, Suite 303, Harrisburg, PA 17112.

**Commonwealth Connections Academy Charter School**  
**Statement of Net Position**  
**June 30, 2013**

|   | Governmental<br>Activities |
|---|----------------------------|
| <b>Assets</b>                                   |                            |
| Current assets                                  |                            |
| Cash and cash equivalents                       | \$ 8,389,721               |
| Local receivable, net of allowance              | 11,609,610                 |
| State subsidies receivable                      | 279,098                    |
| Federal subsidies receivable                    | 1,313,403                  |
| Other receivables                               | 10,814                     |
| Prepaid expenses                                | 4,589,783                  |
| Total current assets                            | 26,192,429                 |
| Property and equipment, net                     | 7,271,887                  |
| Deposits  | 64,351                     |
|   | 33,528,667                 |
| <b>Liabilities</b>                              |                            |
| Current liabilities                             |                            |
| Accounts payable and accrued expenses           | 4,176,548                  |
| Due to Connections Academy of Pennsylvania, LLC | 7,249,257                  |
| Total current liabilities                       | 11,425,805                 |
| <b>Net Position</b>                             |                            |
| Invested in capital assets, net                 | 7,271,887                  |
| Unrestricted                                    | 14,830,975                 |
|   | \$ 22,102,862              |

See accompanying notes to financial statements.



**Commonwealth Connections Academy Charter School  
Balance Sheet-Governmental Fund  
June 30, 2013**

|   | General<br>Fund |
|---|-----------------|
| <b>Assets</b>                                   |                 |
| Cash and cash equivalents                       | \$ 8,389,721    |
| Local receivables, net of allowance             | 11,609,610      |
| State subsidies receivable                      | 279,098         |
| Federal subsidies receivable                    | 1,313,403       |
| Other receivables                               | 10,814          |
| Prepaid expenses                                | 4,589,783       |
| Deposits  | 64,351          |
| Total assets                                    | \$ 26,256,780   |
| <b>Liabilities</b>                              |                 |
| Accounts payable and accrued expenses           | \$ 4,176,548    |
| Due to Connections Academy of Pennsylvania, LLC | 7,249,257       |
| Total liabilities                               | 11,425,805      |
| <b>Fund Balances</b>                            |                 |
| Nonspendable                                    | 4,589,783       |
| Committed                                       | 13,025,000      |
| Unassigned                                      | (2,783,808)     |
| Total fund balances                             | 14,830,975      |
|   | \$ 26,256,780   |

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
 Reconciliation of the Balance Sheet of Governmental Funds  
 To the Statement of Net Position  
 June 30, 2013**

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|  |               |
|--|---------------|
| <b>Total Fund Balance for Governmental Funds</b> | \$ 14,830,975 |
|--|---------------|

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

|   |                    |                  |
|---|--------------------|------------------|
| Building and improvements                 | 2,741,476          |                  |
| Machinery and equipment                   | 8,994,554          |                  |
| Furniture and fixtures                    | 1,100,890          |                  |
| Vehicles                                  | 661,490            |                  |
| Accumulated depreciation and amortization | <u>(6,226,523)</u> |                  |
|   |                    | <u>7,271,887</u> |

|  |                             |
|--|-----------------------------|
| <b>Total Net Position of Governmental Activities</b> | <b>\$ <u>22,102,862</u></b> |
|--|-----------------------------|

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
Statement of Revenues, Expenditures, and Changes in Fund Balance-  
Governmental Funds  
Year Ended June 30, 2013**

|   | General<br>Fund |
|---|-----------------|
| <b>Revenues</b>                             |                 |
| Local educational agency assistance         | \$ 74,373,702   |
| State sources                               | 1,094,868       |
| Federal sources                             | 2,994,656       |
| Other revenues                              | 195,768         |
| Total revenues                              | 78,658,994      |
| <b>Expenditures</b>                         |                 |
| Instruction                                 | 50,795,380      |
| Support services                            | 22,989,115      |
| Noninstructional services                   | 858,045         |
| Capital outlay                              | 3,872,678       |
| Total expenditures                          | 78,515,218      |
| <b>Excess of Expenditures Over Revenues</b> | 143,776         |
| <b>Fund Balance - Beginning of Year</b>     | 14,687,199      |
| <b>Fund Balance - End of Year</b>           | \$ 14,830,975   |

See accompanying notes to financial statements.

**Commonwealth Connections Academy Charter School  
 Reconciliation of the Statement of Revenues, Expenditures, and  
 Changes in Fund Balances of Governmental Funds to the  
 Statement of Activities  
 Year Ended June 30, 2013**

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**Net Change in Fund Balances - Total Governmental Funds** \$ 143,776

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

|                                       |                    |         |
|---------------------------------------|--------------------|---------|
| Capital outlays                       | 3,872,678          |         |
| Depreciation and amortization expense | <u>(3,153,484)</u> | 719,194 |

Asset impairments are not reported in governmental funds because governmental funds measure only the flow of current financial resources. (296,296)

**Change in Net Position of Governmental Activities** \$ 566,674

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 1      Background and Summary of Significant Accounting Policies**

Commonwealth Connections Academy Charter School (the School) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The mission of Commonwealth Connections Academy Charter School is to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community. Every Commonwealth Connections Academy Charter School student has a Personalized Learning Plan and an entire team of adults (including a parent or other learning coach and a Pennsylvania-certified teacher) committed to the student's successful fulfillment of that plan. Commonwealth Connections Academy Charter School is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

The Board of Trustees (the Board) shall consist of Trustees entitled to vote, and are elected by the Board. The number of Trustees shall be determined by the Board from time to time. At least three Trustees shall be chosen from and shall represent one of the following constituencies:

- a) At least one Trustee shall be the parent of one or more student(s) who is/are enrolled in the School.
- b) At least one Trustee shall be a generally recognized community leader in the area served by the School, as determined at the discretion of the Board.
- c) At least one Trustee shall be currently employed as either teachers, college instructors in the area of education or individuals who have served on those capacities or who otherwise have expertise in education, as determined at the discretion of the Board.

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

**Government-Wide and Fund Financial Statements**

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

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

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

**Government-Wide Financial Statements:**

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

**Fund Financial Statements**

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 90 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The government reports the following major governmental fund:

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

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

**Method of Accounting**

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Method of Accounting (Continued)**

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

When both restricted and unrestricted resources are available for use, it is the School's practice to use restricted resources first, then unrestricted resources as they are needed for the included program.

**Fund Balances - Governmental Funds**

The School elected to implement GASB No. 54, *Fund Balance Reporting and Governmental Type Definition* during the year ended June 30, 2011. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses as being nonspendable as these items are not expected to be converted to cash.
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Fund Balances - Governmental Funds (Continued)**

- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

**Budgets and Budgetary Accounting**

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

**Use of Estimates**

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

**Concentration of Credit Risk**

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000, with financial institutions.

**Cash and Cash Equivalents**

The School's cash is considered to be cash on hand and demand deposits.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Capital Assets**

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. The School established a threshold of \$10,000 for capitalization of depreciable assets with the exception of laptop computers. Similar items purchased in the same timeframe and items related to the same project or purchase can be pooled together for capitalization and depreciation. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; leasehold improvements (6 years) and furniture and equipment (3-7 years).

**Advertising Costs**

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

**Income Tax Status**

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of FASB ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2010, 2011, and 2012 are subject to examination by the IRS, generally for three years after they were filed.

**Note 2      Cash**

The School's cash and cash equivalents balance at June 30, 2013 was \$8,389,721. The actual amount of cash on deposit in the School's bank accounts at June 30, 2013 was \$8,848,914. Of the amount held at the bank, \$250,000 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$8,598,914 was uninsured and uncollateralized at June 30, 2013.

**Custodial Credit Risk-Deposits**

Custodial credit risk is the risk that in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

**Note 3      Receivables**

Receivables as of June 30, 2013 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$73,000.

**Note 4      Capital Assets**

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

|                                | Balance,<br>7/1/2012 | Additions    | Deletions    | Balance,<br>6/30/13 |
|--------------------------------|----------------------|--------------|--------------|---------------------|
| Equipment and furniture        | \$ 11,295,181        | \$ 1,268,677 | \$ 1,806,924 | \$ 10,756,934       |
| Buildings and improvements     | 137,475              | 2,604,001    | -            | 2,741,476           |
|                                | 11,432,656           | 3,872,678    | 1,806,924    | 13,498,410          |
| Less: accumulated depreciation | 4,583,667            | 3,153,484    | 1,510,628    | 6,226,523           |
|                                | \$ 6,848,989         | \$ 719,194   | \$ 296,296   | \$ 7,271,887        |

Depreciation and amortization expense was \$3,153,484 for the year ended June 30, 2013.

**Note 5      Funding**

The School received funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on a semi-annual basis. The School also received a subsidy from the Commonwealth of Pennsylvania which approximated 50% of the School's contributions to PSERS.

**Note 6      Commitments and Subsequent Event**

**Operating Leases**

The School leases multiple facilities in Pennsylvania under various operating leases expiring through December 31, 2019.

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

| Year Ending June 30, |              |
|----------------------|--------------|
| 2014                 | \$ 1,168,899 |
| 2015                 | 1,394,020    |
| 2016                 | 1,402,469    |
| 2017                 | 1,241,869    |
| 2018                 | 804,971      |
| Thereafter           | 1,201,585    |
|                      | \$ 7,213,813 |

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

**Note 6      Commitments and Subsequent Event (Continued)**

**Capital Lease**

In June 2013, the School purchased computer equipment costing \$3,792,900 for the 2013-2014 School year, which is currently reported in prepaid expenses. In July 2013 the School entered into a capital lease to finance the computer equipment and the cost of the equipment was refunded to the School. The following is a schedule of future minimum lease payments required under the capital lease together with the present value of the net minimum lease payments as of June 30, 2013:

|   |              |
|---|--------------|
| Total minimum lease payments due            | \$ 3,876,479 |
| Less amounts representing interest          | 83,579       |
| <hr/>                                       |              |
| Present value of net minimum lease payments | \$ 3,792,900 |

Maturities of the capital lease obligation are as follows as of June 30, 2013:

| June 30, |              |
|----------|--------------|
| 2014     | \$ 1,292,160 |
| 2015     | 1,236,643    |
| 2016     | 1,264,097    |
| <hr/>    |              |
|          | \$ 3,792,900 |

**Note 7      Retirement Plans**

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, legislatively mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a *Comprehensive Annual Financial Report (CAFR)* that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to the Office of Financial Management, Public School Employees' Retirement System, PO Box 125, Harrisburg, PA 17108-0125. The *CAFR* is also available on the Publications page of the PSERS website.

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. The rate of contribution for employees ranges from 5.25% - 12.30% depending upon classification and elections of employees. The School's contribution is 12.36%. In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities contributions.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 7 Retirement Plans (Continued)**

The School's contributions to the Plan were \$2,174,099, \$741,575 and \$473,534 for the years ended June 30, 2013, 2012 and 2011, respectively, which equals 100% of the contractually required contribution as set by State statutes.

The School also provides pension benefits for eligible employees through a 403(b) Plan (the Plan). Employees are eligible, but not required to participate from their initial date of employment. All contributions to the Plan by the employee are discretionary through elective salary reduction, and there is no employer matching contribution. Contributions by employees to the Plan for the year ending June 30, 2013 totaled \$142,313.

**Note 8 Grants**

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2013 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

**Note 9 Fund Balance Commitment**

A fund balance commitment is used to indicate that a portion of the total fund balance that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees. As of June 30, 2013, the school had a fund balance commitment in the amount of \$13,025,000 as follows:

1. \$6,000,000 is reserved for the potential purchase and/or construction of one or more school facilities.
2. \$525,000 is reserved for the purchase of a software license.
3. \$400,000 is reserved for summer school course expenses.
4. \$1,300,000 is reserved for drop-in learning center costs.
5. \$3,800,000 is reserved for the purchase of student and staff technology.
6. \$1,000,000 is reserved for increased employee health and pension costs.

**Note 10 Risk Management**

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past two years.

**Commonwealth Connections Academy Charter School**  
**Notes to Financial Statements**  
**June 30, 2013**

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**Note 11 Professional Services Agreement**

The School entered into an agreement with Connections Academy of Pennsylvania, LLC (Connections) for curriculum, school management services, instruction, technology and other services. The agreement expires on the earlier of the termination of the granted charter or June 30, 2016.

Under the contract, Connections will provide direct materials/services or procurement and payment of services for the following:

1. Instructional materials as approved by the board.
2. Administrative personnel, including health and other benefits, as approved by the Board where required.
3. Educational support services for participating families.
4. Training and other professional development as approved by the Board.
5. Hardware and software as approved by the Board.
6. Technical support for any hardware and software provided under the contract.
7. Maintenance of student records.
8. Services to special needs students as required by law.
9. Administrative services including expenditures for a facility and capital, both of which require Board approval.
10. Financial, treasury and other reporting as required by law.
11. Student recruiting and community education
12. General school management.

For all services, the School compensates Connections according to the terms of the contract based on documentation that is reviewed and approved by the Board. Total charges from Connections amounted to \$44,352,362 for the year ended June 30, 2013.

**Note 12 Litigation**

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

## **Supplementary Information**

**Commonwealth Connections Academy Charter School  
Governmental Fund Budgetary Comparison Schedule  
Year Ended June 30, 2013**

|   | <b>Budget</b>        | <b>Actual<br/>Revenues/<br/>Expenditures</b> | <b>Variance With<br/>Budget</b> |
|---|----------------------|--|---------------------------------|
| <b>Revenues</b>                             |                      |  |                                 |
| Local educational agency assistance         | \$ 70,086,249        | \$ 74,373,702                                | \$ 4,287,453                    |
| Other sources                               | 207,544              | 195,768                                      | (11,776)                        |
| State sources                               | 770,241              | 1,094,868                                    | 324,627                         |
| Federal sources                             | 2,391,200            | 2,994,656                                    | 603,456                         |
| Total revenues                              | <u>73,455,234</u>    | <u>78,658,994</u>                            | <u>5,203,760</u>                |
| <b>Expenditures</b>                         |                      |  |                                 |
| Instruction                                 | 46,778,966           | 50,795,380                                   | (4,016,414)                     |
| Support services                            | 23,232,449           | 22,989,115                                   | 243,334                         |
| Noninstructional services                   | 540,000              | 858,045                                      | (318,045)                       |
| Capital outlay                              | 2,901,000            | 3,872,678                                    | (971,678)                       |
| Total expenditures                          | <u>73,452,415</u>    | <u>78,515,218</u>                            | <u>(5,062,803)</u>              |
| <b>Excess of Revenues Over Expenditures</b> | 2,819                | 143,776                                      | 140,957                         |
| <b>Fund Balance, Beginning</b>              | <u>14,687,199</u>    | <u>14,687,199</u>                            | <u>-</u>                        |
| <b>Fund Balance, Ending</b>                 | <u>\$ 14,690,018</u> | <u>\$ 14,830,975</u>                         | <u>\$ 140,957</u>               |

See accompanying notes to financial statements.

**Other Reports Required By Government Auditing Standards**

**Independent Auditor's Report on Internal Control  
Over Financial Reporting and on Compliance and  
Other Matters Based on an Audit of Financial Statements  
Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees  
Commonwealth Connections Academy Charter School  
Harrisburg, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Commonwealth Connections Academy Charter School (the School) as of and for the year ended June 30, 2013 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated February 27, 2014.

**Internal Control Over Financial Reporting**

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

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

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

**Compliance and Other Matters**

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

**Purpose of this Report**

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

A handwritten signature in black ink that reads "SD Associates P.C." in a cursive, slightly stylized font.

Certified Public Accountants  
Elkins Park, Pennsylvania

February 27, 2014

## **Single Audit Requirements**

**Commonwealth Connections Academy Charter School  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2013**

| Federal Grantor/<br>Pass-Through Grantor               | Federal<br>CFDA<br>Number | Pass-<br>Through<br>Grantor's<br>Number | Grant<br>Period | Program<br>or<br>Award | Total<br>Received for<br>the Year | Accrued<br>(Deferred)<br>Revenue<br>7/1/2012 | Revenue<br>Recognized | Federal<br>Expenditures | Accrued<br>(Deferred)<br>Revenue<br>6/30/2013 |
|--|---------------------------|---|-----------------|------------------------|-----------------------------------|--|-----------------------|-------------------------|---|
| <b>U.S. Department of Education</b>                    |                           |   |                 |                        |                                   |  |                       |                         |   |
| <u>Pass-Through PA Department of Education</u>         |                           |   |                 |                        |                                   |  |                       |                         |   |
| Title I - Improving Basic Programs                     | 84.010                    | 013-131037                              | 8/8/12-9/30/13  | \$ 1,708,612           | \$ 958,302                        | \$ -   | \$ 1,683,336          | \$ 1,683,336            | \$ 725,034                                    |
| Title I - Improving Basic Programs                     | 84.010                    | 013-121037                              | 9/27/11-9/30/12 | 1,000,289              | 134,712                           | 114,712                                      | 20,000                | 20,000                  | -   |
| Title I - Program Improvement-Set Aside                | 84.010                    | 042-131037                              | 4/22/13-9/30/14 | 40,403                 | 4,490                             | -  | -                     | -                       | (4,490)                                       |
| Title I - Program Improvement-Set Aside                | 84.010                    | 042-121037                              | 5/15/12-9/30/13 | 38,436                 | 38,436                            | -  | 38,436                | 38,436                  | -   |
| Title I - Program Improvement-Set Aside                | 84.010                    | 042-111037                              | 9/27/11-9/30/12 | 46,180                 | 13,194                            | 5,451  | 7,744                 | 7,744                   | -   |
|  |                           |   |                 |                        | 1,149,134                         | 120,163                                      | 1,749,516             | 1,749,516               | 720,544                                       |
| Title II - Improving Teacher Quality                   | 84.367                    | 020-131037                              | 8/8/12-9/30/13  | 62,263                 | 25,252                            | -  | 34,639                | 34,639                  | 9,387   |
| Title II - Improving Teacher Quality                   | 84.367                    | 020-121037                              | 9/27/11-9/30/12 | 57,065                 | 16,449                            | (9,298)                                      | 25,747                | 25,747                  | -   |
|  |                           |   |                 |                        | 41,701                            | (9,298)                                      | 60,386                | 60,386                  | 9,387   |
| <u>Pass-Through Capital Area Intermediate Unit #15</u> |                           |   |                 |                        |                                   |  |                       |                         |   |
| <u>Individuals with Disabilities Education</u>         |                           |   |                 |                        |                                   |  |                       |                         |   |
| Act Part B   | 84.027                    | N/A                                     | 7/1/12-9/30/13  | 1,184,754              | 601,282                           | -  | 1,184,754             | 1,184,754               | 583,472                                       |
| <b>Total Federal Awards</b>                            |                           |   |                 |                        | <b>\$ 1,792,117</b>               | <b>\$ 110,865</b>                            | <b>\$ 2,994,656</b>   | <b>\$ 2,994,656</b>     | <b>\$ 1,313,403</b>                           |

See notes to schedule of expenditures of federal awards.

**Commonwealth Connections Academy Charter School**  
**Notes to Schedule of Expenditures of Federal Awards**  
**Year Ended June 30, 2013**

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**Note 1 Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Commonwealth Connections Academy Charter School (the School) and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the balance sheet, revenues, expenditures, or changes in fund balances of governmental funds of the School.

**Note 2 Summary of Significant Accounting Policies**

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-87, Cost Principles for State and Local Governments, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available

**Independent Auditor's Report on Compliance for  
Each Major Program and on Internal Control Over  
Compliance Required by OMB Circular A-133**

To the Board of Trustees  
Commonwealth Connections Academy Charter School  
Harrisburg, Pennsylvania

**Report on Compliance for Each Major Federal Program**

We have audited Commonwealth Connections Academy Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2013. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

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

**Auditor's Responsibility**

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

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

**Opinion on Each major Federal Program**

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

## Report on Internal Control Over Compliance

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

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

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

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



Certified Public Accountants  
Elkins Park, Pennsylvania

February 27, 2014

# Commonwealth Connections Academy Charter School Schedule of Findings and Questioned Costs Year Ended June 30, 2013

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## **A. Summary of Audit Results**

1. The Independent Auditors' Report expresses an unqualified opinion on the basic financial statements of Commonwealth Connections Academy Charter School.
2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.
3. No instances of noncompliance material to the financial statements of Commonwealth Connections Academy Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditors' report on compliance for the major federal award programs for Commonwealth Connections Academy Charter School expresses an unqualified opinion.
6. There were no audit findings, which were required to be reported in accordance with Section 501(a) of OMB Circular A-133.
7. The program tested as a major program was Title I, CFDA #84.010.
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. Commonwealth Connections Academy Charter School qualified as a low-risk auditee.

## **B. Findings-Financial Statement Audit**

There were no findings relating to the financial statements which are required to be reported in accordance with *Generally Accepted Governmental Auditing Standards (GAGAS)*.

## **C. Findings and Questioned Costs-Major Federal Award Programs Audit**

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



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333  
www.education.state.pa.us

Bureau of Special Education  
717-783-6913

FAX: 717-783-6139

January 27, 2012

Dr. Maurice Flurie III  
CEO  
Commonwealth Connections Academy CS  
4050 Crums Mill Road  
Harrisburg, Pa 17112

Dear Dr. Flurie:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Commonwealth Connections Academy CS the week of December 13, 2011.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Roxanne Oswald, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

John J. Tommasini  
Director

Attachments: Executive Summary  
Appendix: Detailed Report of Findings, Including Corrective Actions Required  
CC: Chairperson  
Jill Deitrich  
CS Monitoring File



**Executive Summary**  
**BSE Compliance Monitoring Review**  
**of the**  
**Commonwealth Connections Academy CS**

**PART I**  
**SUMMARY OF FINDINGS**

**A. Review Process**

Prior to the Bureau's monitoring the week of December 13, 2011, the Commonwealth Connections Academy 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.

**Commendations**

In addition to reporting the status of compliance, the BSE wishes to recognize the Commonwealth Connections Academy CS for the following:

- The Charter School is commended for hiring a full time transition facilitator to assist students statewide with post secondary training, employment and community living needs.

**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)                                       | 0             | 1                 |
| Confidentiality   | 1             | 0                 |
| Dispute Resolution (Due process hearing decision implementation)  | 0             | 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  | 0             | 1                 |
| Provision of Related Service Including Psychological Counseling   | 1             | 0                 |
| Parent Training   | 1             | 0                 |
| Public School Enrollment  | 1             | 0                 |
| Surrogate Parents (Students Requiring)  | 1             | 0                 |
| Personnel Training  | 1             | 0                 |
| 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   | 0  |
| 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   | 0  |
| Public School Enrollment   | 0   | 1  |
| Disproportionate Representation that is the Result of Inappropriate Identification | 0   | 1  |

**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 Commonwealth Connections Academy 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 | 84            | 6                 | 86          |
| Evaluation/Reevaluation: Process and Content                               | 191           | 21                | 646         |
| Individualized Education Program: Process and Content                      | 535           | 16                | 329         |
| Procedural Safeguards: Process and Content                                 | 125           | 4                 | 3           |
| <b>TOTALS</b>  | <b>935</b>    | <b>47</b>         | <b>1064</b> |

### 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 | 245             | 15             | 114                  |
| Program Implementation: Special Ed Teacher Interviews | 327             | 17             | 160                  |
| Program Implementation: Parent Interviews             | 182             | 14             | 146                  |
| <b>TOTALS</b>   | <b>754</b>      | <b>46</b>      | <b>420</b>           |

### 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 | 0               | 0              | 0                    |

### 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: Commonwealth Connections Academy CS

Chief Executive Officer: Dr. Maurice Flurie III

Special Education Director/Coordinator: \_\_\_\_\_

BSE Special Education Adviser: Roxanne Oswald

Date of Report: January 27, 2012

Date Final Report Sent to LEA: January 27, 2012

**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 |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
|   |   |    |    |         |     | <b>Topical Area 1: Policies, Practices, and Procedures</b>  |   |                         |             |
| Y |   |    |    |         |     | 1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES<br><br>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<br><br>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<br><br>Standard: LEA complies with the positive behavior support policy requirements.  |   |                         |             |
|   | N |    |    |         |     | 3. FSA-CHILD FIND<br><br>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<br><br>Standard The LEA is in compliance with confidentiality requirements.   |   |                         |             |
|   |   | X  |    |         |     | 5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)<br><br>Standard: The LEA uses dispute resolution processes for program improvement.  |   |                         |             |
| Y |   |    |    |         |     | 8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION<br><br>Standard: The LEA adheres to procedural requirements in suspending students with disabilities.  |   |                         |             |
| Y |   |    |    |         |     | 10. FSA-INDEPENDENT EDUCATIONAL EVALUATION<br><br>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<br><br>Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.  |   |                         |             |
|   | N |    |    |         |     | 12. FSA-EXTENDED SCHOOL YEAR SERVICES  |   |                         |             |
| Y |   |    |    |         |     | 13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING   |   |                         |             |
| Y |   |    |    |         |     | 15. FSA-PARENT TRAINING<br><br>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 |
|----|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
|    |   |    |    |         | 4<br>3<br>1<br>0<br>1<br>0 | Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|    |   |    |    |         | 6<br>2<br>0<br>0<br>1<br>0 | P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
| Y  |   |    |    |         |                            | 18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b><br><br><b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.  |   |                         |             |
| Y  |   |    |    |         |                            | 19. <b>FSA-PERSONNEL TRAINING</b><br><br><b>Standard:</b> 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.             |   |                         |             |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>  |   |                         |             |
| 11 | 0 | 0  |    |         |                            | GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?  |   |                         |             |
| 8  | 3 | 0  |    |         |                            | GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?  |   |                         |             |
| 3  | 3 | 5  |    |         |                            | GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?  |   |                         |             |
| 11 | 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 | 7  |    |         |     | GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?   |   |                         |             |
| 10 | 1 | 0  |    |         |     | SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?   |   |                         |             |
| Y  |   |    |    |         |     | 20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b><br><br>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. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b><br><br>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 |   |                         |             |
|    |   |    |    |         |     | <b>Topical Area 2: Delivery of Service</b>  |   |                         |             |
| Y  |   |    |    |         |     | 17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b><br><br>Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.  |   |                         |             |
| Y  |   |    |    |         |     | 17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b><br><br>Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.  |   |                         |             |
| Y  |   |    |    |         |     | 22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b><br><br>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. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b><br><br><b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals. |   |                         |             |
|   |   |    |    |         |     | <b>CLASSROOM OBSERVATIONS</b>  |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 1. Is the instruction provided to the student individualized as required by his/her IEP?  |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?  |   |                         |             |
|   |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>   |   |                         |             |
|   |   |    |    |         |     | P 55. My child does classroom work in a regular classroom with students without disabilities.  |   |                         |             |
|   |   |    |    |         | 2   | Always   |   |                         |             |
|   |   |    |    |         | 2   | Sometimes  |   |                         |             |
|   |   |    |    |         | 0   | Rarely   |   |                         |             |
|   |   |    |    |         | 0   | Never  |   |                         |             |
|   |   |    |    |         | 2   | Don't Know   |   |                         |             |
|   |   |    |    |         | 3   | Does not Apply   |   |                         |             |
|   |   |    |    |         |     | P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.                         |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
|    |   |    |    |         | 7<br>1<br>0<br>0<br>0<br>1 | Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|    |   |    |    |         | 5<br>2<br>0<br>1<br>0<br>1 | 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.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
|    |   |    |    |         | 5<br>2<br>0<br>0<br>1<br>1 | 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.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply              |   |                         |             |
| 11 | 0 | 0  |    |         |                            | GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?  |   |                         |             |
| 10 | 0 | 1  |    |         |                            | GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?   |   |                         |             |
| 11 | 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?   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | GE 73. Are you and the special education personnel working collaboratively to implement this student's program?   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?   |   |                         |             |
| 9  | 2 | 0  |    |         |                            | GE 80. Is the student making progress within the general education curriculum?  |   |                         |             |
| 9  | 2 | 0  |    |         |                            | GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?   |   |                         |             |
| 0  | 0 | 2  |    |         |                            | 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 |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
|    |   |    |    |         |     | Improving in writing assignments.<br>Attends all live lessons & participates well.<br>Home environment is good due to behavioral issues.<br>Art helps provide creative outlet to core courses.<br>The student is on par with peers.<br>Progress, socialization.<br>Improving assignments.<br>The student is on track & understands regular ed material.<br>The student has access to the regular ed curriculum. |   |                         |             |
| 0  | 0 | 9  |    |         |     | GE 80c. If no, what does this student need that he/she is not receiving in your class?<br>Needs more direct instruction time.<br>Student needs more support from the learning coach.  |   |                         |             |
| 10 | 1 | 0  |    |         |     | GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?  |   |                         |             |
| 0  | 0 | 11 |    |         |     | GE 85b. If no, what training or support would assist you?   |   |                         |             |
| 9  | 0 | 2  |    |         |     | GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?   |   |                         |             |
| 10 | 0 | 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?   |   |                         |             |
| 1  | 4 | 6  |    |         |     | 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 | 10 |    |         |     | SE 95c. If yes, what reasons were discussed for recommending removal?<br>Can't remember.  |   |                         |             |
| 0  | 0 | 10 |    |         |     | SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?<br>Can't remember.  |   |                         |             |
| 8  | 0 | 3  |    |         |     | 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?   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 11 | 0 | 0  |    |         |     | SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 97. Have necessary supports been offered and/or provided to enable that participation?   |   |                         |             |
| 8  | 0 | 3  |    |         |     | SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?   |   |                         |             |
| 4  | 5 | 2  |    |         |     | SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom? |   |                         |             |
|    |   |    |    |         |     | <b>Topical Area 3: Performance Indicators</b>   |   |                         |             |
|    |   | X  |    |         |     | 5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b><br><br>Standard: The LEA uses dispute resolution processes for program improvement.  |   |                         |             |
| Y  |   |    |    |         |     | 6. <b>FSA-GRADUATION RATES (SPP)</b><br><br>Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.   |   |                         |             |
| Y  |   |    |    |         |     | 7. <b>FSA-DROPOUT RATES (SPP)</b><br><br>Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.  |   |                         |             |
| Y  |   |    |    |         |     | 8A. <b>FSA-SUSPENSION RATES</b><br><br>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. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b><br><br>Standard: Students with disabilities are provided for in the least restrictive environment  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| Y |   |    |    |         |     | 16. FSA-PARTICIPATION IN PSSA AND PASA (SPP)<br><br>Standard: The LEA's population of students who participate in state assessment is comparable with the state data.                                 |   |                         |             |
|   |   | X  |    |         |     | 16A. FSA-DISTRICT-WIDE ASSESSMENT   |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>  |   |                         |             |
|   |   |    |    |         |     | <b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>  |   |                         |             |
|   |   |    |    |         |     | <b>PERMISSION TO EVALUATE (File Reviews)</b>  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 153. PTE-Consent Form is present in the student file   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 154. Demographic data  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 155. Reason(s) for referral for evaluation   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 156. Proposed types of tests and assessments   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 157. Contact person's name and contact information   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 158. Parent signature or documentation of reasonable efforts to obtain consent   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 159. Parent has selected a consent option  |   |                         |             |
|   |   |    |    |         |     | <b>PERMISSION TO REEVALUATE (File Reviews)</b>  |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 194. PTRE-Consent Form is present in the student file  |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 195. Demographic data  |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 196. Reason for reevaluation   |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 197. Types of assessment tools, tests and procedures to be used  |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 198. Contact person's name and contact information   |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 199. Parent has selected a consent option  |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 200. Parent signature or documentation of reasonable efforts to obtain consent   |   |                         |             |
|   |   |    |    |         |     | <b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 201. Agreement to Waive Reevaluation is present in the student file  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR) |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 203. Reason reevaluation is not necessary at this time is included   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 204. Contact person's name and contact information   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 2 | 0 | 9  |    |         |     | FR 205. Parent has selected a consent option  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 206. Parent signature  |   |                         |             |
|   |   |    |    |         |     | <b>EVALUATION REPORT (INITIAL) (File Reviews)</b>   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 160. ER is present in the student file   |   |                         |             |
| 1 | 1 | 9  |    |         | 50% | FR 161. Evaluation was completed within timelines   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 163. Demographic data  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 164. Date report was provided to parent  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 165. Reason(s) for referral  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 168. Teacher observations and observations by related service providers, when appropriate  |   |                         |             |
| 1 | 1 | 9  |    |         | 50% | FR 169. Recommendations by teachers   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc. |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 173. Lack of appropriate instruction in reading  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 174. Lack of appropriate instruction in math   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 175. Limited English proficiency   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 176. Present levels of academic achievement  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 177. Present levels of functional performance  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 178. Behavioral information  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 2 | 0 | 9  |    |         |     | FR 179. Conclusions  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 180. Disability Category  |   |                         |             |
| 1 | 0 | 10 |    |         |     | FR 181. Recommendations for consideration by the IEP team  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 182. Evaluation Team Participants documented  |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 183. For students evaluated for SLD documentation of Agree/Disagree   |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 184. Documentation that the student does not achieve adequately for age, etc.   |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 185. Indication of process(es) used to determine eligibility  |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 186. Instructional strategies used and student-centered data collected  |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 187. Educationally relevant medical findings, if any  |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 188. Effects of the student's environment, culture, or economic background  |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable   |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents   |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 191. Observation in the student's learning environment  |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 192. Other data if needed   |   |                         |             |
| 0 | 0 | 11 |    |         |     | FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team  |   |                         |             |
|   |   |    |    |         |     | <b>REEVALUATION REPORT (File Reviews)</b>  |   |                         |             |
| 6 | 1 | 4  |    |         | 14% | FR 207. RR is present in the student file  |   |                         |             |
| 3 | 3 | 5  |    |         | 50% | 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) |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)  |   |                         |             |
| 6 | 0 | 5  |    |         |     | FR 210. Demographic data   |   |                         |             |
| 2 | 3 | 6  |    |         | 60% | FR 211. Date IEP team reviewed existing evaluation data  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 5 | 0 | 6  |    |         |     | FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education                  |   |                         |             |
| 5 | 0 | 6  |    |         |     | FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)                                 |   |                         |             |
| 4 | 0 | 7  |    |         |     | FR 214. Aptitude and achievement tests   |   |                         |             |
| 5 | 1 | 5  |    |         | 17% | FR 215. Current classroom based assessments and local and/or state assessments   |   |                         |             |
| 2 | 4 | 5  |    |         | 67% | FR 216. Observations by teacher(s) and related service provider(s) when appropriate  |   |                         |             |
| 4 | 2 | 5  |    |         | 33% | FR 217. Teacher recommendations  |   |                         |             |
| 4 | 0 | 7  |    |         |     | FR 218. Lack of appropriate instruction in reading   |   |                         |             |
| 4 | 0 | 7  |    |         |     | FR 219. Lack of appropriate instruction in math  |   |                         |             |
| 4 | 0 | 7  |    |         |     | FR 220. Limited English proficiency  |   |                         |             |
| 5 | 1 | 5  |    |         | 17% | FR 221. Conclusion regarding need for additional data is indicated   |   |                         |             |
| 3 | 1 | 7  |    |         | 25% | FR 222. Reasons additional data are not needed are included  |   |                         |             |
| 6 | 0 | 5  |    |         |     | FR 223. Determination whether the child has a disability and requires special education  |   |                         |             |
| 5 | 1 | 5  |    |         | 17% | FR 224. Disability category(ies)   |   |                         |             |
| 5 | 1 | 5  |    |         | 17% | FR 225. Summary of findings includes student's educational strengths and needs   |   |                         |             |
| 5 | 1 | 5  |    |         | 17% | FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate |   |                         |             |
| 4 | 2 | 5  |    |         | 33% | FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs  |   |                         |             |
| 2 | 1 | 8  |    |         | 33% | FR 228. Interpretation of additional data  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 229. Documentation that the student does not achieve adequately for age, etc.   |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 230. Indication of process(es) used to determine eligibility  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 231. Instructional strategies used and student-centered data collected  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 232. Educationally relevant medical findings, if any  |   |                         |             |
| 2 | 0 | 9  |    |         |     | FR 233. Effects of the student's environment, culture, or economic background  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 2  | 0 | 9  |    |         |     | FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable  |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents  |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 236. Observation in the student's learning environment   |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 237. Other data if needed  |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 238. Statement for all 6 items   |   |                         |             |
| 4  | 2 | 5  |    |         | 33% | FR 239. Documentation of Evaluation Team Participants   |   |                         |             |
| 1  | 0 | 10 |    |         |     | FR 240. Documentation that team members Agree/Disagree  |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>   |   |                         |             |
| 8  | 1 | 0  | 0  |         |     | P 24. Have you been asked to provide information for your child's evaluation/reevaluation?  |   |                         |             |
| 7  | 0 | 2  | 0  |         |     | P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?  |   |                         |             |
| 7  | 0 | 2  | 0  |         |     | P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?  |   |                         |             |
| 1  | 0 | 7  | 1  |         |     | P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation? |   |                         |             |
| 0  | 5 | 4  | 0  |         |     | P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?   |   |                         |             |
| 0  | 0 | 9  | 0  |         |     | P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?   |   |                         |             |
| 0  | 0 | 9  | 0  |         |     | P 53. Were the results of the IEE included in the school's Evaluation Report for your child?  |   |                         |             |
| 2  | 1 | 8  |    |         |     | SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?   |   |                         |             |
|    |   |    |    |         |     | <b>Topical Area 5: IEP Process and Content</b>  |   |                         |             |
|    |   |    |    |         |     | <b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 241. Invitation is present in the student file   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 11 | 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)   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 243. Demographic data  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 244. Purpose(s) of the meeting   |   |                         |             |
| 6  | 1 | 4  |    |         | 14% | FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)   |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student |   |                         |             |
| 4  | 2 | 5  |    |         | 33% | FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 248. Invited IEP team members  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 249. Date/time/location of meeting   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation  |   |                         |             |
|    |   |    |    |         |     | <b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file   |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 252. Demographic data  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 253. Form designates IEP team member(s) for whom attendance is not necessary   |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 254. Form designates which members will submit written input prior to the meeting  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 255. Parent written consent is documented  |   |                         |             |
|    |   |    |    |         | 0   | FR 256. The team members excused:   |   |                         |             |
|    |   |    |    |         | 0   | a. General Education Teacher  |   |                         |             |
|    |   |    |    |         | 0   | b. Special Education Teacher  |   |                         |             |
|    |   |    |    |         | 0   | c. Local Education Agency Representative  |   |                         |             |
|    |   |    |    |         |     | <b>IEP CONTENT (File Reviews)</b>   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 257. IEP is present in the student file  |   |                         |             |
| 10 | 1 | 0  |    |         | 9%  | FR 258. IEP was completed within timelines  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 259. Demographic data  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 260. IEP implementation date   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 261. Anticipated duration of services and programs   |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
|    |   |    |    |         |     | <b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>  |   |                         |             |
| 9  | 2 | 0  |    |         | 18% | FR 263. Parents  |   |                         |             |
| 4  | 2 | 5  |    |         | 33% | FR 264. Student  |   |                         |             |
| 10 | 1 | 0  |    |         | 9%  | FR 265. General Education Teacher  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 266. Special Education Teacher  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 267. Local Education Agency Representative  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 268. Career/Technical Education (CTE) Representative  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 269. CTE Representative was in attendance if student was attending CTE  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 270. Community Agency Representative  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 271. Teacher of the Gifted  |   |                         |             |
| 1  | 0 | 10 |    |         |     | FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input   |   |                         |             |
| 5  | 5 | 1  |    |         | 50% | FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year  |   |                         |             |
|    |   |    |    |         |     | <b>SPECIAL CONSIDERATIONS (File Reviews)</b>   |   |                         |             |
| 1  | 0 | 10 |    |         |     | FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate                          |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 275. If the student is deaf or hard of hearing, a communication plan  |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 276. If the student has communication needs, needs must be addressed in the IEP   |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP   |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE  |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques |   |                         |             |
| 2  | 0 | 9  |    |         |     | FR 280. If the student has other special considerations, these are addressed in the IEP  |   |                         |             |
|    |   |    |    |         |     | <b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 281. Student's present levels of academic achievement   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 11 | 0 | 0  |    |         |     | FR 282. Student's present levels of functional performance   |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)                            |   |                         |             |
| 10 | 0 | 1  |    |         |     | FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 285. How the student's disability affects involvement and progress in the general education curriculum  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 286. Strengths  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 287. Academic, developmental, and functional needs related to student's disability  |   |                         |             |
|    |   |    |    |         |     | <b>TRANSITION SERVICES (File Reviews)</b>  |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 288. If the student's IEP required participation in CTE program, was the CIP code completed   |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment   |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living              |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service                           |   |                         |             |
| 6  | 1 | 4  |    |         | 14% | FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)                          |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)  |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 292c. Annual goals are related to the student's transition services   |   |                         |             |
|    |   |    |    |         |     | <b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>  |   |                         |             |
| 9  | 0 | 2  |    |         |     | FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)   |   |                         |             |
| 9  | 0 | 2  |    |         |     | FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations               |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 1  | 0 | 10 |    |         |     | FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA  |   |                         |             |
| 1  | 0 | 10 |    |         |     | FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate  |   |                         |             |
| 1  | 0 | 10 |    |         |     | FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations   |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment                          |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate   |   |                         |             |
|    |   |    |    |         |     | <b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 302. Measurable Annual Goals  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 303. Description of how student progress toward meeting goals will be measured  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 304. Description of when periodic reports on progress will be provided to parents   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 305. Documentation of progress reporting on Annual Goals  |   |                         |             |
| 4  | 0 | 7  |    |         |     | FR 306. Short Term Objectives  |   |                         |             |
|    |   |    |    |         |     | <b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 307. Program Modifications and Specially-Designed Instruction   |   |                         |             |
| 7  | 1 | 3  |    |         | 13% | 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 |   |                         |             |
| 11 | 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              |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 0  | 0 | 11 |    |         |     | 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  |   |                         |             |
| 5  | 0 | 6  |    |         |     | FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services   |   |                         |             |
| 3  | 0 | 8  |    |         |     | 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           |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services   |   |                         |             |
| 7  | 0 | 4  |    |         |     | FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP |   |                         |             |
| 0  | 0 | 11 |    |         |     | FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 316. A conclusion regarding student eligibility for ESY  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination   |   |                         |             |
| 4  | 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 | 8  |    |         |     | FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services  |   |                         |             |
|    |   |    |    |         |     | <b>EDUCATIONAL PLACEMENT (File Reviews)</b>   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 322. Type of support, by amount (itinerant, supplemental, full-time)   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 11 | 0 | 0  |    |         |     | FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 324. Location of student's program (name of LEA where the IEP will be implemented)   |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 325. Location of student's program (name of School Building where the IEP will be implemented)   |   |                         |             |
| 3  | 1 | 7  |    |         | 25% | FR 326. If child will not be attending his/her neighborhood school, reason why not  |   |                         |             |
|    |   |    |    |         |     | <b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>  |   |                         |             |
| 11 | 0 | 0  |    |         |     | FR 327. Completed Section A or Section B  |   |                         |             |
|    |   |    |    |         |     | <b>IEP DEVELOPMENT</b>  |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>   |   |                         |             |
| 8  | 0 | 1  | 0  |         |     | P 28. Were you invited to participate in your child's most recent IEP team meeting?   |   |                         |             |
| 9  | 0 | 0  | 0  |         |     | P 29. Did you participate in developing the current IEP for your child?   |   |                         |             |
| 9  | 0 | 0  | 0  |         |     | P 30. Was the meeting held at a time and location that was convenient for you?  |   |                         |             |
| 1  | 0 | 8  | 0  |         |     | P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?        |   |                         |             |
| 8  | 0 | 1  | 0  |         |     | P 32. Was the input you provided considered in the development of your child's current IEP?   |   |                         |             |
| 4  | 3 | 2  | 0  |         |     | P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?                                  |   |                         |             |
| 0  | 0 | 6  | 0  |         |     | P 32b. If no, what training or support would assist you?<br>I don't know.<br>Explaining the handling & implementation of IEP.<br>I don't need any training. |   |                         |             |
| 8  | 0 | 1  | 0  |         |     | P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?                             |   |                         |             |
| 8  | 0 | 1  | 0  |         |     | P 35. Was the current IEP developed at the IEP meeting?   |   |                         |             |
| 6  | 0 | 3  | 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?                    |   |                         |             |
| 9  | 0 | 0  | 0  |         |     | P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?                                   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 0  | 0 | 9  | 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?  |   |                         |             |
| 0  | 0 | 9  | 0  |         |     | P 39. Was written input from the excused IEP team member(s) available to you before the meeting?   |   |                         |             |
|    |   | 9  | 0  |         |     | P 65. If you did not participate in your child's IEP meeting, what kept you from participating?  |   |                         |             |
| 5  | 0 | 6  |    |         |     | GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?   |   |                         |             |
| 4  | 0 | 7  |    |         |     | GE 75. Did you recommend any needed supports to implement the current IEP for this student?  |   |                         |             |
| 5  | 0 | 6  |    |         |     | GE 76. Were those recommendations considered by the IEP team?  |   |                         |             |
| 11 | 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?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 87. Do you provide progress monitoring data as part of the IEP development process?   |   |                         |             |
|    |   |    |    |         |     | <b>IEP CONTENT</b>   |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>   |   |                         |             |
| 7  | 0 | 2  | 0  |         |     | P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel? |   |                         |             |
| 7  | 0 | 2  | 0  |         |     | P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | GE 83. Is the current IEP appropriate to meet this student's educational needs?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 11 | 0 | 0  |    |         |     | SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?   |   |                         |             |
| 9  | 0 | 2  |    |         |     | SE 104. If appropriate, are the student's annual goals based on functional performance?  |   |                         |             |
| 10 | 1 | 0  |    |         |     | SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?  |   |                         |             |
| 7  | 1 | 3  |    |         |     | SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?                            |   |                         |             |
| 10 | 1 | 0  |    |         |     | SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons? |   |                         |             |
| 10 | 0 | 1  |    |         |     | SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?   |   |                         |             |
| 9  | 2 | 0  |    |         |     | SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?  |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?  |   |                         |             |
| 0  | 0 | 0  |    |         |     | SE 117b. If yes, in what ways?   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
|    |   |    |    |         |                            | Flexibility of collaborating with other students.<br>Learning at own pace & independently.<br>It's good for the student to participate & get out of the room.<br>Grasping concepts @ grade level.<br>Attends all live lessons, open tutoring, self advocates.<br>Being with peers.<br>Socialization, grades increasing.<br>Participation with peers.<br>Is growing inner skills.<br>Attendance, social interaction, academics.<br>Improving work ethic. |   |                         |             |
| 0  | 0 | 11 |    |         |                            | SE 117c. If no, what does this student need that he/she is not receiving?   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?   |   |                         |             |
|    |   |    |    |         |                            | <b>IEP IMPLEMENTATION</b>   |   |                         |             |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>  |   |                         |             |
| 9  | 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?  |   |                         |             |
| 9  | 0 | 0  | 0  |         |                            | P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?   |   |                         |             |
|    |   |    |    |         | 7<br>1<br>0<br>0<br>0<br>1 | P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|    |   |    |    |         | 8<br>1<br>0<br>0<br>0<br>0 | P 58. My child's progress is reported to me by the school in a manner that I understand.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
| 8  | 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 |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 11 | 0 | 0  |    |         |     | GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?   |   |                         |             |
| 10 | 0 | 1  |    |         |     | 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 | 7  |    |         |     | 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?  |   |                         |             |
| 0  | 4 | 7  |    |         |     | 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 | 11 |    |         |     | GE 79c. If yes, what reasons were discussed for recommending removal?   |   |                         |             |
| 0  | 0 | 11 |    |         |     | GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?   |   |                         |             |
| 4  | 0 | 7  |    |         |     | 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?   |   |                         |             |
| 3  | 0 | 8  |    |         |     | GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP   |   |                         |             |
| 5  | 0 | 6  |    |         |     | 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? |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?   |   |                         |             |
| 11 | 0 | 0  |    |         |     | SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?   |   |                         |             |
| 11 | 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?  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|----|---|----|----|---------|-----|--|--|----------------------------|----------------|
| 11 | 0 | 0  |    |         |     | SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?  |  |                            |                |
| 9  | 0 | 2  |    |         |     | SE 113. If required, were the testing accommodations included in this student's current IEP implemented?   |  |                            |                |
| 9  | 0 | 2  |    |         |     | SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?   |  |                            |                |
| 11 | 0 | 0  |    |         |     | SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?  |  |                            |                |
|    |   |    |    |         |     | <b>PROVISION OF ESY AND RELATED SERVICES<br/>INTERVIEW RESULTS (Parent &amp; Special Education<br/>Teacher)</b>  |  |                            |                |
| 3  | 0 | 6  | 0  |         |     | P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you? |  |                            |                |
| 6  | 1 | 1  | 1  |         |     | P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?           |  |                            |                |
| 7  | 1 | 0  | 1  |         |     | P 44. Did you receive an explanation of what would make your child eligible for ESY services?  |  |                            |                |
| 7  | 0 | 1  | 1  |         |     | P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?  |  |                            |                |
| 1  | 0 | 7  | 1  |         |     | P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?                        |  |                            |                |
| 3  | 0 | 5  | 1  |         |     | 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?  |  |                            |                |
| 11 | 0 | 0  |    |         |     | SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?  |  |                            |                |
| 2  | 0 | 9  |    |         |     | SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?                                       |  |                            |                |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|--|-------------------------|-------------|
| 0 | 0 | 11 |    |         |     | SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services? |  |                         |             |
| 0 | 0 | 11 |    |         |     | SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?   |  |                         |             |
| 0 | 0 | 11 |    |         |     | 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 | 11 |    |         |     | SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?  |  |                         |             |
| 0 | 0 | 11 |    |         |     | SE 122e. If yes, are needed supplementary aids and services being provided to this student?   |  |                         |             |
| 0 | 0 | 11 |    |         |     | SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?  |  |                         |             |
|   |   |    |    |         |     | <b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>  |  |                         |             |
| 5 | 0 | 4  | 0  |         |     | P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?  |  |                         |             |
| 3 | 1 | 3  | 2  |         |     | P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?  |  |                         |             |
| 1 | 2 | 4  | 2  |         |     | P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?  |  |                         |             |
| 0 | 0 | 8  | 0  |         |     | P 50c. If yes, what reasons were discussed for recommending removal?<br>Student needed extra help.  |  |                         |             |
| 0 | 0 | 8  | 0  |         |     | P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?<br>Don't know.   |  |                         |             |
| 4 | 0 | 3  | 2  |         |     | P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?                                      |  |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
| 8  | 0 | 0  | 1  |         |                            | 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?<br>Able to interact with students & teachers.<br>The student understands more.<br>When the student participates.<br>Does everything the other students can do with modifications.<br>Challenging student to do the best. Teachers are excellent.<br>Keeping up with classmates.<br>Learning new concepts & is more independent.<br>The student has made progress academically. |   |                         |             |
| 0  | 0 | 9  | 0  |         |                            | P 50h. If no, what does your child need that he/she is not receiving in the class?  |   |                         |             |
|    |   |    |    |         | 2<br>2<br>0<br>0<br>0<br>5 | P 59. I am satisfied with the transition services developed for my child.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply   |   |                         |             |
|    |   |    |    |         | 8<br>1<br>0<br>0<br>0<br>0 | P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
| 7  | 0 | 4  |    |         |                            | SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?   |   |                         |             |
| 6  | 1 | 4  |    |         |                            | 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?  |   |                         |             |
|    |   |    |    |         |                            | <b>Topical Area 6: NOREP/PWN</b>  |   |                         |             |
|    |   |    |    |         |                            | (File Reviews)  |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 328. NOREP/PWN is present in the student file  |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 329. Demographic data  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|--|---|-------------------------|-------------|
| 11 | 0 | 0  |    |         |                            | FR 330. Type of action taken   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 331. A description of the action proposed or refused by the LEA   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 332. An explanation of why the LEA proposed or refused to take the action   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 333. A description of the other options the IEP team considered and the reason why those options were rejected  |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused   |   |                         |             |
| 8  | 0 | 3  |    |         |                            | FR 335. Description of other factor(s) relevant to LEA's proposal or refusal   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 336. Educational placement recommended (including amount and type)  |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 337. Signature of school district superintendent or charter school CEO or designee  |   |                         |             |
| 9  | 2 | 0  |    |         | 18%                        | 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  | 2 | 0  |    |         | 18%                        | FR 339. Parent has selected a consent option   |   |                         |             |
| 11 | 0 | 0  |    |         |                            | FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP  |   |                         |             |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (Parent)</b>  |   |                         |             |
| 1  | 0 | 8  | 0  |         |                            | P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?   |   |                         |             |
|    |   |    |    |         | 6<br>2<br>0<br>0<br>1<br>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.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
|    |   |    |    |         |                            | <b>Topical Area 7: Additional Interview Responses</b>  |   |                         |             |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>  |   |                         |             |

| Y | N | NA | DK | Not Obs | % #                             | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|---------------------------------|--|---|-------------------------|-------------|
|   |   |    |    |         | 7<br>2<br>0<br>0<br>0<br>0      | P 54. I am a partner with school personnel when we plan my child's education program.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|   |   | 0  | 0  |         | 1<br>1<br>1<br>2<br>2<br>1<br>7 | P 66. Tell me anything you really like about your child's special education program.<br>a. modifications<br>d. staff's knowledge, training<br>g. staff open to suggestions, good communication<br>i. support services<br>k. staff's understanding and attitude<br>m. services provided outside neighborhood school<br>n. other<br>It is easy for the student to understand & it helps.<br>My student is home & not getting into fights.<br>Really good team. Make adjustments to program if needed.<br>When it works it's good, but it depends on contact person.<br>Tailoring program to student's interests.<br>I am able to contact the school about any concerns I have about the program.<br>Works at own pace. |   |                         |             |
|   |   | 0  | 0  |         | 9                               | P 67. Tell me anything you would like to change about the program.<br>n. other<br>Nothing<br>Nothing<br>Nothing<br>Nothing<br>Nothing<br>Continuity<br>Nothing<br>I would like more live lessons.<br>Nothing   |   |                         |             |
|   |   | 0  | 0  |         | 6<br>2<br>1                     | P 68. The school explains what options parents have if the parent disagrees with a decision of the school.<br>a. Very strongly agree<br>b. Strongly agree<br>c. Agree  |   |                         |             |
|   |   |    |    |         |                                 | P 69. Additional comments about your child's program.  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                   | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----------------------|--|---|-------------------------|-------------|
|    |   |    |    |         |                       | Happy with it.<br>Extremely pleased. Communication is excellent.<br>Cyber schools are good for those that have a level of self-discipline. Feed back from special ed dept needs to improve. (Are child's needs being met).<br>We enjoy Cyber School. |   |                         |             |
| 11 | 0 | 0  |    |         |                       | SE 101. Do you hold the required certification to implement this student's program?  |   |                         |             |
| 9  | 0 | 2  |    |         |                       | SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?  |   |                         |             |
| 0  | 0 | 11 |    |         |                       | SE 101b. If no, what training or support would assist you?   |   |                         |             |
|    |   |    |    |         |                       | <b>Topical Area 8: Student Interview Results</b>   |   |                         |             |
|    |   |    | 0  |         | 1<br>3                | S 126. What kind of support are you currently receiving?<br>a. Learning Support<br>k. Don't Know   |   |                         |             |
| 3  | 0 | 0  | 1  |         |                       | S 127. Is this support enough to help you be successful in your school program?  |   |                         |             |
|    |   |    |    |         | 4<br>0<br>0<br>0<br>0 | S 128. How satisfied are you with your high school educational program?<br>Very<br>Somewhat<br>A Little<br>Not at All<br>Don't Know  |   |                         |             |
|    |   |    |    |         |                       | S 129. What do you like best about the program?  |   |                         |             |
|    |   |    |    |         |                       | S 130. What do you like least about the program?   |   |                         |             |
|    |   |    |    |         | 2<br>1<br>1<br>0<br>0 | S 131. How satisfied are you with your special education supports/services?<br>Very<br>Somewhat<br>A Little<br>Not at All<br>Don't Know  |   |                         |             |
|    |   |    |    |         |                       | S 132. What do you like best about the special education supports/services?  |   |                         |             |
|    |   |    |    |         |                       | S 133. What do you like least about the special education supports/services?   |   |                         |             |
|    |   |    |    |         |                       | S 134. How much time do you spend with students who do not have disabilities?  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
|   |   |    |    |         | 0   | Too Much  |   |                         |             |
|   |   |    |    |         | 0   | Enough  |   |                         |             |
|   |   |    |    |         | 1   | A Little  |   |                         |             |
|   |   |    |    |         | 1   | Not Enough  |   |                         |             |
|   |   |    |    |         | 2   | Don't Know  |   |                         |             |
| 0 | 4 | 0  | 0  |         |     | S 135. Do you participate in any extra-curricular activities?                                   |   |                         |             |
|   |   |    |    |         |     | S 136. If yes, which ones   |   |                         |             |
|   |   |    |    |         |     | S 137. If no, why not   |   |                         |             |
| 2 | 0 |    | 2  |         |     | S 138. Were you invited to participate in the last IEP meeting?<br>Other                        |   |                         |             |
| 2 | 0 |    | 2  |         |     | S 139. Did you participate in the last IEP meeting?<br>Other                                    |   |                         |             |
| 2 | 0 |    | 2  |         |     | S 140. Do you have a post secondary transition program?<br>Other                                |   |                         |             |
| 1 | 1 |    | 2  |         |     | S 141. Do you have an employment transition program?<br>Other                                   |   |                         |             |
| 1 | 1 |    | 2  |         |     | S 142. Do you have a community living transition program?<br>Other                              |   |                         |             |
| 2 | 0 |    | 2  |         |     | S 143. Did you assist in the development of the transition program?<br>Other                    |   |                         |             |
| 1 | 0 |    | 3  |         |     | S 144. Is that transition plan being followed?<br>Other   |   |                         |             |
| 2 | 0 |    | 2  |         |     | S 145. Did you discuss what you would do after graduation or finishing high school?<br>Other    |   |                         |             |
|   |   |    | 0  |         | 4   | S 146. Which of the following agencies participate in your IEP development?<br>g. Don't Know    |   |                         |             |
| 0 | 0 |    | 4  |         |     | S 147. If any agency participated in your IEP did they assist you or provide services?<br>Other |   |                         |             |
|   |   |    |    |         |     | S 148. Comments   |   |                         |             |
| 2 | 2 | 0  | 0  |         |     | S 149. Do you participate in any activities in the community?                                   |   |                         |             |
|   |   |    |    |         |     | S 150. If yes, which ones?  |   |                         |             |
|   |   |    |    |         |     | S 151. If no, why not?  |   |                         |             |
|   |   |    |    |         |     | S 152. Are there any other agencies that could help you within the community?                   |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 9: Other Non-compliance Issues</b>  |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 10: Other Improvement Plan Issues</b>   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
|   |   |    |    |         |     | The Charter School will develop an improvement plan that addresses accurate calculations of time spent in special education settings as reflected on student IEPs and NOREPs. |   |                         |             |

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

**Division of Federal Program  
Consolidated Program Review**

**2013-2014 School Year**

**Commonwealth Connections Academy Charter School  
4050 Crums Mill Road, Suite 303  
Harrisburg, PA 17112**

|   | <u>Name</u>        | <u>Phone Number</u> | Check if Interviewed                |
|---|--------------------|---------------------|-------------------------------------|
| <b>Superintendent:</b>                    | Maurice Flurie III | 717-260-1828        | <input checked="" type="checkbox"/> |
| <b>Business Manager:</b>                  | Sharon Handford    | 717-260-1841        | <input checked="" type="checkbox"/> |
| <b>Title I Coordinator:</b>               | Sara Bingaman      | 717-260-1831        | <input checked="" type="checkbox"/> |
| <b>Title II Part A Coordinator:</b>       | Sara Bingaman      | 717-260-1831        | <input checked="" type="checkbox"/> |
| <b>Title III Coordinator:</b>             | IU15               |                     | <input type="checkbox"/>            |
| <b>Fiscal Requirements Coordinator:</b>   | Sara Bingaman      | 717-260-1831        | <input checked="" type="checkbox"/> |
| <b>Ed-Flex Waiver Review Coordinator:</b> |                    |                     | <input type="checkbox"/>            |
| <b>Title VI-B REAP Coordinator:</b>       |                    |                     | <input type="checkbox"/>            |

**Program(s) Reviewed:**

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

**Program Reviewer(s):** Diane M. Hallinan

**Program Review Date:** 06/04/2014

# 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. Utilizing the most recent PIMS data, 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"/> PIMS Highly Qualified Teacher Report<br><input type="checkbox"/> Emergency Certificates for all teachers not HQ |                     | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/1/2014 3:02:30 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           At the beginning of the 13/14 SY, CCA had 2 teachers who were not HQT. Since then, one of the teachers passed her PRAXIS and the other one has been removed from teaching the class. PDE was sent our HQT plan.         </td> </tr> </tbody> </table> | District Comments | 4/1/2014 3:02:30 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>At the beginning of the 13/14 SY, CCA had 2 teachers who were not HQT. Since then, one of the teachers passed her PRAXIS and the other one has been removed from teaching the class. PDE was sent our HQT plan. |
| District Comments   |                                     |                          |                          |   |                     |   |                   |   |
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| <p>1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <p><input checked="" type="checkbox"/> List of teachers not highly qualified with Individualized Professional Development Plan for each.</p>                                    |  | <table border="1"> <tr> <th data-bbox="1377 43 1984 94"><b>District Comments</b></th> </tr> <tr> <td data-bbox="1377 94 1984 516"> <p>4/11/2014 2:52:44 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           According to the most recent NHQT PIMS report, all of our Core Content teachers are HQ for the 13/14 SY. At the beginning of the 13/14 SY, CCA had 2 teachers who were not HQT. Since then, one of the teachers passed her PRAXIS and the other one has been removed from teaching the class. PDE was sent our HQT plan.</p> </td> </tr> <tr> <th data-bbox="1377 516 1984 566"><b>Monitor Comments</b></th> </tr> <tr> <td data-bbox="1377 566 1984 812"> <p>6/5/2014 12:46:02 PM<br/>           Monitor Diane Hallinan<br/>           The HQT Individualized Professional Development Plan was completed for one staff member; all professional staff are now HQ.</p> </td> </tr> </table> | <b>District Comments</b> | <p>4/11/2014 2:52:44 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           According to the most recent NHQT PIMS report, all of our Core Content teachers are HQ for the 13/14 SY. At the beginning of the 13/14 SY, CCA had 2 teachers who were not HQT. Since then, one of the teachers passed her PRAXIS and the other one has been removed from teaching the class. PDE was sent our HQT plan.</p> | <b>Monitor Comments</b> | <p>6/5/2014 12:46:02 PM<br/>           Monitor Diane Hallinan<br/>           The HQT Individualized Professional Development Plan was completed for one staff member; all professional staff are now HQ.</p> |
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| <p>2. All instructional paraprofessionals working in a Title I program are highly qualified.</p>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> <p><input type="checkbox"/> List of paraprofessionals &amp; their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment</p> |  | <table border="1"> <tr> <th data-bbox="1377 821 1984 872"><b>District Comments</b></th> </tr> <tr> <td data-bbox="1377 872 1984 1084"> <p>4/1/2014 2:53:47 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           CCA does not have any Title I paraprofessionals.</p> </td> </tr> <tr> <th data-bbox="1377 1084 1984 1135"><b>Monitor Comments</b></th> </tr> <tr> <td data-bbox="1377 1135 1984 1271"> <p>6/5/2014 12:46:50 PM<br/>           Monitor Diane Hallinan<br/>           This LEA does not employ paraprofessionals.</p> </td> </tr> </table>  | <b>District Comments</b> | <p>4/1/2014 2:53:47 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           CCA does not have any Title I paraprofessionals.</p>  | <b>Monitor Comments</b> | <p>6/5/2014 12:46:50 PM<br/>           Monitor Diane Hallinan<br/>           This LEA does not employ paraprofessionals.</p>   |
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| <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date</p>                               |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"> <p>4/11/2014 2:55:04 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           Parent can view the teacher's certification area, years of experience and prior teaching background through the Education Management System (Connexus). We can demonstrate this at our monitoring visit.</p> </td> </tr> </tbody> </table>   | District Comments | <p>4/11/2014 2:55:04 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           Parent can view the teacher's certification area, years of experience and prior teaching background through the Education Management System (Connexus). We can demonstrate this at our monitoring visit.</p> |                  |   |
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| <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"/> | <p><input checked="" type="checkbox"/> Copy of Right-to-Know Non-HQT letter and evidence of distribution date, if applicable, or undated if not applicable</p> |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"> <p>4/11/2014 2:55:51 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           All of our Core teachers are HQ for the 13/14 SY. A letter is ready if needed.</p> </td> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">Monitor Comments</th> </tr> <tr> <td style="padding: 2px;"> <p>6/5/2014 12:47:20 PM<br/>           Monitor Diane Hallinan<br/>           All teachers are Highly Qualified. Template for letter is on file.</p> </td> </tr> </tbody> </table> | District Comments | <p>4/11/2014 2:55:51 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           All of our Core teachers are HQ for the 13/14 SY. A letter is ready if needed.</p>   | Monitor Comments | <p>6/5/2014 12:47:20 PM<br/>           Monitor Diane Hallinan<br/>           All teachers are Highly Qualified. Template for letter is on file.</p> |
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## II. Parent Involvement

| Component II: Parent Involvement  |                                     |                          |                          |   |                     |  |
|---|-------------------------------------|--------------------------|--------------------------|---|---------------------|--|
| <b>The LEA and schools meet parental involvement requirements.</b>  |                                     |                          |                          |   |                     |  |
| Sec. 1118(a)-(h)<br>Sec. 1111(c)(14)<br>Sec. 1111(d)<br>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 reviewed and updated annually.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> LEA parent involvement policy<br><input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions, sign-in sheets.<br><input checked="" type="checkbox"/> Website posting. |                     | <b>District Comments</b><br>4/11/2014 2:57:33 PM<br>Director of Family Services and Federal Programs<br>Amy Boyd<br>Parent Involvement Policy is posted on the CCA Policy message board. Parents have the ability to reply with their input of the policy. |
| 2. Schools receiving Title I funds have a written Parent Involvement Policy/Plan aligned with the District policy and evidence that it is updated annually and has been distributed to parents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School parent involvement policy<br><input checked="" type="checkbox"/> Parent meeting agenda, memoranda, revisions, sign-in sheets<br><input checked="" type="checkbox"/> Website posting      |                     | <b>District Comments</b><br>4/11/2014 2:58:05 PM<br>Director of Family Services and Federal Programs<br>Amy Boyd<br>Since we are a charter school, we are both the LEA and school.   |

| <p>3. Schools receiving Title I funds have a written school-parent compact and evidence that it has been updated annually and has been distributed to parents</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-parent compact</li> <li><input checked="" type="checkbox"/> Staff-parent meeting agenda</li> <li><input checked="" type="checkbox"/> Evidence of distribution</li> </ul> |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>4/11/2014 4:05:17 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>The School Parent Compact has been discussed at the Parent Advisory Council Meeting. CCA parents are able to see the compact on the Title I policy message board. They are also able to see a live lesson recording that explains the compact. Parents are able to reply to the message board posting with their feedback. In addition, each learning coach must sign the Learning Coach agreement upon enrolling in the school.</p> </td> </tr> </tbody> </table>  | District Comments | <p>4/11/2014 4:05:17 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>The School Parent Compact has been discussed at the Parent Advisory Council Meeting. CCA parents are able to see the compact on the Title I policy message board. They are also able to see a live lesson recording that explains the compact. Parents are able to reply to the message board posting with their feedback. In addition, each learning coach must sign the Learning Coach agreement upon enrolling in the school.</p>  |
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| <p>4. Title I schools hold an annual meeting to inform parents of participating students about Title I program</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I meeting agenda, sign-in sheets</li> </ul>   |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>4/11/2014 4:08:46 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>CCA has an annual Parent Advisory Council Meeting where the Title I program is discussed. This year the meeting consisted of a series of live lessons where we discussed the Parent Involvement Policy, School Parent Compact, and the Schoolwide plan. The links to the live lesson recordings are placed on the Title I Policy message board where parents have the ability to reply with their comments. The PI policy, Schoolwide Plan, and the School Parent Compact are also posted in the Parent Resources section of the Virtual library.</p> </td> </tr> </tbody> </table> | District Comments | <p>4/11/2014 4:08:46 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>CCA has an annual Parent Advisory Council Meeting where the Title I program is discussed. This year the meeting consisted of a series of live lessons where we discussed the Parent Involvement Policy, School Parent Compact, and the Schoolwide plan. The links to the live lesson recordings are placed on the Title I Policy message board where parents have the ability to reply with their comments. The PI policy, Schoolwide Plan, and the School Parent Compact are also posted in the Parent Resources section of the Virtual library.</p> |
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| <p>5. Title I schools have provided assistance to parents in understanding the States 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.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets</p>                                    |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:10:40 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>This topic is covered during our Learning Coach Outreach Sessions. In addition, information regarding the SPP and Common Core is posted on the Title I message board and in the Parent Resources section of the virtual library.</p> </td> </tr> <tr> <th style="background-color: #cccccc; text-align: center;">Monitor Comments</th> </tr> <tr> <td> <p>6/5/2014 12:49:52 PM<br/>           Monitor Diane Hallinan</p> <p>This LEA provides parents with many opportunities to learn about a variety of topics including: assessments; instructional strategies; standards; time management; and character education.</p> </td> </tr> </table> | District Comments | <p>4/11/2014 4:10:40 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>This topic is covered during our Learning Coach Outreach Sessions. In addition, information regarding the SPP and Common Core is posted on the Title I message board and in the Parent Resources section of the virtual library.</p>   | Monitor Comments | <p>6/5/2014 12:49:52 PM<br/>           Monitor Diane Hallinan</p> <p>This LEA provides parents with many opportunities to learn about a variety of topics including: assessments; instructional strategies; standards; time management; and character education.</p> |
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| <p>6. Title I schools have provided materials and training to help parents work with their children to improve achievement, such as literacy and technology training.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, sign-in sheets, etc.</p> |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:12:41 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>At each LCOS, the parents are given paper copies of all presentations. All newly enrolled learning coaches are offered face-to-face technology training during the Summer months. In addition, teachers and parents work together to improve achievement through live lessons and phone calls.</p> </td> </tr> </table>  | District Comments | <p>4/11/2014 4:12:41 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd</p> <p>At each LCOS, the parents are given paper copies of all presentations. All newly enrolled learning coaches are offered face-to-face technology training during the Summer months. In addition, teachers and parents work together to improve achievement through live lessons and phone calls.</p> |                  |  |
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| <p>7. Title I schools 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 schools.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input checked="" type="checkbox"/> Staff meeting agendas and sign-in sheets</p>   |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:16:44 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd<br/>           An effort is made. The format of a cyber school limits face to face contacts. Parent meetings are not always attended by each individual student's teacher. The staff is not always aware of cultural differences. In July of 2013, Jim Littlejohn was brought in to speak to our Family Mentors about how to interact with families of varied economic classes.</p> </td> </tr> </table>  | District Comments | <p>4/11/2014 4:16:44 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd<br/>           An effort is made. The format of a cyber school limits face to face contacts. Parent meetings are not always attended by each individual student's teacher. The staff is not always aware of cultural differences. In July of 2013, Jim Littlejohn was brought in to speak to our Family Mentors about how to interact with families of varied economic classes.</p> |                  |  |
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| <p>8. Title I schools have coordinated and integrated parent involvement programs and activities with other programs (Head Start, public preschools, parent resource centers, early childhood programs), to encourage and support parents in more fully participating in the education of their children, and parents have participated in the development of the Transition Plan.</p>  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Transition Plan<br/> <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events, etc.<br/> <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets</p> |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:19:15 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd<br/>           CCA is a cyber charter school. Kindergarten teachers encourage both their students and parents to attend live lessons to help acclimate the student to Kindergarten.</p> </td> </tr> <tr> <th style="background-color: #cccccc; text-align: center;">Monitor Comments</th> </tr> <tr> <td> <p>6/5/2014 12:52:13 PM<br/>           Monitor Diane Hallinan<br/>           Meetings are held to assist with transitions for new students prior to the beginning of the school year. Family Mentors continue the ongoing help throughout the school year.</p> </td> </tr> </table> | District Comments | <p>4/11/2014 4:19:15 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd<br/>           CCA is a cyber charter school. Kindergarten teachers encourage both their students and parents to attend live lessons to help acclimate the student to Kindergarten.</p>   | Monitor Comments | <p>6/5/2014 12:52:13 PM<br/>           Monitor Diane Hallinan<br/>           Meetings are held to assist with transitions for new students prior to the beginning of the school year. Family Mentors continue the ongoing help throughout the school year.</p> |
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| <p>9. Title I schools have sent information related to school and parent programs to parents in a format and language the parents could understand.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <p><input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.</p>  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:21:50 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd<br/>           CCA is able to translate documents into Spanish as needed. CCA has a family mentor who works with our Spanish-Speaking families via phone and webmail.</p> </td> </tr> </table>  | District Comments | <p>4/11/2014 4:21:50 PM<br/>           Director of Family Services and Federal Programs<br/>           Amy Boyd<br/>           CCA is able to translate documents into Spanish as needed. CCA has a family mentor who works with our Spanish-Speaking families via phone and webmail.</p>   |                  |  |
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| <p>10. Title I schools have provided full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant students.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Parent meeting agendas</p> <p><input checked="" type="checkbox"/> Documentation shared or distributed</p>                      |  | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:23:47 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>This is written in the parent involvement policy. All Learning Coaches are invited to attend one of the outreach sessions we hold across the state.</p> </td> </tr> </table>   | District Comments | <p>4/11/2014 4:23:47 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>This is written in the parent involvement policy. All Learning Coaches are invited to attend one of the outreach sessions we hold across the state.</p>   |
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| District Comments   |                                     |                          |                          |   |  |   |                   |   |
| <p>4/11/2014 4:23:47 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>This is written in the parent involvement policy. All Learning Coaches are invited to attend one of the outreach sessions we hold across the state.</p>   |                                     |                          |                          |   |  |   |                   |   |
| <p>11. Title I schools have informed parents about the existence of a parent resource center, if one exists. (Federal regulations do not require a parent resource center.)</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools and/or website postings</p> |  | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:26:24 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>The list of resources is found in the parent resources section of the virtual library. Every parent has access to this list and the resources available. Additionally, the parents are notified of the PRC during each learning coach outreach session.</p> </td> </tr> </table> | District Comments | <p>4/11/2014 4:26:24 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>The list of resources is found in the parent resources section of the virtual library. Every parent has access to this list and the resources available. Additionally, the parents are notified of the PRC during each learning coach outreach session.</p> |
| District Comments   |                                     |                          |                          |   |  |   |                   |   |
| <p>4/11/2014 4:26:24 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>The list of resources is found in the parent resources section of the virtual library. Every parent has access to this list and the resources available. Additionally, the parents are notified of the PRC during each learning coach outreach session.</p> |                                     |                          |                          |   |  |   |                   |   |
| <p>12. Title I schools conducted an annual evaluation of the effectiveness of school parental involvement activities.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Copy of annual parent survey and/or parent/teacher conference evaluation and collated results</p>                              |  | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td> <p>4/11/2014 4:28:07 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>Parent surveys are given after each outreach session. Parents are given a copy of each presentation along with an agenda of the session activities.</p> </td> </tr> </table>   | District Comments | <p>4/11/2014 4:28:07 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>Parent surveys are given after each outreach session. Parents are given a copy of each presentation along with an agenda of the session activities.</p>   |
| District Comments   |                                     |                          |                          |   |  |   |                   |   |
| <p>4/11/2014 4:28:07 PM</p> <p>Director of Family Services and Federal Programs<br/>Amy Boyd</p> <p>Parent surveys are given after each outreach session. Parents are given a copy of each presentation along with an agenda of the session activities.</p>   |                                     |                          |                          |   |  |   |                   |   |

## VII. Schoolwide Programs

| Component VII: Schoolwide Programs   |                                     |                          |                          |  |                     |   |                   |   |
|--|-------------------------------------|--------------------------|--------------------------|--|---------------------|---|-------------------|---|
| <p><b>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.</b></p> <p><b>Sec. 1114</b></p> <p><input type="checkbox"/> <b>If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.</b></p> |                                     |                          |                          |  |                     |   |                   |   |
| 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 the schoolwide program and requirements.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Evidence of the planning process and technical assistance<br><input checked="" type="checkbox"/> Planning meeting agendas<br><input checked="" type="checkbox"/> Planning Team roster and calendar of meetings.<br><input type="checkbox"/> Program evaluation results |                     | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/11/2014 4:33:18 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           The Schoolwide plan is updated annually and discussed at the Parent Advisory Council Meeting. The live lesson recording is placed on the Title I policy message board for parent feedback.         </td> </tr> </tbody> </table> | District Comments | 4/11/2014 4:33:18 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>The Schoolwide plan is updated annually and discussed at the Parent Advisory Council Meeting. The live lesson recording is placed on the Title I policy message board for parent feedback. |
| District Comments  |                                     |                          |                          |  |                     |   |                   |   |
| 4/11/2014 4:33:18 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>The Schoolwide plan is updated annually and discussed at the Parent Advisory Council Meeting. The live lesson recording is placed on the Title I policy message board for parent feedback.  |                                     |                          |                          |  |                     |   |                   |   |

| <p>2. All Schoolwide schools:</p> <ul style="list-style-type: none"> <li>• Have completed a needs assessment,</li> <li>• Have developed schoolwide reform strategies,</li> <li>• Are using highly qualified staff to deliver instruction,</li> <li>• Are sending high-quality teachers to high-need schools</li> <li>• Have high-quality and ongoing professional development,</li> <li>• Have parent involvement</li> <li>• Have a Pre-K to Kindergarten Transition Plan for preschool children, if applicable</li> <li>• Consider teacher input when making assessment decisions</li> <li>• Provide effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic standards</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Copy of Schoolwide Plan   |  | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>           6/5/2014 12:53:41 PM<br/>           Monitor Diane Hallinan<br/>           The Schoolwide Plan contains all of the essential elements as indicated. Review is ongoing during the school year.         </td> </tr> </tbody> </table>                        | Monitor Comments  | 6/5/2014 12:53:41 PM<br>Monitor Diane Hallinan<br>The Schoolwide Plan contains all of the essential elements as indicated. Review is ongoing during the school year.                       |
|--|-------------------------------------|--------------------------|--------------------------|---|--|--|-------------------|--|
| Monitor Comments   |                                     |                          |                          |   |  |  |                   |  |
| 6/5/2014 12:53:41 PM<br>Monitor Diane Hallinan<br>The Schoolwide Plan contains all of the essential elements as indicated. Review is ongoing during the school year.   |                                     |                          |                          |   |  |  |                   |  |
| <p>3. LEA has indicated which program funds have been consolidated in the schoolwide program, if applicable, and how the intent and purposes of the individual consolidated programs are addressed.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Financial reports<br><br><input type="checkbox"/> Documentation of uses of any consolidated funds |  | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/11/2014 5:09:02 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           We do not consolidate finds since we are required to report out separately to the Comptroller Office.         </td> </tr> </tbody> </table> | District Comments | 4/11/2014 5:09:02 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>We do not consolidate finds since we are required to report out separately to the Comptroller Office. |
| District Comments  |                                     |                          |                          |   |  |  |                   |  |
| 4/11/2014 5:09:02 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>We do not consolidate finds since we are required to report out separately to the Comptroller Office.   |                                     |                          |                          |   |  |  |                   |  |

## VIII. Targeted Assistance

| Component VIII: Targeted Assistance   |                          |                          |                          |   |                     |          |  |
|---|--------------------------|--------------------------|--------------------------|---|---------------------|----------|--|
| <b>The LEA targeted assistance programs meet all requirements.</b>  |                          |                          |                          |   |                     |          |  |
| Sec. 1115   |                          |                          |                          |   |                     |          |  |
| <input checked="" type="checkbox"/> <b>If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.</b>  |                          |                          |                          |   |                     |          |  |
| Requirements  | Met                      | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments |  |
| <p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> <li>• Scientifically-based, high-quality supplemental resources</li> <li>• Using effective instructional methods and strategies that strengthen the core academic program and are aligned to the resources</li> <li>• Minimizing the removal of students from the regular classroom during regular school times</li> <li>• Primary consideration to providing supplemental learning time</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> List of supplemental materials<br><br><input type="checkbox"/> Identification of scientifically-based instructional models based on current best practices<br><br><input type="checkbox"/> Title I staff and eligible student schedules<br><br><input type="checkbox"/> Benchmark data and formative assessment data of Title I students |                     |          |  |
| <p>2. LEA promotes the integration of staff supported by Title 1 into the regular school program and assures that targeted assistance program planning coordinates with and supports the regular education program.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Documentation of regular team meetings, agendas sign-in sheets, minutes, etc.<br><br><input type="checkbox"/> Professional development schedules<br><br><input type="checkbox"/> Meeting agendas, sign-in sheets   |                     |          |  |

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

## 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.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Consolidated application Selection of Schools section showing ranking chart and per pupil expenditures   |                     |          |
| 2. LEA has procedures for provision of services to eligible children attending nonpublic school officials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing services provided to nonpublic students   |                     |          |
| 3. Consultation occurred between LEA and nonpublic officials   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials<br><input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools |                     |          |
| 4. LEA regularly supervises the provision of Title I services to nonpublic students                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Nonpublic school visitation documentation by district or IU  |                     |          |
| 5. LEA is evaluating the Title I program serving nonpublic school students.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Evaluation data<br><input type="checkbox"/> Needs assessment survey form and collated results<br><input type="checkbox"/> Assessment data  |                     |          |

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

## X. Comparability

| Component X: Comparability  |                          |                          |                                     |  |                     |  |
|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| <b>The LEA complies with the comparability provisions of Title I.</b>   |                          |                          |                                     |  |                     |  |
| Sec. 1120A(c)   |                          |                          |                                     |  |                     |  |
| <input type="checkbox"/> <b>If the LEA is exempt from Comparability requirements, this section can be skipped.</b><br><b>For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.</b> |                          |                          |                                     |  |                     |  |
| Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
| 1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Detailed Data Sheet<br><input type="checkbox"/> Support data housed at the LEA (individual school lists of per pupil expenditures)<br><input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) |                     | <div style="text-align: center;"><b>District Comments</b></div> 4/11/2014 5:11:18 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA is exempt from Comparability requirements. <div style="text-align: center;"><b>Monitor Comments</b></div> 6/5/2014 12:54:34 PM<br>Monitor Diane Hallinan<br>The Commonwealth Connections Academy is exempt from comparability requirements. |

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### Comments

The Commonwealth Connections Academy Charter School is in compliance with Title I program regulations. Instructional interventions and support are provided to students through a tiered-model that addresses a wide variety of student needs. Standards, instruction, assessments, professional development, and family engagement are all aligned to maximize student achievement and success.

# 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)&amp;(3) and Section 2141 (a)</i>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> PIMS Highly Qualified Teacher Report<br><input checked="" type="checkbox"/> Principal Attestation for all Title I schools (PDE Form 425)<br><input checked="" type="checkbox"/> HQT Individual Professional Development Plans prepared for each teacher who is not highly qualified |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/11/2014 5:15:03 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           At the beginning of the school year, two of our teachers were not HQ. The HQT plan was sent to PDE. Since then one of the teachers has been removed from teaching the subject and the other one has passed the PRAXIS. CCA is currently 100% HQT.</p>                                    |
| 2. LEA ensures equitable distribution of experienced and HQ teachers between and within the district's schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Equity Plan<br><input type="checkbox"/> Documentation of annual review of Equity Plan<br><input type="checkbox"/> Teachers are reassigned, if applicable<br><input type="checkbox"/> Changes to union contract are made, if applicable   |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/11/2014 5:16:02 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           CCA is the LEA and school. We only have one building.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/6/2014 1:37:13 PM<br/>           Monitor Diane Hallinan<br/>           Commonwealth Connections Academy is a charter school that operates as one building.</p> |

## Professional Development

| Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|--|-------------------------------------|--------------------------|--------------------------|---|---------------------|---|
| 3. The LEA conducts an assessment of local needs for professional development and hiring, student academic needs and the academic achievement gap as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Copy of district professional development needs assessment and collated results   |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>5/2/2014 11:55:44 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           Needs assessment survey results are available</p>   |
| 4. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets   |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/16/2014 10:53:30 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           School Improvement Team, Parent Advisory Council meeting</p>   |
| 5. The LEA professional development activities are based on the needs assessment and designed to improve student academic achievement and eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(1)(B)</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> List of professional development activities aligned to needs assessment and district Comprehensive Plan (if LEA has completed the Comprehensive Plan) |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/16/2014 10:55:17 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           Professional Development Calendar, In-service activities, Professional Learning Community Resources, Professional development Training catalog</p> |
| 6. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&amp;B)</i>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Attendance rosters  |                     |   |

## Class Size Reduction

| Requirements   | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|--|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|---|
| 7. The LEA targets funds to schools that have the lowest portion of highly-qualified teachers; have the largest average class size; or are Priority or Focus schools. <i>Section 2122 (b)(3)</i> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Class rosters with HQ Teacher status<br><input type="checkbox"/> Class size data before and after class-size reduction teacher added<br><input type="checkbox"/> Focus/Priority school status<br><input type="checkbox"/> Consolidated application Selection of Schools ranking page.<br><input type="checkbox"/> Title II budget |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/16/2014 11:14:39 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           We are a charter school and only have one building.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/6/2014 1:36:38 PM<br/>           Monitor Diane Hallinan<br/>           Commonwealth Connections Academy is a charter school that operates as one building.</p> |
| 8. The LEA utilizes highly-qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Class-size reduction teacher rosters<br><input checked="" type="checkbox"/> PIMS Highly-Qualified Teacher report  |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/16/2014 11:15:41 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           We are a charter school and only have one building. All of our teachers are HQ.</p>  |

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## Comments

Commonwealth Connections Academy utilizes Title IIA funds for professional development. Program requirements are in compliance.

# 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Content curriculum alignment<br><br><input type="checkbox"/> Lesson plans |  |          |
| 2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Professional development proof  | Agendas, sign-in sheets, training schedule, Act 48 credit hour<br><br><input type="checkbox"/> Agendas<br><input type="checkbox"/> Sign-in Sheets<br><input type="checkbox"/> Training Schedule<br><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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> LEA database records of LEP students and assessment scores<br><input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT).   | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator  | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> PSSA results for the LEP subgroup (grades 3-8 and 11)   | <input type="checkbox"/> LEA database records<br><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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> Copy of the improvement plan within Getting Results                       |                     |          |
| 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 type="checkbox"/> | <input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent. |                     |          |

## 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copy of LEP System Report<br><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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Student records and grades<br><input type="checkbox"/> ACCESS for ELLs Score Report data<br><input type="checkbox"/> PSSA Score Report data<br><input type="checkbox"/> District AMAO Status Reports<br><input type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research |  |          |
| <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<br/>           b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies.<br/>           c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency<br/>           d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers<br><input type="checkbox"/> Completion of eGrant System subgrantee professional development activities  | <input type="checkbox"/> Agenda<br><input type="checkbox"/> Training schedule<br><input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Title III application<br><br><input type="checkbox"/> A record of students being served<br><br><input type="checkbox"/> The type of programs being implemented |                     |          |

## 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 type="checkbox"/> | <input type="checkbox"/> Title III application<br><input type="checkbox"/> A record of students being served<br><input type="checkbox"/> The type of programs being implemented |                     |          |

## 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> Parent letter for AMAO status   | <input type="checkbox"/> Use of Transact for translations |          |
| 4. Parental participation and outreach provisions   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Parent participation policies are distributed to parents on a regular basis<br><input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copy of signed rider and application   |                     |          |
| <p>2. The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III.</p> <p>The LEA/Consortia provides:</p> <p>a. Policies and procedures for provision of services to eligible children attending private schools</p> <p>b. Third party contract(s)</p> <p>c. Copies of local application and budgets that document appropriate set asides (LEA)</p> <p>d. Evidence that consultation occurred between LEA and private school officials</p> <p>e. Evidence that private school children and teachers are receiving equitable services</p> <p>f. Evidence that the LEA is evaluating the Title III program serving private school students</p> <p>g. Evidence the LEA regularly supervises the provision of Title III services to private school children</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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. |                     |          |
| 3. The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.  | <input 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 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. |   |          |
| 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Student Progress Reports<br><input type="checkbox"/> Teacher Reports<br><input type="checkbox"/> PDE Sample post-monitoring tool (available spring 2009) |                     |          |

# Component XI: Fiscal Requirements

| Description   | Requirements  | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments  |
|---|---|-------------------------------------|--------------------------|--------------------------|--|---------------------|---|
| <p><b>A. Audits</b></p> <p><b>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.</b></p> <p><b>OMB Circular A-87</b></p> | 1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Two most recent audit reports (federal programs only)<br><input type="checkbox"/> LEA response to findings.<br><input type="checkbox"/> PDE follow-up review of findings.<br><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/17/2014 2:57:44 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           Single Audit reports for year ended 2012 and 2011. Also see the reviewed Federal Monitoring document from 2011.</p> |
| <p><b>B. Carryover</b></p> <p><b>The LEA complies with the carryover provisions of Title I.</b></p> <p><b>Sec. 1127</b></p>   | 1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application Carryover section<br><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter   |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/17/2014 2:35:58 PM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           CCA did not utilize carryover for the 13/14 SY. Please see Title I budget section on egrants for Title I</p>        |
| <p><b>C. Rank Order</b></p>   |   |                                     |                          |                          |  |                     |   |

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation                                | Additional Evidence | Comments  |
|--|--|-----|---------|-----|---|---------------------|---|
| <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113<br/>34 CFR Part 200 §200.77-§200.78</p> | <p>1. The LEA is only serving eligible schools that have been ranked from highest to lowest without regard to grade spans and all schools above 75% poverty are served</p> | ☐   | ☐       | ☑   | <p>☐ Consolidated Application Selection of Schools ranking grid</p> |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/10/2014 12:31:36 PM<br/>Director of Family Services and Federal Programs Amy Boyd<br/>CCA is a school with grades k-12 as one building. All funding stays within the entire school.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/6/2014 1:39:54 PM<br/>Monitor Diane Hallinan<br/>Commonwealth Connections Academy is a charter school that operates as one building with a Schoolwide Title I Program.</p> |
|  | <p>2. Allocations to each eligible school in the Consolidated Application ranking grid and the per pupil allocations match</p>   | ☐   | ☐       | ☑   | <p>☐ Title I budget for each school</p>                             |                     | <p style="text-align: center;"><b>District Comments</b></p> <p>4/10/2014 12:33:35 PM<br/>Director of Family Services and Federal Programs Amy Boyd<br/>CCA is a school with grades k-12 as one building. All funding stays within the entire school.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/6/2014 1:39:59 PM<br/>Monitor Diane Hallinan<br/>Commonwealth Connections Academy is a charter school that operates as one building with a Schoolwide Title I Program.</p> |

| Description  | Requirements   | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation                               | Additional Evidence | Comments   |                   |  |                  |  |
|--|--|--------------------------|--------------------------|-------------------------------------|--|---------------------|--|-------------------|--|------------------|--|
|  | 3. Pre-kindergarten children are excluded from the poverty count of any school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> PIMS Report on Economically Disadvantaged |                     | <table border="1"> <thead> <tr> <th data-bbox="1558 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1558 180 2003 391">4/10/2014 12:33:43 PM<br/>Director of Family Services and Federal Programs Amy Boyd<br/>We do not offer a preK program at CCA.</td> </tr> <tr> <th data-bbox="1558 391 2003 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1558 440 2003 651">6/6/2014 1:40:39 PM<br/>Monitor Diane Hallinan<br/>Commonwealth Connections Academy does not offer Pre-K programs.</td> </tr> </tbody> </table> | District Comments | 4/10/2014 12:33:43 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>We do not offer a preK program at CCA. | Monitor Comments | 6/6/2014 1:40:39 PM<br>Monitor Diane Hallinan<br>Commonwealth Connections Academy does not offer Pre-K programs. |
| District Comments  |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |
| 4/10/2014 12:33:43 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>We do not offer a preK program at CCA. |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |
| Monitor Comments   |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |
| 6/6/2014 1:40:39 PM<br>Monitor Diane Hallinan<br>Commonwealth Connections Academy does not offer Pre-K programs.             |  |                          |                          |                                     |  |                     |  |                   |  |                  |  |

| Description  | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Additional Evidence | Comments  |
|--|---|-------------------------------------|--------------------------|-------------------------------------|---|---------------------|---|
| <b>D. Supplement / Supplant</b><br><br><b>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.</b><br><br><b>Sec. 1114</b><br><b>Sec. 1115</b><br><b>Sec. 1116</b><br><b>Sec. 1120A</b> | 1. LEA approved budget and records of expenditures of Title funds at the district level match.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Title I A and D, Title II and Title III budgets<br><br><input type="checkbox"/> LEA budget<br><br><input checked="" type="checkbox"/> Statement of Expenditures for Title I A and D, Title II and Title III     |                     | <b>District Comments</b><br><br>4/17/2014 3:19:52 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>Statement of Allocations and expenditures for Title IA and Title IIA   |
|  | 2. For Schoolwide Programs - Expenditures verify that funds have not supplanted non-federal resources   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Statement of federal, state and local allocations for past two years<br><br><input checked="" type="checkbox"/> Federal expenditures match SWP activities<br><br><input checked="" type="checkbox"/> MOE letter |                     | <b>District Comments</b><br><br>4/17/2014 3:12:24 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>Maintenance of fiscal effort, Schoolwide program activities encompasses all expenditures.  |
|  | 3. For Targeted Assistance Programs - Expenditures meet the statutory requirements and are supplemental in nature and do not supplant non-federal resources | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Building level Title I budgets and statement of allocations and expenditures for current year  |                     | <b>District Comments</b><br><br>4/17/2014 3:11:05 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA operates a School-wide Program.<br><br><b>Monitor Comments</b><br><br>6/6/2014 1:41:25 PM<br>Monitor Diane Hallinan<br>Commonwealth Connections Academy operates a Title I Schoolwide Program. |

| Description   | Requirements  | Met | Not Met | N/A | Suggested Evidence of Implementation  | Additional Evidence   | Comments  |
|---|---|-----|---------|-----|---|---|---|
| <b>E. Equipment and Related Property</b><br><br><b>OMB Circular A-87</b><br><b>EDGAR 80.32</b>  | 1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased (\$1500 or more per unit) and Small and Attractive Items (\$300 - \$1499)  | ☑   | ☐       | ☐   | ☑ Inventory list of items purchased with Title I A and D, Title II and Title III  |   | <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> 4/18/2014 8:23:50 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA has an equipment inventory list on file. Title I was recently used to purchase 2 speakers to be used during parent outreach.  |
|   | 2. LEA has conducts a physical inventory of all items every two years   | ☑   | ☐       | ☐   | ☑ Documentation that physical inventory has been done within the last two years   | <b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul> | <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> 4/17/2014 3:25:51 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA has an equipment inventory list. All equipment is reimaged every June and on an as needed basis. CCA equipment is kept in a locked closet in our Mid-Town office. CCA recently purchased 2 speakers for use during our parent outreaches. Please see the receipt. |
| <b>F. Compliance to Reservations</b><br><br><b>The LEA complies with requirements regarding the reservation of funds. Sec. 1113</b><br><b>Sec. 1116</b><br><b>Sec. 1118</b> | 1. LEA has reserved funds necessary to provide services comparable to those provided to students in Title I funded schools to homeless students in non-Title I schools, to neglected students in local institutions, and if appropriate, to neglected or delinquent students in community day schools and delinquent students in local institutions | ☑   | ☐       | ☐   | ☑ Consolidated Application Reservation of Funds page<br>☑ Consolidated Application Title I budget<br>☐ Statement of expenditures for homeless, neglected or delinquent students | <b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> </ul>  | <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> 4/18/2014 8:31:40 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>Student Activities Fund would be used in the event we would need to serve homeless students.  |

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments  |                   |   |                  |  |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---------------------|---|-------------------|---|------------------|--|
|   | 2. LEA has reserved an amount equal to 20% of its Title I allocation for Priority and/or Focus schools' interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page<br><br><input type="checkbox"/> Statement of expenditures for interventions |                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1560 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1560 180 2003 427">           4/18/2014 8:28:25 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           CCA was not required to set aside 20% of funding this year as this is a planning year.         </td> </tr> <tr> <th data-bbox="1560 427 2003 475" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1560 475 2003 714">           6/6/2014 1:42:22 PM<br/>           Monitor Diane Hallinan<br/>           As a Focus School in the planning year, Commonwealth Connections Academy this set-aside was not required.         </td> </tr> </tbody> </table> | District Comments | 4/18/2014 8:28:25 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA was not required to set aside 20% of funding this year as this is a planning year. | Monitor Comments | 6/6/2014 1:42:22 PM<br>Monitor Diane Hallinan<br>As a Focus School in the planning year, Commonwealth Connections Academy this set-aside was not required. |
| District Comments   |   |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| 4/18/2014 8:28:25 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA was not required to set aside 20% of funding this year as this is a planning year. |   |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| Monitor Comments  |   |                          |                          |                                     |  |                     |   |                   |   |                  |  |
| 6/6/2014 1:42:22 PM<br>Monitor Diane Hallinan<br>As a Focus School in the planning year, Commonwealth Connections Academy this set-aside was not required.                  |   |                          |                          |                                     |  |                     |   |                   |   |                  |  |

| Description   | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Additional Evidence | Comments   |                   |   |
|---|--|-------------------------------------|--------------------------|--------------------------|--|---------------------|--|-------------------|---|
|   | 3. LEAs receiving more than \$500,000 in Title I funds have reserved 1% of the allocation for parent involvement and have distributed a minimum of 95% of those funds to the schools. Distribution of less than 95% requires parent approval | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Procedure for allocation of at least 95% to schools<br><input checked="" type="checkbox"/> Title I budget<br><input checked="" type="checkbox"/> Statement of parent involvement expenditures by school<br><input checked="" type="checkbox"/> Invoices supporting parent involvement expenditures<br><input type="checkbox"/> Minutes of meetings showing parents agree to allow a portion of their school's parent involvement funding to remain with the LEA |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1558 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1558 180 2003 602">           4/18/2014 8:35:24 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           The Title I parent Involvement activities are in our Parent Involvement Policy. The policy is discussed at our annual PAC meeting. This year CCA set aside 3.2% for use on PI. CCA is one school so all funding stays within the one school.         </td> </tr> </tbody> </table> | District Comments | 4/18/2014 8:35:24 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>The Title I parent Involvement activities are in our Parent Involvement Policy. The policy is discussed at our annual PAC meeting. This year CCA set aside 3.2% for use on PI. CCA is one school so all funding stays within the one school. |
| District Comments   |  |                                     |                          |                          |  |                     |  |                   |   |
| 4/18/2014 8:35:24 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>The Title I parent Involvement activities are in our Parent Involvement Policy. The policy is discussed at our annual PAC meeting. This year CCA set aside 3.2% for use on PI. CCA is one school so all funding stays within the one school. |  |                                     |                          |                          |  |                     |  |                   |   |
| <b>G. Obligating Funds</b>  | 1. LEA began obligating funds on or after the programs' approved date  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date   |                     | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1558 940 2003 989" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1558 989 2003 1265">           4/18/2014 8:57:08 AM<br/>           Director of Family Services and Federal Programs Amy Boyd<br/>           Approval letter and the first of the expenditures reflect that funds were obligated after the program start date.         </td> </tr> </tbody> </table>   | District Comments | 4/18/2014 8:57:08 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>Approval letter and the first of the expenditures reflect that funds were obligated after the program start date.  |
| District Comments   |  |                                     |                          |                          |  |                     |  |                   |   |
| 4/18/2014 8:57:08 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>Approval letter and the first of the expenditures reflect that funds were obligated after the program start date.  |  |                                     |                          |                          |  |                     |  |                   |   |

| Description                  | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Additional Evidence | Comments   |
|------------------------------|---|-------------------------------------|--------------------------|-------------------------------------|--|---------------------|--|
| <b>I. Time Documentation</b> | 1. LEA maintains semi-annual certifications for all employees funded 100% from a single cost objective  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Semi-annual time certifications  |                     | <b>District Comments</b><br>4/18/2014 9:20:16 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>Please see the Semi-Annual certifications.  |
|                              | 2. LEA maintains time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules<br><input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval |                     | <b>District Comments</b><br>4/10/2014 12:36:11 PM<br>Director of Family Services and Federal Programs Amy Boyd<br>CCA does not have prorated staff paid out of Title I.<br><b>Monitor Comments</b><br>6/6/2014 1:43:03 PM<br>Monitor Diane Hallinan<br>This LEA does not utilize pro-rated staff.  |
| <b>J. Record Retention</b>   | 1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |  |                     | <b>District Comments</b><br>4/18/2014 9:44:00 AM<br>Director of Family Services and Federal Programs Amy Boyd<br>We have records maintained since 2007-2008 since that was the first year CCA received Title I funding. You will be able to see the locked storage closet at the monitoring visit. |

%>

## Comments

Fiscal records for Commonwealth Connections Academy were very thorough and well-organized.

## Personnel Interviews

| <b>Building</b>                                 | <b>Date</b> | <b>Staff Member Interviewed</b> | <b>Staff Member Position</b>                     |
|---|-------------|---------------------------------|--|
| Commonwealth Connections Academy Charter School | 6/4/2014    | Amy Boyd                        | Director of Federal Programs and Family Services |
| Commonwealth Connections Academy Charter School | 6/4/2014    | Jessica Renninger               | Parent, Family Mentor                            |
| Commonwealth Connections Academy Charter School | 6/4/2014    | Lincoln Butler                  | Student  |
| Commonwealth Connections Academy Charter School | 6/4/2014    | Michelle Midgley                | Parent   |
| Commonwealth Connections Academy Charter School | 6/4/2014    | Wendy Maletta                   | Parent   |