

HOPE for Hyndman CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

130 School Drive
Hyndman, PA 15545
(814)709-9019

Phase:
CEO Name:
CEO E-mail address:

Phase 2
Aiko Malynda Maurer
mmaurer@hyndmancharterschool.org

Governance and Staff

Leadership Changes

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

New board members started August 2013. Mrs. Amy Leydig resigned on February 20, 2014 and was replaced by Ron Scritfield on February 27, 2014. Mrs. Jody Emerick's term ended and she was replaced by Mr. Jerry Leydig, who was sworn in on June 17, 2013.

Board of Trustees Meeting Schedule

Location	Date and Time
HOPE for Hyndman Charter School - Water Street Office	7/25/2013 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	8/29/2013 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	9/26/2013 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	10/31/2013 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	11/21/2013 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	12/18/2013 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	1/30/2014 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	2/27/2014 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	3/27/2014 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	4/24/2014 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	5/29/2014 6:30 PM
HOPE for Hyndman Charter School - Water Street Office	6/17/2014 6:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00				1.00
Principal	1.00	1.00				1.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	26.00	23.00			5.00	
Specialty Teacher (including Master Teachers)	4.00	4.00				
Special Education Teacher (including Master Teachers)	4.00	4.00		1.00	1.00	
Special Education Coordinator	1.00					
Counselor	2.00	2.00				
Psychologist						
School Nurse	1.00	1.00				
Totals	40.00	36.00	0	1.00	6.00	2.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

The HOPE for Hyndman Charter School Fundraising Committee, uses several programs and various fundraisers, to raise money, each year. We have an annual candy bar sale and an annual Donkey Basketball game. There are also several other fundraisers ran throughout the year but they vary from year to year. They include things like: clothing sales, hoagie sales, talent shows and fundraising dinners. We also receive money from programs the Hyndman PTO runs including but not limited to Box Tops for Education and the Martin's Bonus Card Program. All money raised from fundraisers goes into the Student Activities Fund at HHCS. We also participate in programs such as: Labels for Education and Coke Rewards and we receive merchandise through these programs. The items we receive are used for gym classes, art classes and we also receive some general school supplies. In the coming year we will be working with the new established HHCS Education Association and most of the schools fundraising will be handled by this group.

Fiscal Solvency Policies

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

There were no changes.

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)

Files uploaded:

- Fiscal Solvency Policies.docx

Accounting System

Changes to the accounting system the charter school uses:

Hope for Hyndman Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. The accounting firm that works with the school is revising the school's chart of accounts to further align the account codes with the state chart of accounts. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

XLS file uploaded.

Financial Audits

Basics

Audit Firm: Young, Oakes, Brown, & Company, P.C.
 Date of Last Audit: 10/17/2013
 Fiscal Year Last Audited: 2012-13

Explanation of the Report

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

The audit for the 2013-14 school year has not yet been completed; however, it is in progress.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

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

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 04/15/2015
 School Year Reviewed: 2014-15

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

No file has been uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

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

Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Inclusion Facilitator	HHCS	1
Inclusion Facilitator	HHCS	0.5
Inclusion Facilitator	HHCS	1
Inclusion Facilitator	HHCS	1
Special Education Coordinator	HHCS	1
Special Education Director	HHCS	0.3

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Hearing	7 Hours	Intermediate Unit	10 or fewer
Occupational	4 Hours	Outside	10 or fewer

Theraphy		Contractor	
Social Worker	1 Days	Intermediate Unit	16
Speech	2 Days	Intermediate Unit	13

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

12/18/2013

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

Capital expenditures for the year were not significant, consisting of computer equipment, leasehold improvements, furniture, and vehicle expenditures totaling approximately \$45,000.

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

\$45,000.00

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:

The school is interested in purchasing a vacant school building from the Bedford Area School District. Acquisition of the facility would require additional renovation and FF&E expenditures.

Memorandums of Understanding

Organization	Purpose
Pennsylvania State Police	To establish a universal protocol for response by the Pennsylvania State Police to incidents that occur at HOPE for Hyndman Charter School, which is within the jurisdiction of the Pennsylvania State Police.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Angela Coughenour on 7/31/2014

President, Board of Trustees

Affirmed by Aiko Malynda Maurer on 7/31/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Angela Coughenour on 7/31/2014

President, Board of Trustees

Affirmed by Aiko Malynda Maurer on 7/31/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Angela Coughenour on 7/31/2014

President, Board of Trustees

Affirmed by Aiko Malynda Maurer on 7/31/2014

Chief Executive Officer

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Albright, Christa	Yes	Elementary K-6 / Level 1	K	Grade K		100%	0%
2	Beegle, Andrew	Yes	Mathematics 7-12 / Level 1	9-12	Mathematics		100%	0%
3	Bent, Bryan	Yes	Health and Physical Education K-12 / Level 1	9-12	Physical Education and Health		100%	0%
4	Callihan, Daniell	Yes	Elementary K-6 / Level 1	4	Grade 4		100%	0%
5	Casteel, Amanda	Yes	General Science 7-12 / Level 1	7-9	Physical Science, Environmental Science, Earth Science		100%	0%
6	Clapp, Jennifer	Yes	Elementary K-6 / Level 1	6	Grade 6		100%	0%
7	Claycomb, Brenton	Yes	Art K-12 / Level 1	K-12	Art		100%	0%
8	Dague, Melissa	Yes	Elementary K-6, Mid-level English / Level 2	K-7	Elementary Reading, Elementary Phys Ed, 7th grade social studies		100%	0%
9	Dawson Chelsea	Yes	Elementary K-6 / Level 1	K-1	Grades K and 1		100%	0%
10	Difebo, Brooke	Yes	Elementary K-6 / Level 1	2-3	Grades 2 and 3		100%	0%
11	Dull, Kayley	Yes	Reading Specialist K-12 / Level 1	K-6	Reading intervention		100%	0%
12	Elder, Sara	Yes	General Science 7-12, Biology 7-12 / Level 1, Chemistry / Emergency	9-12	Biology and Chemstry		100%	0%
13	Emerick, Joey	Yes	Elementary (K-6) and Secondary (7-12)Counselor / Level 1	K-7	Counselor		100%	0%
14	Emerick, Marcy	Yes	Social Studies 7-12 / Level 1	9-12	History and Social Studies		100%	0%
15	Fabian, Jerry	Yes	Health and Physical Education K-12, Technology Education K-12 / Emergency	6-12	Physical education and Industrial Arts		100%	0%
16	Feight, Elizabeth	Yes	Mid-Level Mathematics 7-9 / Level 2	7-9	Mathematics		100%	0%
17	Hahn, Karen	Yes	Special Education N-12 / Level 2	K-6	Elementary Special Education		100%	0%
18	Haines, Twyla	Yes	Business K-12, Mathematics 7-12 / Level 1	6-12	Computers, Technology, and Mathematics		100%	0%
19	Hamm, Jennifer	Yes	Special Education N-12 and Mathematics 7-12 / Level 2	7-9	Middle School Special Education and Mathematics		100%	0%

20	Hetzer, Jennie	Yes	Special Education N-12 / Level 1	10-12	High School Special Education		100%	0%
21	Horrell, Laura	Yes	Elementary K-6 / Level 1	5	Grade 5		100%	0%
22	Jacobs, Tim	Yes	English 7-12 / Level 1	8-10	English		100%	0%
23	Leap, Caroline	Yes	Music K-12 / Level 1	K-12	Music, Band, and Chorus		100%	0%
24	Leiderman, Stephanie	Yes	English 7-12 / Level 1	9-12	English		100%	0%
25	Leighty, Christy	Yes	Elementary K-6 / Level 1	2	Grade 2		100%	0%
26	Leondard, Shelly	Yes	Elementary K-6 / Level 1	1	Grade 1		100%	0%
27	Leydig, Zane	Yes	Library K-12, English 7-12 / Emergency	K-12	Library, Journalism, Yearbook		100%	0%
28	Maurer, Aiko	Yes	Secondary Principal	9-12	Principal		100%	0%
29	May, Erich	Yes	Elementary and Secondary Principal	K-12	Principal		100%	0%
30	Morrissey, Geraldine	Yes	Special Education N-12 / Level 2	10-12	High School Special Education		100%	0%
31	Rose, Jennifer	Yes	Special Education N-12 / Level 1	7-9	Middle School Special Education		100%	0%
32	Sams, Whitney	Yes	School Nurse K-12 / Level 1	K-12	Nurse		100%	0%
33	Sheldon, Tori	Yes	Elementary K-6 / Level 1	3	Grade 3		100%	0%
34	Smith, Brittany	Yes	Elementary K-6 / Level 1	4-5	Grades 4 and 5		100%	0%
35	Speicher, Jenna	Yes	Elementary (K-6) and Secondary (7-12) Counselor / Level 1	6-12	Counselor		100%	0%
36	Wisnewski, Jackie	No		8-10	Social Studies		0%	100%
37								
38								
39								

Total Number of Administrators (do not include CEO) __1____
Total Number of Teachers __31____ Counselors __2____ School Nurses __1____ Others __1____
Total Number of Professional Staff __36____

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

Name of School: Hope for Hyndman Charter School School

Address of School: 130 School Drive, Hyndman, PA 15545

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	
	6520	Dividends on Investments	
	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	61,920.00
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	49,257.25
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	22,903.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	2,804,475.00
	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	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	

	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260		
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	6,036.00
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	7,477.54
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID	
+	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	145,521.00
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	1,101.00
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	2,208.00
	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	164,322.00
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	57,303.00
	8520	Vocational Education	
	8530	Child Nutrition Program	134,354.00
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER	
	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	
8700		ARRA Title 1	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			3,456,877.79

ANNUAL REPORT
OF
HOPE FOR HYNDMAN CHARTER SCHOOL
BEDFORD COUNTY, PENNSYLVANIA

FOR THE YEAR ENDED JUNE 30, 2013

CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	1 - 2
Required Supplementary Information Management's Discussion and Analysis	3 - 5
Basic Financial Statements	
Government-Wide Financial Statements	
Statement of Net Position	6
Statement of Activities	7
Fund Financial Statements	
Governmental Funds	
Balance Sheet	8
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	9
Statement of Revenues, Expenditures, and Changes in Fund Balances	10
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities	11
Notes to Financial Statements	12 - 20
Required Supplementary Information	
Budgetary Comparison Schedule - General	21
Notes to Budgetary Comparison Schedule	22
Communication with Those Charged With Governance at the Conclusion of the Audit	23 - 25

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Hope for Hyndman Charter School
130 School Drive
Hyndman, Pennsylvania 15545

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

Management's Responsibility for the Financial Statements

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

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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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 each major fund of the Hope for Hyndman Charter School, as of June 30, 2013, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 through 5 and 21 to 22 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.

Young, Baker, Brown & Company, P.C.

**HOPE FOR HYNDMAN CHARTER SCHOOL
MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2013**

This section of the Hope for Hyndman Charter School's annual financial report provides a discussion and analysis of the School's financial performance during the fiscal year ending June 30, 2013. This discussion and analysis should be read in conjunction with the School's accompanying financial statements, which immediately follow this section.

Financial Highlights

- The School's total net position, governmental activities, were \$794,752 at the end of the second year of operation. This represents an increase of \$43,217 from the prior year ending Net Position, after considering a Prior Period Adjustment of (\$55,659).

Overview of the Financial Statements

This annual report consists of three parts: management's discussion and analysis (this section), the basic financial statements and required supplementary information. The basic financial statements include two kinds of statements, which present different views of the School. The first two statements are School-wide financial statements that provide both short-term and long-term information about the School's overall financial status. The remaining statements are fund financial statements that focus on individual parts of the School, reporting the School's operations in more detail than the School-wide statements. The governmental funds statements indicate how basic services such as regular and special education were financed in the short term as well as indicate future spending plans.

The financial statements also include notes that explain some of the information in the statements, as well as provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the School's budget for the year.

Figure A-1 summarizes the major features of the School's financial statements. The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

Figure A-1

Major Features of the School-wide and Fund Financial Statements		
	School-wide Statements	Fund Financial Statements
		Governmental Funds
Scope	Entire School (except fiduciary funds)	Activities of the School that is not proprietary or fiduciary, such as general operating and capital projects.
Required financial statements	<ul style="list-style-type: none"> • Statement of net position • Statement of activities 	<ul style="list-style-type: none"> • Balance sheet • Statement of revenues, expenditures, and changes in fund balances
Accounting Basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, short-term and long-term.	Generally assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or long-term liabilities included.
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid.	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable.

School-wide Statements

The School-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two School-wide statements report the School's net position and how they have changed. Net position – the difference between the School's assets and liabilities – are one way of measuring the School's financial health or position. Over time, increases or decreases in the School's net position are an indicator of whether its financial position is improving or deteriorating. To assess the School's overall health, to non-financial factors, such as changes in the School's revenue base and the condition or need for improvements or expansion to existing school facilities, are considered.

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.

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.

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.

Financial Analysis of the School's Governmental Activities

- The School's governmental activities net position for the fiscal year ending on June 30, 2013 are \$794,752. This was the school's second year of operations.

	Governmental Activities	
	2013	2012, as adjusted
Current and other assets	\$ 1,145,081	\$ 922,509
Capital Assets	115,316	60,459
Total Assets	\$ 1,260,397	\$ 982,968
Long-term debt outstanding	10,979.00	27,743.00
Other liabilities	454,666	203,690
Total Liabilities	\$ 465,645	\$ 231,433
Net Position		
Invested in capital assets, net of related debt	115,316	\$ 60,459
Restricted for capital projects	-	-
Unrestricted	679,436	691,076
Total Net Position	\$ 794,752	\$ 751,535

- The School's financial position is the product of many factors. Per pupil revenue from local school districts represents approximately 79% of all revenues. Salaries and Benefits represented approximately 60% of all expenditure. The school experiences a lower than industry average expense for facility rent/debt service due to a \$1.00 per year lease on their facility. The school added a lease for additional administrative office during the 2012-2013 year at a nominal expense.

Changes in Net Assets from Operating Results		
	Governmental Activities	
	2013	2012, as adjusted
General Revenues		
Local	\$ 3,123,130	\$ 3,144,235
State and federal aid	555,862	205,263
Other	25,755	12,711
Total Revenues	<u>\$ 3,704,747</u>	<u>\$ 3,362,209</u>
Expenses:		
Instruction	2,055,732	1,560,631
Instructional support	1,036,386	770,644
Non-instructional services	568,146	278,138
Other	1,266	1,261
Total Expenses	<u>3,661,530</u>	<u>2,610,674</u>
Increase (Decrease) in Net Position	<u>\$ 43,217</u>	<u>\$ 751,535</u>

Capital Asset and Debt Administration

Capital Assets

At June 30, 2013, the School's governmental activities had investments of \$115,316 in building and improvements, computers, and equipment. More detailed information about capital assets can be found in the notes to the financial statements.

Long-term Debt

The school does not carry any material long term debt.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per-student subsidy provided by local educational agencies, will remain consistent. The projected student enrollment for 2013-2014 will be consistent with 2012-2013. The school also anticipates a slight increase in per pupil revenue from local school districts.

Future Events that will financially Impact the School

Hope for Hyndman Charter School will continue exploring options for purchasing their current facility along with an adjacent school building. Acquiring an additional building would increase the school's capacity for student enrollment.

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 Chief Executive Officer, Hope for Hyndman Charter School, 130 East School Drive, Hyndman, PA 15545.

HOPE FOR HYNDMAN CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2013

	<u>Governmental Activities</u>
 <u>ASSETS</u>	
<u>Current Assets</u>	
Cash and Cash Equivalents	\$ 733,982
Due from Other Governments	375,613
Prepaid Expenses	<u>35,486</u>
Total Current Assets	\$1,145,081
 <u>Capital Assets</u>	
Capital Assets of \$144,619, Net of Accumulated Depreciation of \$29,303	<u>\$ 115,316</u>
TOTAL ASSETS	<u>\$1,260,397</u>
 <u>LIABILITIES</u>	
<u>Current Liabilities</u>	
Accounts Payable	\$ 144,675
Accrued Salaries and Benefits	206,060
Payroll Deductions and Withholdings	<u>103,931</u>
Total Current Liabilities	\$ 454,666
 <u>Non-Current Liabilities</u>	
Capital Lease Obligation - Current	\$ 3,097
Capital Lease Obligation - Non-Current	<u>7,882</u>
Total Non-Current Liabilities	\$ 10,979
Total Liabilities	<u>\$ 465,645</u>
 <u>Net Position</u>	
Invested in Capital Assets, Net of Related Debt	\$ 115,316
Unrestricted	<u>679,436</u>
Total Net Position	<u>\$ 794,752</u>

See Accompanying Notes and Independent Auditor's Report

HOPE FOR HYNDMAN CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

			Net (Expense) Revenue and Program Revenues Changes in Net Assets
<u>Functions/Programs</u>	<u>Expenses</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
<u>Governmental Activities</u>			
Instruction	\$2,055,732	\$3,391,399	\$1,335,667
Pupil Personnel	16,564	0	(16,564)
Instructional Staff	164,842	0	(164,842)
Administration	480,759	0	(480,759)
Pupil Health	33,157	1,607	(31,550)
Business	89,016	0	(89,016)
Operation and Maintenance of Plant Services	252,048	0	(252,048)
Food Service	310,403	215,267	(95,136)
Student Activities	257,743	70,719	(187,024)
Interest on Long-Term Debt	<u>1,266</u>	<u>0</u>	<u>(1,266)</u>
Total Governmental Activities	<u>\$3,661,530</u>	<u>\$3,678,992</u>	<u>\$ 17,462</u>
 <u>General Revenues</u>			
General Contributions			\$ 19,228
Other General Revenues			<u>6,527</u>
Total General Revenues			<u>\$ 25,755</u>
Change in Net Position			<u>\$ 43,217</u>
<u>Net Position</u> – Beginning			\$ 807,194
Prior Period Adjustment			(<u>55,659</u>)
<u>Net Position</u> – Beginning (Restated)			<u>\$ 751,535</u>
<u>Net Position</u> – Ending			<u>\$ 794,752</u>

See Accompanying Notes and Independent Auditor's Report

HOPE FOR HYNDMAN CHARTER SCHOOL
 BALANCE SHEET
 GOVERNMENTAL FUNDS
 JUNE 30, 2013

**General
Fund**

ASSETS

Cash and Cash Equivalents	\$ 733,982
Due from Other Governments	375,613
Prepaid Expenses	<u>35,486</u>
TOTAL ASSETS	\$1,145,081

LIABILITIES AND FUND BALANCES

Liabilities

Accounts Payable	\$ 144,675
Accrued Salaries and Benefits	206,060
Payroll Deductions and Withholdings	<u>103,931</u>
Total Current Liabilities	<u>\$ 454,666</u>

Fund Balances

Unassigned	\$ 654,929
Nonspendable	<u>35,486</u>
Total Fund Balance	<u>\$ 690,415</u>

TOTAL LIABILITIES AND FUND BALANCES	\$1,145,081
--	--------------------

See Accompanying Notes and Independent Auditor's Report

HOPE FOR HYNDMAN CHARTER SCHOOL
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
YEAR ENDED JUNE 30, 2013

Total Fund Balances – Governmental Funds	\$690,415
Amounts reported for governmental activities in the statement of net assets are different because:	
Capital assets of \$144,619, net of accumulated depreciation of \$29,303, are not financial resources and, therefore, are not reported in the funds.	115,316
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds.	(<u>10,979</u>)
Total Net Position – Governmental Activities	<u>\$794,752</u>

See Accompanying Notes and Independent Auditor's Report

HOPE FOR HYNDMAN CHARTER SCHOOL
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
 GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED JUNE 30, 2013

	<u>General Fund</u>
<u>Revenues</u>	
<u>Local Sources</u>	
Food Service Revenue	\$ 77,528
Revenue from Student Activities	70,719
Contributions and Donations from Private Sources	19,228
Receipts from Other Local Educational Agencies in Pennsylvania	2,974,883
All Other Local Revenues Not Specified	6,527
<u>State Sources</u>	
Subsidy for Milk, Lunch and Breakfast Program	11,269
Revenue for Retirement Payments	118,348
<u>Federal Sources</u>	
NCLB, Title IV- 21 st Century Schools	80,915
Child Nutrition Program	128,077
IDEA	71,980
Title I	121,259
Title II	<u>24,014</u>
Total Revenues	<u>\$3,704,747</u>
<u>Expenditures</u>	
Current:	
Instruction	\$2,049,038
Support Services	1,021,792
Noninstructional Services	566,912
Capital Outlay:	
Instruction	50,379
Noninstructional Services	27,000
Debt Service (Principal and Interest)	<u>18,030</u>
Total Expenditures	<u>\$3,733,151</u>
Net Change in Fund Balances	<u>(\$ 28,404)</u>
<u>Fund Balance</u> - July 1, 2012	\$ 774,478
Prior Period Adjustment	(<u>55,659</u>)
<u>Fund Balance</u> - Restated – July 1, 2012	<u>\$ 718,819</u>
<u>Fund Balance</u> - June 30, 2013	<u><u>\$ 690,415</u></u>

See Accompanying Notes and Independent Auditor's Report

HOPE FOR HYNDMAN CHARTER SCHOOL
RECONCILIATION OF THE GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
TO THE STATEMENT OF ACTIVITIES
JUNE 30, 2013

Total Net Change in Fund Balances – Governmental Funds	(\$28,404)
Amounts reported for governmental activities in the statement of activities are different because:	
The repayment of the principal of long-term debt consumes the current financial resources of governmental funds. This transaction, however, affects net assets.	16,764
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 expense. This represents the amount by which capital outlays exceed depreciation expense in the current period.	<u>54,857</u>
Change in Net Position of Governmental Activities	<u>\$43,217</u>

See Accompanying Notes and Independent Auditor's Report

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

Note 1: Summary of Significant Accounting Policies

A. Description of Government-Wide Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all activities of the Charter School. *Governmental activities* normally are supported by intergovernmental revenues, and other nonexchange transactions.

B. Reporting Entity

The Hope for Hyndman Charter School operates under a seven-member Board of Trustees and provides instruction, support services, and certain non-instructional services. The Charter School operates one school in Bedford County, Pennsylvania. The Charter School operates under current standards prescribed by the Pennsylvania Department of Education in accordance with the provisions of the School Laws of Pennsylvania. The accompanying financial statements present only the Charter School.

The Hope for Hyndman Charter School is a not-for-profit organization but is reported as a governmental organization because it has one or more of the following characteristics:

- a. Popular election of officers or appointment (or approval) of a controlling majority of the members of the organization's governing body by officials of one or more state or local governments;
- b. The potential for unilateral dissolution by a government with the net assets reverting to a government; or
- c. The power to enact and enforce a tax levy.

As required by generally accepted accounting principles, these financial statements present the entity; and upon the application of accounting and legal criteria, the financial statements do not include any other organization since no potential component units exist.

C. Basis of Presentation - Government-Wide Financial Statements

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds. Separate financial statements are provided for governmental funds.

D. Basis of Presentation - Fund Financial Statements

The fund financial statements provide information about the Charter School's funds. The emphasis of fund financial statements is on the major governmental fund.

The Charter School reports the following major governmental fund:

- The *general fund* is the Charter School's primary operating fund. It accounts for all financial resources of the Charter School.

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013
(CONTINUED)

Note 1: Summary of Significant Accounting Policies (Continued)

E. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported 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 related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The 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 both 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 Charter School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures as well as expenditures related to claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

Entitlements are recorded as revenues when all eligibility requirements are met, including any time requirements, and the amount is received during the period or within the availability period for this revenue source (within 60 days of year-end). Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 60 days of year-end). All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

**F. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/
Fund Balance**

1. Cash and Cash Equivalents

The Charter School's cash and cash equivalents are considered to be cash on hand and demand deposits.

2. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

HOPE FOR HYNDMAN CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013
 (CONTINUED)

Note 1: Summary of Significant Accounting Policies (Continued)

F. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/
 Fund Balance (Continued)

3. Capital Assets

Capital assets, which include land, buildings, building improvements, equipment and improvements other than buildings are reported in the applicable governmental or business-type activities column in the government-wide financial statements. The Charter School defines capital assets as assets with an initial, individual cost of more than \$5,000 as well as individual items costing less than \$5,000, but purchased in the aggregate totaling \$10,000. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation.

The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Upon sale or retirement of land, buildings, and equipment, the cost and related accumulated depreciation, if applicable, are eliminated from the respective accounts and any resulting gain or loss is included in the results of operations.

Buildings, building improvements, equipment and improvements other than buildings of the Charter School are depreciated using the straight-line method over the following estimated lives:

<u>Assets</u>	<u>Years</u>
School Buildings	40 - 50
Interior Construction	25 - 30
HVAC Systems, Portable Classrooms, and Sprinkler/Fire System	20 - 25
Outdoor Equipment, and Furniture & Accessories	15 - 20
Kitchen Equipment, and Machinery & Tools	10 - 15
Audio Visual Equipment	7 - 10
Communication Equipment and Business Machines	5 - 10
Custodial Equipment	5 - 7
Computers and Copiers	3 - 5

4. Net Position Flow Assumption

Sometimes the Charter School will fund outlays for a particular purpose from both restricted (e.g., restricted grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted - net position and unrestricted - net position in the government-wide, a flow assumption must be made about the order in which the resources are considered to be applied.

It is the Charter School's policy to consider restricted - net position to have been depleted before unrestricted - net position is applied.

5. Fund Balance Flow Assumptions

Sometimes the Charter School will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013
(CONTINUED)

Note 1: Summary of Significant Accounting Policies (Continued)

F. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/
Fund Balance (Continued)

5. Fund Balance Flow Assumptions (Continued)

financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the Charter School's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

6. Fund Balance Policies

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The Charter School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

In the governmental fund financial statements, fund balances are classified as follows:

Nonspendable - amounts that cannot be spent because they are in a nonspendable form (e.g., inventory or prepaid expenses) or legally or contractually required to be maintained intact.

Restricted - amounts limited by (a) external parties, such as creditors, grantors, and donors, or (b) legislation, such as constitutional provisions or enabling legislation.

Committed - amounts limited by the Charter School's Board (e.g., encumbrances or future anticipated costs). The Charter School's Board establishes, modifies and rescinds commitments by passage of an ordinance or resolution, typically through the adoption and amendment of the budget.

Assigned - amounts that are intended for a particular purpose, such as a rate stabilization fund or segregation of an amount intended to be used at some time in the future. Assigned fund balance is established by the Charter School's Board through adoption or amendment of the budget as intended for a specific purpose, such as the purchase of capital assets, construction, debt service, or other purposes, or by an official or body to which the Charter School's Board delegates the authority.

Unassigned - amounts available for consumption or not restricted in any manner.

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013
(CONTINUED)

Note 1: Summary of Significant Accounting Policies (Continued)

G. Revenues and Expenditures/Expenses

1. Program Revenues

Amounts reported as program revenues include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. All internally dedicated resources are reported as general revenues rather than as program revenues.

2. Compensated Absences

Under the terms of personnel policies as contained in the employee handbook, employees of the Charter School are permitted to carryover any unused paid time off to the next school year. All non-administrative employees may acquire up to 30 days as banked paid time off. These benefits can be available for subsequent use. If an employee resigns or is terminated from the Charter School, any unused paid time off will be lost. Accumulated paid time off does not vest, and therefore, a liability for these amounts is not reported.

H. Encumbrances

Encumbrance accounting, under which purchase orders, contracts, and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation, is employed as an extension of formal budgetary integration of the general fund.

Encumbrances outstanding at year-end are reported as reservations of governmental fund balances since they do not constitute expenditures or liabilities.

There were no encumbrances outstanding as of June 30, 2013.

I. Income Taxes

The Hope for Hyndman Charter School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and did not conduct unrelated business activities. Therefore, the Hope for Hyndman Charter School has made no provision for federal income taxes in the accompanying financial statements.

J. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the use of management's estimates.

Note 3: Detailed Notes on All Activities and Funds

A. Cash Deposits With Financial Institutions

The Charter School's carrying amount of bank deposits at June 30, 2013 is \$733,982 and the bank balance is \$807,298. Of the bank balance, \$478,832 is covered by federal depository insurance and \$328,466 is uncollateralized.

HOPE FOR HYNDMAN CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013
 (CONTINUED)

Note 3: Detailed Notes on All Activities and Funds (Continued)

A. Cash Deposits With Financial Institutions (Continued)

Custodial credit risk for deposits is the risk that in the event of a bank failure, the Charter School's deposits may not be returned or the Charter School will not be able to recover collateral securities in the possession of an outside party. The Charter School's policy require that deposits be insured by the Federal Deposit Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral as provided by law shall be pledged by the depository and obligations of the United States of America, Commonwealth of Pennsylvania, or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

Investments

Investments, if any, are categorized into these three categories of credit risk:

1. Uncollateralized.
2. Collateralized by securities held by the pledging financial institution.
3. Collateralized by securities held by the pledging financial institution's department or agent, but not in the School's name.

As of June 30, 2013, the School had no investments.

B. Capital Assets

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

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
<u>Governmental Activities</u>				
Capital Assets, being depreciated:				
Furniture and Equipment	\$67,240	\$77,379	\$0	\$144,619
Accumulated Depreciation for:				
Furniture and Equipment	(6,781)	(22,522)	0	(29,303)
Total Capital Assets, Being Depreciated, Net	\$60,459	\$54,857	\$0	\$115,316
	=====	=====	=	=====
<u>Depreciation Expense</u>				
Instructional Services				\$ 6,694
Administrative				4,128
Operation of Plant Maintenance				6,740
Student Activities				<u>4,960</u>
Total Depreciation Expense				\$ 22,522
				=====

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013
(CONTINUED)

Note 3: Detailed Notes on All Activities and Funds (Continued)

C. Retirement Plans

Defined Benefit Plans

The Charter School contributes to a governmental cost sharing multiple-employer defined benefit pension plans administered by the Public School Employees' Retirement Systems (PSERS). Benefit provisions of the plan are established under the provisions of the PSERS Code (the Code). The plan provides retirement and disability, legislatively mandated *ad hoc* cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. PSERS issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. That report may be obtained by writing to Beth Girman, Office of Financial Management, Public School Employees' Retirement Systems, 5 North Fifth Street, Harrisburg, Pennsylvania 17101-1905. This publication is also available on the Publications page of the PSERS website at www.psers.state.pa.us.

Funding Policy

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. Active members who joined the Public School Employees' Retirement System prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.50 percent (Membership Class T-D) of the member's qualifying compensation. Members who joined the Public School Employees' Retirement System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.50 percent (Membership Class T-D) of the member's qualifying compensation. Members who joined the Public School Employees' Retirement System after June 30, 2001 and before July 1, 2011, contribute at 7.50 percent (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002. Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.50% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.30% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.50% and 9.50% and Membership Class T-F contribution rate to fluctuate between 10.30% and 12.30%. Contributions required of employers are based upon an actuarial valuation. For the fiscal year ended June 30, 2013, the rate of employer's contribution was 12.36 percent of covered payroll. The 12.36 percent rate is composed of a pension contribution rate of 11.50 percent for pension benefits and .86 for healthcare insurance premium assistance.

The Charter School's contributions to the Public School Employees' Retirement Systems for the years ended June 30, 2013 and 2012 were \$184,278 and \$107,623, respectively, and employee contributions were \$129,182 and \$87,194, respectively. The Charter School's contributions were equal to the required contributions for each year.

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013
(CONTINUED)

Note 3: Detailed Notes on All Activities and Funds (Continued)

D. Risk Management

The Charter School is exposed to various risks of loss related to torts; workers' compensation; employee life; unemployment; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the Charter School carries commercial insurance.

E. Operating Leases

On July 19, 2011, the Charter School entered into a five-year lease for a facility in Hyndman, Pennsylvania, which will primarily support governmental activities. The total amount paid on this lease during the current year was \$1. The lease ends on July 31, 2016, with an annual rent of \$1. The Charter School has an automatic renewal term of an additional five years, upon the expiration of the initial term, unless the Charter School gives written notice that it is not exercising this renewal option. The renewal terms are the same as those of the initial lease.

In addition, on March 4, 2013, the Charter School entered into a month-to-month lease for additional administrative space in Hyndman, Pennsylvania, which will support governmental activities. Total monthly rent under this lease is \$400. The total amount paid on this lease during the current year was \$1,400.

F. Long-Term Liabilities

The following is a summary of changes in long-term debt and other liabilities for the fiscal year ended June 30, 2013:

<u>Governmental Activities</u>	<u>July 1, 2012</u>	<u>Increases</u>	<u>Decreases</u>	<u>June 30, 2013</u>	<u>Due Within One Year</u>
Private Debt	\$13,964	\$0	(\$13,964)	\$ 0	\$ 0
Capital Lease	<u>13,779</u>	<u>0</u>	<u>(2,800)</u>	<u>10,979</u>	<u>3,097</u>
Total	<u>\$27,743</u>	<u>\$0</u>	<u>(\$16,764)</u>	<u>\$10,979</u>	<u>\$3,097</u>

G. Capital Lease

On September 19, 2011, the Charter School entered into a five-year lease agreement for office equipment, with a monthly payment of \$339.

The Charter School's future minimum lease payments under the capital lease and the present value of the net minimum lease payments are as follows:

June 30, 2014	\$ 4,066
June 30, 2015	4,066
June 30, 2016	4,066
June 30, 2017	<u>678</u>
	\$12,876
Less: Amount Representing Interest	(<u>1,897</u>)
Present Value of Net Minimum Lease Payment	\$10,979
Less: Current Portion of Capital Lease Obligation	(<u>3,097</u>)
Long-Term Portion of Capital Lease Obligation	<u>\$ 7,882</u>

HOPE FOR HYNDMAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013
(CONTINUED)

Note 3: Detailed Notes on All Activities and Funds (Continued)

G. Capital Lease (Continued)

At June 30, 2013, the cost and accumulated depreciation of assets recorded under the capital lease were \$15,096 and \$5,302, respectively.

Unassigned Fund Balance

General Fund

\$654,929

H. On-Behalf Payments

The amount recognized from revenues and expenditures for on-behalf payments relative to retirement for the year ended June 30, 2013 was \$118,348.

I. Contingencies

The Charter School participates in various federal and state grant programs, the principal of which are subject to program compliance audits pursuant to the Single Audit Act as amended. Accordingly, the Charter School's compliance with applicable grant requirements will be established at a future date. The amount of expenditures which may be disallowed by the granting agencies cannot be determined at this time, although the Charter School anticipates such amounts, if any, will be immaterial.

J. Prior Period Adjustment

The Charter School had billed a Local Educational Agency for tuition for certain students at the special education rate as opposed to the regular education rate during the 2011-2012 school year. It was subsequently determined that these students should have been billed at the regular education rate for a portion of the year, due to the student's *Individualized Education Program (IEP)* not being approved as of when originally thought. This error was discovered during the year ended June 30, 2013, which reduces the Charter School's net position as reflected on the Statement of Net Position as of June 30, 2012 by \$55,659. In addition, Unassigned Fund Balance of the General Fund as reflected on the Balance Sheet-Governmental Fund as of June 30, 2012 was reduced by \$55,659.

K. Subsequent Events

Management has evaluated subsequent events through October 17, 2013, the date the financial statements were available to be issued, and determined that no significant subsequent events required disclosures.

HOPE FOR HYNDMAN CHARTER SCHOOL
 BUDGETARY COMPARISON SCHEDULE
 GENERAL
 FOR THE YEAR ENDED JUNE 30, 2013

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with</u>
	<u>Original</u>	<u>Final</u>	<u>(Budgetary</u>	<u>Final Budget</u>
			<u>Basis)</u>	<u>Positive</u>
				<u>(Negative)</u>
<u>Revenues</u>				
Local Sources	\$ 3,065,000	\$ 3,065,000	\$ 3,148,885	\$ 83,885
State Sources	105,550	105,550	129,617	24,067
Federal Sources	<u>292,000</u>	<u>292,000</u>	<u>426,245</u>	<u>134,245</u>
Total Revenues	<u>\$3,462,550</u>	<u>\$3,462,550</u>	<u>\$3,704,747</u>	<u>\$242,197</u>
<u>Expenditures</u>				
Regular Programs	\$1,607,440	\$1,607,440	\$1,613,632	(\$ 6,192)
Special Programs	360,381	360,381	334,641	25,740
Vocational Education Programs	151,000	151,000	151,143	(143)
Pupil Personnel Services	0	0	16,564	(16,564)
Instructional Staff Services	0	0	164,842	(164,842)
Administrative Services	312,264	312,264	476,633	(164,369)
Pupil Health	0	0	33,157	(33,157)
Business Services	77,500	77,500	89,016	(11,516)
Operation and Maintenance of Plant Services	641,272	641,272	245,308	395,964
Food Services	260,000	260,000	310,403	(50,403)
Student Activities	50,000	50,000	279,782	(229,782)
Short-Term Borrowing-Interest and Costs	<u>0</u>	<u>0</u>	<u>18,030</u>	<u>(18,030)</u>
Total Expenditures	<u>\$3,459,857</u>	<u>\$3,459,857</u>	<u>\$3,733,151</u>	<u>(\$273,294)</u>
Net Change in Fund Balances	<u>\$ 2,693</u>	<u>\$ 2,693</u>	<u>(\$ 28,404)</u>	<u>(\$ 31,097)</u>
<u>Fund Balances</u> – Beginning of Year	\$ 537,000	\$ 537,000	\$ 774,478	\$237,478
Prior Period Adjustment	<u>0</u>	<u>0</u>	(55,659)	(55,659)
<u>Fund Balance</u> - Restated – Beginning of Year	<u>\$ 537,000</u>	<u>\$ 537,000</u>	<u>\$ 718,819</u>	<u>\$181,819</u>
<u>Fund Balances</u> – End of Year	<u>\$ 539,693</u>	<u>\$ 539,693</u>	<u>\$ 690,415</u>	<u>\$150,722</u>

HOPE FOR HYNDMAN CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
NOTES TO BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2013

Budgetary Data

An operating budget is adopted each year for the general fund on a modified accrual basis of accounting.

The Pennsylvania School Code dictates specific procedures relative to adoption of the charter school's budget and reporting of its financial statements, specifically:

- The charter school is required to prepare an operating budget for the succeeding fiscal year.
- The board of trustees may make transfers of funds appropriated to any particular item of expenditure during the last nine months of the fiscal year. An affirmative vote of a majority of all members of the board is required.
- Fund balances in the budgetary reserve may be appropriated based on resolutions passed by the Board of Trustees, which authorize the charter school to make expenditures.
- Included in the general fund budget are program budgets as prescribed by the state and federal agencies funding the programs. These budgets are approved on a program-by-program basis by the state or federal funding agency.
- At the end of the year, any remaining amount in a budgeted item must be closed, as it is not permissible to carry the balance into the next year.
- The budget amounts shown in the financial statements are the final authorized amounts as revised during the year.

The expenditures of the School presented on the financial statements are classified by function.

Various functional expenditure categories exceeded the final budget, as did expenditures in total.

**COMMUNICATION WITH THOSE CHARGED WITH GOVERNANCE
AT THE CONCLUSION OF THE AUDIT**

To the Board of Trustees
Hope for Hyndman Charter School
130 School Drive
Hyndman, Pennsylvania 15545

We have audited the financial statements of the governmental activities and the major fund of the Hope for Hyndman Charter School for the year ended June 30, 2013. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 21, 2013. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Hope for Hyndman Charter School are described in Note 1 to the financial statements. We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the Hope for Hyndman Charter School's financial statements was:

Management's estimate of depreciation expense on capital assets is based on the estimated useful lives of the capital assets. We evaluated the key factors and assumptions used to develop the depreciation expense in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

COMMUNICATION WITH THOSE CHARGED WITH GOVERNANCE
AT THE CONCLUSION OF THE AUDIT
(CONTINUED)

Significant Audit Findings (Continued)

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 17, 2013.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

COMMUNICATION WITH THOSE CHARGED WITH GOVERNANCE
AT THE CONCLUSION OF THE AUDIT
(CONTINUED)

With respect to required supplementary information accompanying the financial statements, we applied certain limited procedures, 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.

This information is intended solely for the use of the Board of Hope for Hyndman Charter School and management of Hope for Hyndman Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Young, Baker, Brown & Company, P.C.

Fiscal Solvency Policies

Describe the policies used to maintain fiscal solvency.

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity on a monthly basis as related to the budget. Monthly reviews capture all balance sheet items, including accounts receivable and accounts payable.

January 31, 2014

Mrs. Malynda Maurer
CEO
HOPE for Hyndman CS
130 School Drive
Hyndman, Pa 15545

Dear Mrs. Maurer:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the HOPE for Hyndman CS the week of December 17, 2013.

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 HOPE for Hyndman CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 17, 2013, the HOPE for Hyndman CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective use of Dispute Resolution	0	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	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

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

2. FILE REVIEW (Student case studies)

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

The status of compliance of the HOPE for Hyndman 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	67	11	82
Evaluation/Reevaluation: Process and Content	146	1	653
Individualized Education Program: Process and Content	501	31	268
Procedural Safeguards: Process and Content	105	3	12
TOTALS	819	46	1015

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	244	5	89
Program Implementation: Special Ed Teacher Interviews	287	13	154
Program Implementation: Parent Interviews	209	14	100
TOTALS	740	32	343

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	64	0	13

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: HOPE for Hyndman CS

Chief Executive Officer: Mrs. Malynda Maurer

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Roxanne Oswald

Date of Report: January 31, 2014

Date Final Report Sent to LEA: January 31, 2014

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

First Visit Date: _____

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 1 1 3 2 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 0 3 3 1	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
6	4	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
10	0	0		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
11	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
1	0	10		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
11	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?			
11	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
9	0	2		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
11	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					7 2 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Demonstrates more concern for school work, the opportunity to collaborate with other students.</p> <p>Improved social skills, asks for help, volunteers in class.</p> <p>Top of math class, learning concepts, developing leadership by helping other students, on track where student needs to be.</p> <p>Homework, enthusiasm, participation.</p> <p>Peer interaction has increased academic performance.</p> <p>Participation has increased reading performance.</p> <p>Participating more.</p> <p>Working collaboratively, opportunity to work in groups.</p> <p>Participation, improved test scores.</p> <p>Homework assistance, motivation.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	2	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
7	0	3				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?			
3	3	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p> <p>To receive related services.</p> <p>Pulled to provide accommodations listed in specially designed instruction.</p> <p>Accommodation, specially designed instruction.</p>			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Based on identified need for services. Based on needs identified in present levels. Team decision.			
7	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?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
3	0	7				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	1	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
6	4	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
0	0	10				FR 159a. NOREP/Prior Written Notice was issued			
						PERMISSION TO REEVALUATE (File Reviews)			
1	0	9				FR 194. PTRE-Consent Form is present in the student file			
1	0	9				FR 195. Demographic data			
1	0	9				FR 196. Reason for reevaluation			
1	0	9				FR 197. Types of assessment tools, tests and procedures to be used			
1	0	9				FR 198. Contact person's name and contact information			
1	0	9				FR 199. Parent has selected a consent option			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
0	1	9			100%	FR 200a. NOREP/Prior Written Notice was issued			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
3	0	7				FR 201. Agreement to Waive Reevaluation is present in the student file			
2	1	7			33%	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)			
3	0	7				FR 203. Reason reevaluation is not necessary at this time is included			
3	0	7				FR 204. Contact person's name and contact information			
3	0	7				FR 205. Parent has selected a consent option			
3	0	7				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
7	0	3				FR 207. RR is present in the student file			
6	1	3			14%	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)			
3	4	3			57%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
7	0	3				FR 210. Demographic data			
6	0	4				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
6	0	4				FR 215. Current classroom based assessments and local and/or state assessments			
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
6	0	4				FR 220. Limited English proficiency			
7	0	3				FR 221. Conclusion regarding need for additional data is indicated			
7	0	3				FR 222. Reasons additional data are not needed are included			
6	0	4				FR 223. Determination whether the child has a disability and requires special education			
6	0	4				FR 224. Disability category(ies)			
6	0	4				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	0	4				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
0	0	10				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
7	0	3				FR 239. Documentation of Evaluation Team Participants			
6	0	4				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
8	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
4	0	3	2			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	8	1	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?			
0	0	10				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
7	3	0			30%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
8	2	0			20%	FR 244. Purpose(s) of the meeting			
5	4	1			44%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
5	0	5				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
6	3	1			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0	FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
9	1	0			10%	FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
9	1	0			10%	FR 263. Parents			
9	0	1				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
8	1	1			11%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	0	1				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	4	1			44%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
7	2	1			22%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
6	2	2			25%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
9	0	1				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
9	0	1				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
9	0	1				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 292c Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams or PASA)			
9	0	1				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
3	0	7				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			
3	0	7				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
7	3	0			30%	FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
7	3	0			30%	FR 305. Documentation of progress reporting on Annual Goals			
2	0	8				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
8	2	0			20%	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			
2	0	8				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			
4	0	6				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
8	0	2				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
8	0	2				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
1	0	9				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			
1	0	9				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	2	0			P 30. Was the meeting held at a time and location that was convenient for you?			
4	0	5	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?			
6	1	1	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you? No suggestion.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	1	1			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
9	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	1			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	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?			
3	0	7				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	1	7				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	8				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
9	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
5	1	4				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	2				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
1	0	9				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Receiving instruction from expert instructors, peer tutoring & socialization. High expectations for performance. Able to learn age appropriate materials, socialization. Group participation & encouragement from others. Exposed to same curriculum, more social interaction. Expert instruction, peer interaction, high expectations. Interaction with peers, mastery of general ed curriculum. Masters general ed curriculum, peer interaction. Subject matter expectations, peer tutors, high expectations. Exposed to regular curriculum, taught by same teachers, exposed to more social interaction. Socially accepted behaviors, group participation.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
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?			
					8 0 1 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					9 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	6				GE 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?			
1	2	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	9				GE 79c. If yes, what reasons were discussed for recommending removal? Receive related services.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on student's demonstrated need.			
5	0	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
8	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?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
4	0	4	1			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?			
5	1	0	3			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?			
5	1	0	3			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	2	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	7	2			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Based on identified need. Remove if student was having stress related issues. Need for academic tutoring. Need for academic tutoring. For testing. Not doing well. If it's needed.			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? No clue. Based on student's needs. Time needed for academic remediation. Time needed for academic remediation. As needed for testing. IEP team decision based on need. IEP team decided based on need.			
8	1	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Not sure. Socialization, student feels part of the class & tries harder. Moving forward, learning to be more independent. Student doesn't feel singled out. Academic improvement. Peer interaction has increased academic performance. Self-esteem & self-confidence = academic performance. Doesn't like special classes. Giving student the help needed.			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 1 0 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 1 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
9	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
9	1	0			10%	FR 328. NOREP/PWN is present in the student file			
9	0	1				FR 329. Demographic data			
9	0	1				FR 330. Type of action taken			
9	0	1				FR 331. A description of the action proposed or refused by the LEA			
9	0	1				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	0	1				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
9	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
9	0	1				FR 336. Educational placement recommended (including amount and type)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 337. Signature of school district superintendent or charter school CEO or designee			
8	1	1			11%	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.)			
7	2	1			22%	FR 339. Parent has selected a consent option			
9	0	1				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	7	2			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?			
						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.			
					7	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					6	Always			
					3	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 1 7	a. modifications g. staff open to suggestions, good communication n. other Receives more help. Teacher Help from teachers. Gets the help needed. Inclusion with minimum pullout works for my child. Student isn't afraid to ask for help. Help with needs.			
		6	1		1 1	P 67. Tell me anything you would like to change about the program. g. staff open to suggestions, good communication n. other More transition awareness & information.			
		0	0		2 2 4 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program. Better communication regarding child's progress & program. Talked with teachers & asked them to help child become more independent in completing work & help develop more self-confidence. Teacher is good. Good school & they provide extra help.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0		4 1	S 126. What kind of support are you currently receiving? a. Learning Support j. Other Pull out class.			
5	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 3 0 0 0	Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Likes biology. Food, sports, teachers try their best. Teacher assistance for academic improvement. Fellow students. Transition program.			
						S 130. What do you like least about the program? Nothing Student that don't care. I have no negatives about this place. Science Sit & take notes, boring.			
					4 1 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Gets help all the time. Teacher keeps me caught up on my work. Teacher helps me before I have to ask. Teacher helps me understand. Quiet, learn better due to less distraction.			
						S 133. What do you like least about the special education supports/services? Nothing Students don't listen when teacher tries to help them. No negatives about this place. I would like to see teacher more. No			
						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
					1 3 1 0 0	Too Much Enough A Little Not Enough Don't Know			
5	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Music activities & sports. Sports Sports Sports Sports			
						S 137. If no, why not			
5	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
3	1		1			S 139. Did you participate in the last IEP meeting? Other			
4	1		0			S 140. Do you have a post secondary transition program? Other			
5	0		0			S 141. Do you have an employment transition program? Other			
3	1		0			S 142. Do you have a community living transition program? Other I don't need help with this.			
5	0		0			S 143. Did you assist in the development of the transition program? Other			
5	0		0			S 144. Is that transition plan being followed? Other			
5	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		2 3	S 146. Which of the following agencies participate in your IEP development? e. None g. Don't Know			
1	1		1			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
4	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Scouts. I work. Babysit Community organized clubs.			
						S 151. If no, why not? I stay home so I can stay out of trouble.			
						S 152. Are there any other agencies that could help you within the community? No Don't know. Don't know. Some OVR.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			
						FSA 15A Parent Survey Results	The LEA will develop an improvement plan to address parent training.		
						FSA 19A Teacher Survey Results	The LEA will develop an improvement plan to address personnel training.		