

Khepera CS

**Charter Annual Report**

07/01/2013 - 06/30/2014

# School Profile

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## Demographics

144 W Carpenter Ln  
Philadelphia, PA 19119  
(215)843-1700

Phase:	Phase 2
CEO Name:	Verna Holmes
CEO E-mail address:	v.holmes@kheperacs.org

# Governance and Staff

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## *Leadership Changes*

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

During the 2013-2014 school year, Ms. Verna A. Holmes returned as the Principal for Khepera, the third year. This was Ms. Holmes' fourth year at Khepera, as she began as the Assistant Principal during her first year. The Principal is responsible for the academic programming at the school including, curriculum development, teacher evaluations, and professional development. Ms. Holmes has multiple years of experience as a school administrator. Furthermore, she has Pennsylvania Principal (K-12) and Computer Science (K-12) certifications. Principal Holmes has a strong background in curriculum implementation, subject integration, hands-on approaches and cooperative learning. She has served as a Dean of Students, School Based Teacher Leader, CSAP Case Manager, and Roster Chair person. She has a master's degree in Curriculum Development and has written curriculum for both high school and elementary education. Principal Holmes has a strong background in curriculum implementation through an individualized instructional plan. She has devised a process to ensure individual student success through the use of data-driven instruction. While teaching in an elementary school, Ms. Holmes was integral in supporting the needs of students by providing math and literacy instruction in the computer lab. She would teach lessons to support the students' needs based upon their data, thus supporting the classroom teacher's instructional plan.

Also during the 2013-2014 school year, Mr. Leroy Hall returned as the Assistant Principal for a second year. AP Hall holds an undergraduate degree in elementary education, and a Master degree in School Leadership from the University of Pittsburg. He has been an effective teacher of mathematics for over eight years and brings a wealth of experience and growth opportunities for the Khepera Charter School both in mathematics and overall academic areas.

## **Board of Trustees – 2014-2015 school year**

Name of Trustee	Office
Richard Isaac	Board President
Richard White	Treasurer
Barbara Guerrero	Secretary
Mellisa Watts	Recording Secretary

**During the 2013-2014 school year, two Board Members resigned from the Board of Trustees.**

## *Board of Trustees Meeting Schedule*

Location	Date and Time
144 W. Carpenter Lane	8/23/2013 1:00 PM
144 W. Carpenter Lane	10/19/2013 12:00 PM
144 W. Carpenter Lane	11/25/2013 6:00 PM
144 W. Carpenter Lane	1/18/2014 12:00 PM
144 W. Carpenter Lane	3/22/2014 12:00 PM
6610 Anderson Street	6/21/2014 12:00 PM
926 W. Sedgley Avenue	8/21/2014 6:00 PM
926 W. Sedgley Avenue	11/15/2014 12:00 PM
926 W. Sedgley Avenue	1/17/2015 12:00 PM
926 W. Sedgley Avenue	3/21/2015 12:00 PM
926 W. Sedgley Avenue	6/20/2015 12:00 PM

### *Professional Staff Member Roster*

*There are no professional staff members.*

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

*XLS 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	0.00					
Principal	1.00	1.00				1.00
Assistant Principal	1.00	1.00		1.00		
Classroom Teacher (including Master Teachers)	18.00	18.00				12.00
Specialty Teacher (including Master Teachers)	3.00	3.00				3.00
Special Education Teacher (including Master Teachers)	5.00	5.00				6.00

Special Education Coordinator	1.00	1.00								0.00	
Counselor		0.00	0.00							1.00	
Psychologist		1.00	1.00							0.00	
School Nurse			1.00	1.00						1.00	
Cultural Infusion Coordinator								1		1	
Totals								32	3	1	2
								.0	1	0	5
								0	0	0	0
								0	0	0	0

Further explanation:

During the 2013-2014 school year, Khepera had 18 regular education teachers, five special education teachers and three specialist teachers. Approximately 84% of our teachers were certified. The non-certified teachers taught the following subjects:

1. First Grade
2. Eighth Grade Math/Science
3. Seventh Grade Literacy/Social Studies (October 28-June)
4. Seventh Grade Math/Science
5. Fifth Grade Math/Science (January-June)

# Fiscal Matters

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## *Major Fundraising Activities*

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

Fundraising activities were performed by the parent association. They included activities such as candy sales and staff/student dress-down events. Estimated donations were \$10k. Similar activities are planned for FY 2014-2015.

## *Fiscal Solvency Policies*

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

There were no significant changes in fiscal policies for FY 2013-2014. It is expected that Khepera will continue to enhance the current policies and procedures.

### **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:**

- KCS Accounting Manual.pdf

## *Accounting System*

Changes to the accounting system the charter school uses:

There were no changes to the accounting system during FY 2013-2014. Khepera will continue to use Quickbooks software, and ensure that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Additionally, Khepera will continue to operate in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

## *Preliminary Statements of Revenues, Expenditures & Fund Balances*

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

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## *Financial Audits*

**Basics**

Audit Firm: Mitchell & Titus, LLP  
 Date of Last Audit: 06/30/2014  
 Fiscal Year Last Audited: 2012-2013

**Explanation of the Report**

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

*This narrative is empty.*

**Financial Audit Report**

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

*PDF file uploaded.*

**Citations**

Financial audit citations and the corresponding Charter School responses

Description	Response
Internal controls over financial statement closing procedures	Management has implemented a review process of the financial statements prior to submission to the auditors.

***Federal Programs Consolidated Review*****Basics**

Title I Status: Yes  
 Date of Last Federal Programs Consolidated Review: 03/28/2013  
 School Year Reviewed: 2012-2013

**Federal Programs Consolidated Review Report**

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

*PDF file uploaded.*

### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<b>Description</b>	<b>Response</b>
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# Special Education

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## *Chapter 711 Assurances*

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

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

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

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

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

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

## **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Classroom Assistant	144 W. Carpenter Lane and 6610 Anderson Street	5
Psychologist	144 W. Carpenter Lane and 6610 Anderson Street	1
Special Education Coordinator	144 W. Carpenter Lane and 6610 Anderson Street	1

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
Occupational Therapist	4 Hours	Outside Contractor	10 or fewer

Physical Therapy	30 Minutes	Outside Contractor	10 or fewer
Psychologist	2.5 Hours	Outside Contractor	10 or fewer
School Nurse	20 Hours	Outside Contractor	450
Speech Therapist	4 Days	Outside Contractor	26

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

Date of Last Special Education Cyclical Monitoring:  
Link to Report (Optional):

01/25/2012  
Not Provided

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

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

*DOCX file uploaded.*

# Facilities

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

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

There were no fixed assets acquired during FY 2013-2014.

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

*\$0.00*

## *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:

During FY 2013-2014 Khepera occupied two different locations within one mile of each other. One location at 6610 Anderson Street, Phila., Pa., housed an estimated 300 students from grade K-5. The second location at 144 West Carpenter Lane housed an estimated 150 students from grades 6-8. Beginning in FY 2014-2015, Khepera entered in to a new lease agreement to occupy a building located at 926 West Sedgley Avenue, Phila., Pa, which will accommodate all students in one building from grades K-8. The purpose of the move is to have all students under one location, and in a building that has been renovated and is more conducive for an educational environment.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Barbara Mosley	Teacher mentor
Cabot Institute	Legal
Easter Seals of Southeastern PA	Special education services
General Healthcare Resources	Special education services
Gloria Clayton	Teacher mentor
Kimmel Group	Technology
Linda Brawner	Teacher mentor
Mitchell & Titus, LLP	Independent financial audit service
Power in Education, Inc.	Staff professional development - classroom management
Principled Schools	Board consulting
Robert Miller	Legal
Speech Pathology	Special education services
Thornton Group Financial Services, LLC	Fiscal management

Wayne Williford	Board consulting
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# Charter School Annual Report Affirmations

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## **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 Richard Isaac on 8/1/2014**

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*President, Board of Trustees*

**Affirmed by Verna Holmes on 7/31/2014**

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*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 Richard Isaac on 8/1/2014**

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*President, Board of Trustees*

**Affirmed by Verna Holmes on 7/31/2014**

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*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 Richard Isaac on 8/1/2014**

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*President, Board of Trustees*

**Affirmed by Verna Holmes on 7/31/2014**

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*Chief Executive Officer*

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PPID# /Certificate# <b>DO NOT ENTER SSN</b>	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Alvarez, Andrea		Special Education N-12	3-5	Mathematics, Language Arts	1500	100	0
2	Bhattacharjee, Arpita		Special Education N-12	6-8	Mathematics, Language Arts	2080	100	0
3	Bowe, Lisa		Business Comp Info K-12, Middle Years Math 7-9, Middle Years Science 7-9	7	Mathematics and Science	67	100	0
4	Boyd, Angela		Elem K-6 Instruc I & II, Early Childhood N-3 Instruc I & II	K	Mathematics, Language Arts, Science, Social Studies	2080	100	0
5	Caison, Timothy		Art Education K-12	K-8	Art	2080	100	0
6	Christopher, Addie		Special Education N-12, Elementary K-6	K-5	Mathematics, Language Arts	558	100	0
7	Crews, Tyra		Elem K-6 Instruc I	6	English	2080	100	0
8	Foster-Walker, Tierra		Emergency Elementary PK-4	1	Mathematics, Language Arts, Science, Social Studies	2080	0	100
9	Francois, Mirline		Elementary K-6	5	Mathematics and Science	80	100	0
10	Freund, Rebecca		Elem K-6	3	Mathematics, Language Arts, Science, Social Studies	2080	100	0
11	Grant, Kimberly		Early Childhood N-3	2	Mathematics, Language Arts, Science, Social Studies	2080	100	0
12	Gulston, Vania		Social Studies 7-12, Middle Years Math 7-9	5	Mathematics and Science	461	0	100
13	Hairston-McKoy, Kisha		Spec Ed N-12 Instruc I, Emergency Certification (04-L.T. Sub/No Ed) - 7-12 Math	K-8	Special Education	2080	100	0
14	Hall, Leroy		Elementary K-6; Principal K-12	K-8	Assistant Principal	2080	100	0
15	Henderson, Deanna		Elementary K-6	4	Literacy and Social Studies	2080	100	0
16	Holmes, Verna		Bus Computer Info Tech K-12 Instruc I & II, Principal K-12 Administrative	K-8	Principal	2080	100	0
17	Howard, Naimah		Special Education N-12, Elementary K-6	K-5	Mathematics, Language Arts	363	100	0
18	Hudson, Portia		Special Education N-12, Elementary K-6	4	Mathematics and Science	2080	100	0
19	Jackson, Courtland		Elementary K-6	5	Mathematics and Science	403	100	0
20	Jimenez, Ismael		Social Studies 7-12, Emergency Middle Years English 7-9	7	Literacy and Social Studies	221	33	66
21	Johnson, Kimberly		Elem K-6 Instruc I, Mid-Lev Science 7-9	K-8	Science	2080	100	0
22	Kamara, Kara		Special Education N-12, Elementary K-6	6-8	Mathematics, Language Arts	2080	100	0
23	Lewis, Badiyah		Emergency Middle Years Literacy, Emergency Middle Years Social Studies	7	English and Social Studies	990.75	0	100
24	Lockley, Bilita		Special Education N-12	K-5	Mathematics, Language Arts	382	100	0
25	McKeever, Meghan		English 7-12, Middle Years Social Studies 7-9	8	English and Social Studies	2080	100	0
26	Nelson, Khadejia		Early Childhood N-3	K	Mathematics, Language Arts, Science, Social Studies	2080	100	0
27	Patterson, Nicole		Special Education N-12, Elementary K-6	3	Mathematics, Language Arts, Science, Social Studies	2080	100	0
28	Pegues, Walter		Elementary K-6	7	Mathematics and Science	1154.75	0	100
29	Perry, Elizabeth		Elementary K-6, Principal K-12	5	Literacy and Social Studies	2080	100	0

Staff No.	Name of employee (List all names in alphabetical order)	PPID# /Certificate# <b>DO NOT ENTER SSN</b>	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
30	Roundtree, Yasir		English 7-12, Elementary K-6, Social Studies 7-12, Early Childhood N-3	7	Literacy and Social Studies	80	100	0
31	Rowell, Amber		Early Childhood N-3	1	Mathematics, Language Arts, Science, Social Studies	2080	100	0
32	Sabb, Candace		Emergency Elementary K-6	5	Mathematics and Science	369.75	0	100
33	Sarfo-Mensah, Kwame		Elementary K-6	6	Mathematics and Science	2080	100	0
34	Shuhart, Molly		Special Education PK-8, Elementary PK-4	K-2	Literacy and Social Studies	2080	100	0
35	Washington, Debra		Elementary K-6	K	Mathematics, Language Arts, Science, Social Studies	2080	100	0
36	Whitney, GaySharon		Marketing 7-12, Business Comp Info K-12; Emergency Middle Years Math 7-9, Emergency Middle Years Science 7-9	8	Mathematics and Science	2080	0	100
	Barnes, Tuere		School Psychologist K-12	K-8	School Psychologist	2080	100	0
37	Williams, Kristopher		Health and Physical Education K-12	K-8	Health and Physical Education	2080	100	0

Total Number of Administrators (do not include CEO) 2

Total Number of Teachers 26 Counselors 0 School Nurses 1 Others 2

Total Number of Professional Staff 30

# *KHEPERA CHARTER SCHOOL*

## *ACCOUNTING PROCEDURES MANUAL*



# **Khepera Charter School**

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## **I. Responsibilities of the Business Department**

The mission of the Business Department is to partner with the school board and leaders to ensure a high quality education for students. The responsibility of the Business Department is to ensure fiscal oversight through the implementation of sound business policies and procedures; compliance with federal, state, and local authorities; enforcement of generally accepted accounting principles, and the safeguard of assets through internal controls.

- A. **Fund Accounting** - The accounts of the school are presented on the basis of funds and account groups. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts comprised of assets, liabilities, funds equity, revenues and expenditures. Fund accounting presentation segregate funds according to their intended purpose in compliance with the Pennsylvania Department of Education regulations.
- B. **Basis of Accounting** – Khepera Charter School shall use the Accrual Basis of accounting. When necessary, reports shall be completed using the Cash and/or Modified Accrual Basis of accounting.

## **II. Vendor Bids**

- A. For goods and/or services with significant cost, a minimum of three bids shall be obtained.
- B. In order to comply with IRS form 1099 filings for independent contractors, vendors must adhere to the “Vendor Guidelines”. See attached.

### **III. Purchase of Goods or Services**

To ensure that every purchase is authorized, within budget, and appropriate for the purpose to carry out the business that Khepera Charter School was chartered to perform.

Purchase Orders are processed as follows:

- a. Orders for the academic staff must be communicated to the CAO. Once approved, a purchase order form is complete and includes a description of the item or service and estimated cost. Orders for non-academic staff are communicated to the CEO.
- b. Once approved and signed by the CAO/CEO, the purchase order form is forwarded to the Business Manager to ensure the following:
  - i.) Order is placed on an order log.
  - ii.) Compliance with bid practices
  - iii.) Identify lowest price and quality specifications.
  - iv.) Availability of budgeted funds.
  - v.) Vendor compliance with insurance and license requirements; warranty and contract review
  - vi.) A copy of the purchase order form is filed and attached to the invoice when paid.
  - vii.) Works with the requestor to process the order with the vendor.
- c. Additional approvals, if any, which are prescribed in the following table shall then be verified by a signature affixed to the purchase order form either by hand or electronically:

<b>Amount of Purchase</b>	<b>CAO/CEO</b>	<b>BM</b>	<b>Board</b>
<b>&lt; \$1,000</b>	Yes	Yes	No
<b>\$1,000 - \$9999.99</b>	Yes	Yes	No
<b>≥ \$10,000</b>	Yes	Yes	Yes; if not a general operating expense

- d. Receipt of goods or services by the school:

- i.) A designated school employee is responsible for receiving and signing for the delivery.
- ii.) All deliveries are open immediately and noted on the delivery log.
- iii.) The packing slip forwarded to the business office and is verified with the purchase order.
- iv.) The Business Manager shall provide direction to the designated staff to deliver the goods to the appropriate user/location.

#### **IV. Accounts Payable / Cash Disbursements**

- A. Mail should be processed on a daily basis, with any business related items forwarded to the Business Department.
- B. Invoices are matched with the preapproved Purchase Request Form
- C. Invoices are maintained in an open invoice folder, awaiting entry in to the electronic accounting system.
- D. Invoices should be entered in the accounting system once per week, at a minimum.
- E. Twice per month, typically around the 15<sup>th</sup> and the 30<sup>th</sup>, bill payments are processed and checks are signed by the designated signers. Disbursements that are \$1,000 and above require two signatures. The CEO, Board President, and the Board Treasurer are the authorized signed on the accounts.
- F. Petty Cash disbursements require a pre-approved request for cash, which is signed by the CEO, Principal, or Board representative.
- G. Invoices are filed along with the bill payment stub and request form.

## **V. Petty Cash Policy/Procedures**

A Petty Cash Account is managed by the Business Office. There are two types of Petty Cash Accounts, a Petty Cash Checking Account and a Petty Cash fund.

### **Petty Cash Account**

- a. The Petty Cash Checking Account is for key administrators to use primarily for supplies where the vendor is not willing to provide credit, or for emergency expenses. A debit card is issued to the individual, who must sign an Acceptable Use Form for accountability purposes. Purchases from this account shall not exceed \$500 per transaction.
- b. The card holder is responsible for submitting receipts to the Business Department within 24 to 48 hours of the transaction to support the monthly reconciliation process.
- c. The Business Department is responsible to manage the Petty Cash Account by funding it when needed through transfers from the Operating Account. On average, the account will maintain a \$3k balance.

### **Petty Cash Fund**

- a. The Petty Cash Fund is actual cash, managed by the Business Department.
- b. The request for funds must be made in writing, signed by the Principal and/or CEO, and then presented to the Business Office.
- c. Generally, petty cash request shall not exceed \$500 per transaction. Receipts shall be submitted within 24-48 hours of the transaction.
- d. Petty Cash Fund transactions are recorded on the Cash Disbursement Log, and reconciled on a monthly basis.

## **VI. Payroll**

As of July 1, 2011, Khepera implemented ADP Workforce Now product to process payroll and maintain time and attendance. Workforce Now is a secure web-based system. Employees' sign in and out using a hand recognition system, which sends punches to a clock. The punches are pulled from the clock at scheduled times during the day, and are sent electronically to the payroll software. On a bi-weekly basis, data is pulled from the system, and transmitted electronically to ADP for processing. A preview is returned from ADP for review prior to final submission. Employees have access to their individual data files, via a user name and password, to view daily time cards, vacation, sick and personal day hour balances.

### **B. Hiring Process – Performed by the Human Resources Department – (See HR Manual)**

A signed/approved employment contract and/or Payroll Action Form (PAF) is submitted to the Business Department for processing.

### **C. Processing Payroll**

1. Upon hiring, an employee is set-up in the electronic payroll system which is accessible only by the HR and Business Department personnel.
2. Three times per day (or when scheduled) the swiped hours are transferred via a modem line from a wall mounted clock to the on-line system.
3. On a daily basis, Timecard Reports are reviewed by a Business Department staff member to monitor attendance records. At the end of the pay period the hours transmitted electronically through the payroll system to the third party processor. Payroll is processed no later than 2 business days prior to the pay date in order to meet the deadline.
4. An internal control document called an EPIP is used and prepared by a Business Department staff member other than the person who transmits the payroll in order to ensure segregation of duties. The EPIP is prepared independently using the raw payroll data, and is designed to protect from error and fraudulent transactions.
5. Once the payroll has been processed, the Business Department will make the appropriate journal entries in the accounting system.
6. The funding of the payroll is setup by transfers from the operating to the payroll bank accounts. The Board President and the Board Treasurer are the only authorized individuals to make transfers within the bank accounts. The amount of the payroll is emailed to the Board Treasurer who processes the transfer.
7. Payments of employer taxes employee tax withholdings, employee net pays, and garnishments are paid by the payroll processing agency directly to the appropriate governmental authority.

#### D. Manual Checks

1. If there are errors or concerns with an employee's paycheck, the employee should complete a Payroll Dispute Form and submit it to the Business Department for resolution.

## **VII. Capitalization**

1. Capital Assets – defined as assets with a useful life in excess of one year, and a unit cost in excess of \$1,500 shall be depreciated over their useful life.
2. The Capital Asset Categories are:
  - a. Furniture, Fixtures and Equipment
  - b. Computer Equipment
  - c. Leasehold Improvements
  - d. Curriculum Materials
3. Curriculum materials are capitalized if the item is durable and has at least a \$350 per unit cost.
4. All purchases of property not fitting the definition of a capital asset shall be expensed in the period of purchase.

## **VIII. Bank Reconciliations**

1. The purpose of the bank reconciliations are to ensure that the bank and the school are in agreement on the amount of money on deposit. It is also used as a means to be informed of all transactions that have an effect on cash.
2. Bank reconciliations are completed by the 15<sup>th</sup> of each month for the preceding month. They are completed by the accountant and reviewed by the CFO or designated personnel.
3. Any discrepancies and/or unreconciled items are researched and resolved immediately.

## **IX. Cash Receipts**

Mail is received by the Khepera receptionist then sorted and distributed to each department. Bank statements are received and stored electronically on the business drive. A hard copy is also kept in a binder located in a locked file cabinet in the Business Office. Bank statements are used to complete the monthly bank reconciliations. Checks or cash receipts are received and counted by a Business Office Representative. A hand written receipt is given to the person presenting the cash/check. Then the transaction is noted on the Cash Receipt Log, which is an excel document that is maintained electronically. Once counted and logged, funds are maintained in an onsite safe until prepared for deposit. Deposits are prepared on a monthly basis by the Business Manager, and noted on the deposit log that is kept on an excel document on the finance drive on the school network. The deposit tickets are maintained in a Deposit binder which is kept in the Business Office. Bank deposits are made by a business office staff other than the person who prepared the deposit.

## **X. Month End And Annual Closing Schedules**

- A. The following reports and schedules must be completed, reviewed and/or reconciled each month:
1. Monthly Internal Financial Statements
  2. Annual Audited Financials Statements
  3. General Ledger Detail Report
  4. Expense analysis (Budget vs Actual)
  5. Bank Reconciliation
  6. Monthly Summary Report
  7. Accounts Payable Aging Schedule
  8. Deposit Detail
  9. Check Disbursement Detail

## **XI. Financial Statement Reporting**

- A. At the close of each month the Business Department prepares monthly financial reports. Included with the reports are a Budget versus Actual Analysis.
- B. In preparing the reports, the Business Department ensures that they present fairly the financial position, the results of operations and cash flows are in conformity with generally accepted accounting principles (GAAP).

## **XII. Finance Committee Meetings**

- A. Purpose – monthly Finance Committee meetings are held to serve as a forum for informing, planning and discussing the school operations and financial position.
- B. The committee consists of the Board Treasurer, CEO, Principal, and CFO at a minimum. Depending upon the topic of discussion, there are other school leaders in attendance including the parent organization representative and the Human Resource Representative.

### **XIII. Budgeting, Budget Preparation and Control**

#### A. Budgeting

The charter school budget is essentially a tool for planning and control, as well as, a yardstick for measuring performance. Revenue projections are based on the estimated total student enrollment. Revenue sources include: state per student aid, special education funds, federal funds, and before/after school programs and food programs. The main types of expenditures include: instructional and non-instructional payroll and benefits, administrative expenses, facilities, and technology expenses.

#### B. Budget Preparation

A Preliminary Budget for the upcoming school year must be adopted by February of the current year in accordance with state regulations. It is based upon planning with the various leaders, along with the review of historical data. The budget planning sessions shall include the school's Business Official, CEO, CAO, and Board Representative. The final budget for the upcoming fiscal year beginning July 1st must be approved by June 30th. In accordance with the Pennsylvania Department of Education, the final budget must also be prepared on Form 2028, and submitted both electronically and hard copy.

#### C. Budget Control

It is essential for the sound financial management of Khepera Charter School that every effort is made to adhere to the approved budget. Deviations from the budget will be granted only through board approval. Revenues and expenses shall be budgeted for the year as accurately as possible. However, the schools Business Official shall be responsible for comparing the budgeted to actual numbers, and making proposed adjustments accordingly. Another budget control mechanism is to ensure that a contingency line item is also included (when allowable) in the general fund budget.

#### D. Budget Inspection Requirements

- E. The approved annual budget – PDE Form 2028 shall be made available for public inspection to all persons, and shall be made available for duplication to any person, upon request.

### **XIV. Insurance**

- A. The School shall maintain appropriate insurance coverage, which, at a minimum shall include: a) commercial package; b) directors and officers liability; c) workers compensation; and d) student accident.
- B. Insurance coverage shall be, at a minimum, based on the requirements set by the School District of Philadelphia.

## **XV. Fiscal Year End**

- A. Fiscal calendar start on July 1 and ends on June 30 of the following year.
  - 1. The books are expected to be closed and accruals posted by August 15th of each year.
  - 2. Tentative budget finalized by June 30<sup>th</sup>.
  - 3. Independent Financial Audit started by August 30<sup>th</sup>.
  - 4. Annual Financial Report (AFR) - due by October 31<sup>st</sup>.

## **XVI. Record Retention**

- A. Record Management is designed to provide control over records from the time of their creation or receipt to their ultimate disposition
  - 1. Original copies of all invoices, purchase orders, lease agreements and any other financial documentation are kept at the school.
  - 2. All documents are stored and retained on site at the school until the mandatory retention period has expired in accordance with applicable Federal, State, and Local laws and regulations. In most cases – five years

## **XVII. Chart of Accounts**

- A. A Chart of Accounts prescribed by the Pennsylvania Department of Education shall be utilized in the maintenance of all accounting records and budgets.

**KHEPERA CHARTER SCHOOL**

**Financial Statements  
And Required Supplementary Information  
For the Years Ended June 30, 2013 and 2012  
With Report of Independent Auditors**

**KHEPERA CHARTER SCHOOL**  
Financial Statements and Required Supplementary Information  
For the Years Ended June 30, 2013 and 2012

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## **REPORT OF INDEPENDENT AUDITORS**

Board of Directors  
Khepera Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities and the general fund of the Khepera Charter School (the School) as of and for the years ended June 30, 2013 and 2012, 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 conformity with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free of material misstatement, whether due to fraud or error.

#### ***Auditor's Responsibility***

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

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

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

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and general fund of the School as of June 30, 2013 and 2012, and the respective changes in financial position for the years then ended in conformity with U.S. generally accepted accounting principles.

### ***Required Supplementary Information***

U.S. generally accepted accounting principles require that the management's discussion and analysis and schedule of revenues, expenditures and changes in fund balance—budget to actual—general fund on pages 3 through 6 and 23, respectively, 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 which 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, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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

In accordance with *Government Auditing Standards*, we also have issued our report dated June 24, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Mitchell & Titus, LLP*

June 24, 2014

**KHEPERA CHARTER SCHOOL**  
Management's Discussion and Analysis  
For the Years Ended June 30, 2013 and 2012

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

Financial Highlights

- Total revenue decreased by 2.2% to \$4,933,400 for the year ended June 30, 2013 because of a decrease in the per pupil revenue from the School District of Philadelphia. Revenue increased by 0.9% to \$5,046,420 for the year ended June 30, 2012 because of an increase in the per pupil revenue from the School District of Philadelphia.
- At the close of the current fiscal year, the School reported an ending governmental fund balance of \$406,199. This fund balance increased \$60,873 from the previous year end. The School reported an ending governmental fund balance of \$345,326 at June 30, 2012, a decrease of \$385,246 from the previous year end.
- The School's cash balance at June 30, 2013 was \$876,851, representing an increase of \$63,480 (7.8%) from June 30, 2012. The School's cash balance at June 30, 2012 was \$813,371, representing a decrease of \$374,395 (31.5%) from June 30, 2011.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements, which are comprised of four components: Management's Discussion and Analysis (this section), the basic financial statements, budgetary comparison, and reporting required under *Government Auditing Standards*.

*Government-wide Financial Statements:*

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

The *statements of net position* present information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the School's financial position is improving or deteriorating.

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

**KHEPERA CHARTER SCHOOL**  
Management's Discussion and Analysis  
For the Years Ended June 30, 2013 and 2012

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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.

*General 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, the Governmental Fund (the 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.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$764,353 as of June 30, 2013.

	<u>2013</u>	<u>2012</u>	<u>2011</u>
Current assets	\$ 1,210,697	\$ 1,238,579	\$ 1,379,692
Capital assets, net	<u>358,154</u>	<u>407,533</u>	<u>472,879</u>
Total assets	1,568,851	1,646,112	1,852,571
Total liabilities	<u>804,498</u>	<u>893,253</u>	<u>649,120</u>
Invested in capital assets	358,154	407,533	472,879
Unrestricted net position	<u>406,199</u>	<u>345,326</u>	<u>730,572</u>
<b>Total net position</b>	<u><u>\$ 764,353</u></u>	<u><u>\$ 752,859</u></u>	<u><u>\$ 1,203,451</u></u>

**KHEPERA CHARTER SCHOOL**  
Management's Discussion and Analysis  
For the Years Ended June 30, 2013 and 2012

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The School's revenue is predominately from the School District of Philadelphia and based on student enrollment. The School's activities for the year ended June 30, 2013, compared with the years ended June 30, 2012 and 2011, are as follows:

	<u>2013</u>	<u>2012</u>	<u>2011</u>
<b>REVENUE</b>			
Local educational agencies	\$ 4,137,454	\$ 4,323,230	\$ 4,056,875
Other local sources	117,056	125,985	196,900
State sources	244,765	226,490	276,411
Federal sources	434,125	370,715	472,425
	<u>4,933,400</u>	<u>5,046,420</u>	<u>5,002,611</u>
<b>EXPENDITURES</b>			
Instruction	2,393,255	2,773,432	2,669,115
Administration	893,696	1,099,668	1,166,512
Pupil support	87,291	66,747	86,194
Instructional staff support	28,739	59,903	54,931
Non-instructional support	110,492	106,565	185,006
Business services	168,329	245,728	186,596
Operations and maintenance	937,262	759,443	759,319
Student activities	162,415	217,958	255,577
Pupil health	43,919	77,059	63,376
Depreciation expense	96,508	90,509	72,343
	<u>4,921,906</u>	<u>5,497,012</u>	<u>5,498,969</u>
Change in net position	11,494	(450,592)	(496,358)
Net position, beginning	<u>752,859</u>	<u>1,203,451</u>	<u>1,699,809</u>
<b>Net position, ending</b>	<u><u>\$ 764,353</u></u>	<u><u>\$ 752,859</u></u>	<u><u>\$ 1,203,451</u></u>

Governmental Fund

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

**KHEPERA CHARTER SCHOOL**  
Management's Discussion and Analysis  
For the Years Ended June 30, 2013 and 2012

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The School's General Fund reported an ending fund balance of \$406,199 at June 30, 2013. For the year ended June 30, 2013, the School's revenue of \$4,933,400 exceeded expenditures of \$4,921,906 by \$11,494.

General Fund Budgetary Highlights

Actual expenses exceeded budget by \$10,782, mostly related to higher-than-budgeted salaries because of the implementation of a new employee salary scale. Actual revenue exceeded budget by \$118,784 because of more-than-expected state revenue and federal revenue received.

Capital Assets and Debt Administration

*Capital Assets*

As of June 30, 2013, the School's investment in capital assets for its governmental activities totaled \$358,154 (net of accumulated depreciation and related debt). This investment in capital assets includes leasehold improvements and office and computer equipment.

Major capital asset purchases during the year included capital expenditures of:

- \$4,417 for leasehold improvements
- \$42,712 for furniture

See Note 3 for additional information on the School's capital assets.

Economic Factors and Next Year's Budgets and Rates

Revenue for the School's governmental fund budget for the next fiscal year is expected to be approximately \$5.1 million.

Future Events That Will Financially Impact the School

There is expected to be a 2% increase in local revenue in fiscal year 2014.

Contacting the School's Financial Management

The financial report is designed to provide interested parties with 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, Khepera Charter School, Inc., 144 West Carpenter Lane, Philadelphia, Pennsylvania 19119.

**KHEPERA CHARTER SCHOOL**

Statements of Net Position  
As of June 30, 2013 and 2012

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	<b>Governmental Activities</b>	
	<b>2013</b>	<b>2012</b>
<b>ASSETS</b>		
Cash	\$ 876,851	\$ 813,371
State subsidies receivable and other receivables, net	113,450	119,404
Federal subsidies receivable	180,984	280,710
Prepaid expenses	39,412	25,094
Capital assets, net	358,154	407,533
<b>Total assets</b>	<b>\$ 1,568,851</b>	<b>\$ 1,646,112</b>
<b>LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 331,881	\$ 237,040
Accrued payroll and related expenses	472,617	656,213
<b>Total liabilities</b>	<b>\$ 804,498</b>	<b>\$ 893,253</b>
<b>NET POSITION</b>		
Invested in capital assets	\$ 358,154	\$ 407,533
Unrestricted	406,199	345,326
<b>Total net position</b>	<b>\$ 764,353</b>	<b>\$ 752,859</b>

The accompanying notes are an integral part of these financial statements.

**KHEPERA CHARTER SCHOOL**  
 Statements of Activities  
 For the Years Ended June 30, 2013 and 2012

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	<b>Governmental Activities</b>	
	<b>2013</b>	<b>2012</b>
<b>REVENUE</b>		
Local educational agencies	\$ 4,137,454	\$ 4,323,230
State grants and reimbursements	244,765	226,490
Federal grants	434,125	370,715
Student activities	92,314	81,141
All other revenue	24,742	44,844
Total revenue	4,933,400	5,046,420
 <b>EXPENDITURES</b>		
Instructional services	2,393,255	2,773,432
Supporting services	2,368,926	2,570,361
Non-instructional services	63,217	62,710
Depreciation	96,508	90,509
Total expenditures	4,921,906	5,497,012
Revenues over (under) expenditures	11,494	(450,592)
Net position, beginning	752,859	1,203,451
<b>Net position, ending</b>	<b>\$ 764,353</b>	<b>\$ 752,859</b>

The accompanying notes are an integral part of these financial statements.

**KHEPERA CHARTER SCHOOL**  
 Balance Sheets—Governmental Fund  
 As of June 30, 2013 and 2012

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	<b>General Fund</b>	
	<b>2013</b>	<b>2012</b>
<b>ASSETS</b>		
Cash	\$ 876,851	\$ 813,371
State subsidies receivable and other receivables, net	113,450	119,404
Federal subsidies receivable	180,984	280,710
Prepaid expenses	39,412	25,094
<b>Total assets</b>	<b>\$ 1,210,697</b>	<b>\$ 1,238,579</b>
 <b>LIABILITIES AND FUND BALANCE</b>		
<i>Liabilities</i>		
Accounts payable and accrued expenses	\$ 331,881	\$ 237,040
Accrued payroll and related expenses	472,617	656,213
Total liabilities	804,498	893,253
 <i>Fund balance</i>		
Undesignated, reported in General Fund	406,199	345,326
<b>Total liabilities and fund balance</b>	<b>\$ 1,210,697</b>	<b>\$ 1,238,579</b>

The accompanying notes are an integral part of these financial statements.

**KHEPERA CHARTER SCHOOL**  
Reconciliation of the Balance Sheet of Governmental Fund to the  
Statement of Net Position of Governmental Activities  
As of June 30, 2013 and 2012

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**June 30, 2013**

**Total fund balance for governmental fund** \$ 406,199

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

*Capital assets used in governmental funds are not financial resources and,  
therefore, are not reported in the funds. Those assets consist of:*

Capital assets, net 358,154

**Total net position of governmental activities** \$ 764,353

**June 30, 2012**

**Total fund balance for governmental fund** \$ 345,326

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

*Capital assets used in governmental funds are not financial resources and,  
therefore, are not reported in the funds. Those assets consist of:*

Capital assets, net 407,533

**Total net position of governmental activities** \$ 752,859

The accompanying notes are an integral part of these financial statements.

**KHEPERA CHARTER SCHOOL**  
 Statements of Revenue, Expenditures, and Changes in Fund Balance  
 For the Years Ended June 30, 2013 and 2012

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	<b>General Fund</b>	
	<b>2013</b>	<b>2012</b>
<b>REVENUE</b>		
Local educational agencies	\$ 4,137,454	\$ 4,323,230
State grants and reimbursements	244,765	226,490
Federal grants	434,125	370,715
Student activities	92,314	81,141
All other revenue	24,742	44,844
Total revenue	4,933,400	5,046,420
 <b>EXPENDITURES</b>		
Instructional services	2,393,255	2,773,432
Supporting services	2,368,926	2,570,361
Non-instructional services	63,217	62,710
Capital outlay	47,129	25,163
Total expenditures	4,872,527	5,431,666
Revenue over (under) expenditures	60,873	(385,246)
Net change in fund balance/net position	60,873	(385,246)
Fund balance, beginning	345,326	730,572
<b>Fund balance, ending</b>	<b>\$ 406,199</b>	<b>\$ 345,326</b>

The accompanying notes are an integral part of these financial statements.

**KHEPERA CHARTER SCHOOL**

Reconciliation of the Statement of Revenue, Expenditures, and Changes in Fund Balance of  
Governmental Funds to the Statement of Activities—Governmental Activities  
For the Years Ended June 30, 2013 and 2012

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**June 30, 2013**

**Net change in fund balance—total governmental funds** \$ 60,873

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

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

Capital outlays	47,129
Depreciation expense	<u>(96,508)</u>

**Change in net position of governmental activities** \$ 11,494

**June 30, 2012**

**Net change in fund balance—total governmental fund** \$ (385,246)

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

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

Capital outlays	25,163
Depreciation expense	<u>(90,509)</u>

**Change in net position of governmental activities** \$ (450,592)

The accompanying notes are an integral part of these financial statements.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 1      BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Background

Khepera Charter School (the School) is organized as a non-profit corporation in Pennsylvania to operate a charter school in accordance with the Pennsylvania Act 22 of 1997. The initial charter was established on May 19, 2003. The current charter is for a five-year period through 2014. The School provides education for children in grades K through 8. The School is not included in any other governmental reporting entity as defined by the Governmental Accounting Standards Board (GASB).

Basis of Presentation

The financial statements of the School were prepared in conformity with U.S. generally accepted accounting principles (GAAP) as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles and has issued a codification of both accounting and financial reporting standards. The codification and subsequent GASB pronouncements are recognized as U.S. GAAP for state and local governments that implemented GASB Statement No. 34, *Basic Financial Statements—and Management’s Discussion and Analysis—for State and Local Governments*, issued in June 1999.

Government-wide and General Fund Financial Statements

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

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenue, expenditures, and changes in fund balance) report on the School’s General Fund.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 1      BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

*Government-wide Financial Statements*

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

*General Fund Financial Statements*

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenue is recognized as soon as they are measurable and available. Revenue is considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The government reports on the following major governmental fund:

General Fund—The operating fund of the School, which accounts for all of its revenues and expenditures.

Method of Accounting

The School classifies its net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These items are defined as follows:

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 1 BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

Method of Accounting *(continued)*

- Invested in capital assets—This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted—This component of net position consists of constraints placed on net position use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no restricted net position.
- Unrestricted net position—This component of net position consists of net position that do not meet the definition of “restricted” or “invested in capital assets.”

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with U.S. GAAP. An annual budget is adopted for the General Fund. The budgetary comparison schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Labor, Education and Community Services Comptroller’s Office is the final budget as well. The budget is included in the required supplementary information.

Concentration of Credit Risk

Periodically, the School may maintain deposits with financial institutions in excess of the Federal Deposit Insurance Corporation’s insurance limit.

Cash

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

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 1      BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES (continued)**

Accounts Receivable

Receivables consist of subsidies from federal, state, and local authorities. Receivables from the governmental entities are considered collectible due to the stable condition of the programs.

Prepaid Expenses

Prepaid expenses include payments to vendors for services applicable to future accounting periods such as rental payments and insurance premiums.

Capital Assets

Capital assets, which include property, plant, and equipment, are reported in the government-wide financial statements. Capital assets over \$1,500 are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives range from three to 10 years.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

**NOTE 2      CASH**

Deposits

Custodial credit risk happens in the event of a bank failure, and the School's deposits may not be returned to it. As of June 30, 2013 and 2012, \$397,895 and \$409,157, respectively, of the School's bank balance was exposed to custodial credit risk.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 3 CAPITAL ASSETS**

Capital assets are stated at cost. Depreciation has been calculated on such assets using the straight-line method over the useful lives outlined below.

Computer and equipment	3–5 years
Leasehold improvements	2–10 years

Depreciation expense for the years ended June 30, 2013 and 2012 was \$96,508 and \$90,509, respectively, in the statement of activities.

	<b>Balance, at June 30, 2012</b>	<b>Deletions/ Adjustments</b>	<b>Additions</b>	<b>Balance, at June 30, 2013</b>
Computer equipment	\$ 129,731	\$ -	\$ 4,417	\$ 134,148
Leasehold improvements	1,020,533	-	-	1,020,533
Furniture	100,431	-	42,712	143,143
Total	1,250,695	-	47,129	1,297,824
<i>Less: Accumulated depreciation</i>	843,162	-	96,508	939,670
<b>Capital assets, net</b>	<b>\$ 407,533</b>	<b>\$ -</b>	<b>\$ (49,379)</b>	<b>\$ 358,154</b>
	<b>Balance, at June 30, 2011</b>	<b>Deletions/ Adjustments</b>	<b>Additions</b>	<b>Balance, at June 30, 2012</b>
Computer equipment	\$ 129,731	\$ -	\$ -	\$ 129,731
Leasehold improvements	996,980	-	23,553	1,020,533
Furniture	98,821	-	1,610	100,431
Total	1,225,532	-	25,163	1,250,695
<i>Less: Accumulated depreciation</i>	752,653	-	90,509	843,162
<b>Capital assets, net</b>	<b>\$ 472,879</b>	<b>\$ -</b>	<b>\$ (65,346)</b>	<b>\$ 407,533</b>

**NOTE 4 LOCAL EDUCATIONAL AGENCY REVENUE**

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students for the School reside in Philadelphia.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 4**      **LOCAL EDUCATIONAL AGENCY REVENUE** *(continued)*

For the year ended June 30, 2013, the annual rate for the School District of Philadelphia was \$8,064 for regular education students, plus additional funding for special education students. The annual rate is paid monthly by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from the School District of Philadelphia was \$4,137,454 for the year ended June 30, 2013.

For the year ended June 30, 2012, the rate for the School District of Philadelphia was \$8,773 for regular education students, plus additional funding for special education students. The annual rate is paid monthly by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from the School District of Philadelphia was \$4,317,004 for the year ended June 30, 2012.

**NOTE 5**      **GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS**

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

**NOTE 6**      **COMMITMENTS**

Operating Leases

The School leases the building at 144 West Carpenter Lane in Philadelphia, Pennsylvania under an operating lease from the Sisters of St. Joseph. Effective July 1, 2009, the School entered into a new lease agreement for the aforementioned building and also an adjacent building at 100 Carpenter Lane for a term of three years with an option to extend the lease for a two-year period.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 6**      **COMMITMENTS** *(continued)*

Operating Leases *(continued)*

The School paid annual rental expense for the Carpenter Lane locations of \$138,465 and \$182,621 for the years ended June 30, 2013 and 2012, respectively.

Effective July 1, 2012, with an effective payment date of August 1, 2012, the agreement with the Sisters of St. Joseph was modified to exclude the use of the building known as 100 Carpenter Lane, but maintain the building known as 144 Carpenter Lane.

The School also entered into an agreement with Mount Airy Presbyterian Church located at 13 East Mount Pleasant Avenue, effective August 2010, for the use of the gym facility. The agreement was amended in August 2011 to include two additional rooms. The School paid annual rental expense for the Mount Airy location of \$11,000 and \$55,000 for the years ended June 30, 2013 and 2012, respectively. The School decided not to renew the agreement for the 2012-2013 school year period, effective September 1, 2012.

Additionally, the School entered into a lease agreement with St. Theresa of the Child Jesus Parish for the use of a second building located at 6610 Anderson Street, Philadelphia, Pennsylvania for a five-year term, effective July 1, 2012 to June 30, 2017. The School paid annual rental expense for the St. Theresa location of \$228,950.

The following is a schedule of the aggregate lease payments:

<b>Year Ending</b>	
<b><u>June 30</u></b>	<b><u>Amount</u></b>
2014	\$ 384,278
2015	243,106
2016	243,106
2017	243,106

Rent expense was \$392,636 and \$237,621 for the years ended June 30, 2013 and 2012, respectively.

The School leases copiers under several contracts with U.S. Bank Equipment Finance. The total lease expense for the copiers was \$36,187 and \$38,375 for the years ended June 30, 2013 and 2012, respectively.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 6**      **COMMITMENTS** *(continued)*

Operating Leases *(continued)*

The following is a schedule of the minimum lease payments as of June 30, 2013 under this operating lease:

<b>Year Ending</b>	
<b>June 30</b>	<b>Amount</b>
2014	\$ 38,750
2015	36,756
2016	16,005

The School entered into an agreement for management services set to end June 30, 2016. The annual expense for the 2013 and 2012 school year period was \$153,993 and \$196,233, respectively.

**NOTE 7**      **RETIREMENT PLAN**

Plan Description

The School contributes to the Public School Employees' Retirement System (the System), a governmental cost-sharing, multiple-employer defined benefit pension plan. The plan provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (PSERS) (Act No. 96 of October 2, 1975, as amended) (24 Pa.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the Plan. A copy of the report may be obtained by writing to the Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. This publication is also available on the PSERS website at [www.pasers.state.pa.us/publications/cafr/index.htm](http://www.pasers.state.pa.us/publications/cafr/index.htm).

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 7      RETIREMENT PLAN** *(continued)*

Funding Policy

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth of Pennsylvania.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute 5.25% (Membership Class T-C) or 6.5% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute 6.25% (Membership Class T-C) or 7.5% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute 7.5% (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.

Employer contributions are based upon an actuarial valuation. For fiscal year ended June 30, 2013, the rate of employer's contribution was 12.36% of covered payroll. The rate is composed of a contribution rate for pension benefits and for healthcare insurance premium assistance. The School's contributions to the plan for the years ended June 30, 2013 and 2012 totaled \$237,883 and \$161,001, respectively.

Payroll expense for employees covered by the System for the years ended June 30, 2013 and 2012 was \$2,062,653 and \$2,310,929, respectively.

In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System in an amount based on the formula in Act 29 of 1994 that shall not be less than one-half of the school entities' contributions.

**KHEPERA CHARTER SCHOOL**  
Notes to Financial Statements  
For the Years Ended June 30, 2013 and 2012

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**NOTE 8      CONTINGENCIES**

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage from the previous year in any of the School's policies. Settled claims resulting from these risks have been adequately accrued for.

The School is involved in litigation in the normal course of its business. However, management does not believe such litigation will materially affect the financial statements.

**NOTE 9      CHARTER RENEWAL**

The School's five-year charter agreement expires on June 30, 2014. The School is currently going through the process of renewing its charter for an additional five years beginning July 1, 2014 to June 30, 2019. The renewal process includes an application process; submission of requested data; a site visit; and a final review. Management believes the charter will be renewed based upon the School's financial strength and academic progress over the years.

**REQUIRED SUPPLEMENTARY INFORMATION**

**KHEPERA CHARTER SCHOOL**  
Schedule of Revenues, Expenditures, and Changes in Fund Balances—  
Budget to Actual—General Fund  
For the Year Ended June 30, 2013

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance with Final Budget— Over (Under) Budget</u>
	<u>Original</u>	<u>Final</u>		
<b>REVENUE</b>				
Local educational agencies	\$ 4,226,235	\$ 4,226,235	\$4,254,510	\$ 28,275
State sources	176,581	176,581	244,765	68,184
Federal sources	411,800	411,800	434,125	22,325
Total revenues	<u>4,814,616</u>	<u>4,814,616</u>	<u>4,933,400</u>	<u>118,784</u>
<b>EXPENDITURES</b>				
<i>Current</i>				
Instructional services	2,557,897	2,557,897	2,393,255	(164,642)
Supporting services	2,143,305	2,143,305	2,368,926	225,621
Non-instructional services	113,414	113,414	63,217	(50,197)
Total expenditures	<u>4,814,616</u>	<u>4,814,616</u>	<u>4,825,398</u>	<u>10,782</u>
Excess of revenue over expenditures	<u>-</u>	<u>-</u>	<u>108,002</u>	<u>108,002</u>
<b>Net change in fund balances</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 108,002</u>	<u>\$ 108,002</u>

See accompanying report of independent auditors.

## **OTHER REPORTS**

**REPORT OF INDEPENDENT AUDITORS ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Directors  
Khepera Charter School

We have audited, in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the General Fund of the Khepera Charter School (the School), as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated June 24, 2014.

**Internal Control over Financial Reporting**

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist, that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and responses, as finding 2013-01, that we consider to be significant deficiencies.

### **Compliance and Other Matters**

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

### **The School's Response to Findings**

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and responses. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### **Purpose of this Report**

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

*Mitchell & Titus, LLP*

June 24, 2014

**KHEPERA CHARTER SCHOOL**  
Schedule of Findings and Responses  
For the Year Ended June 30, 2013

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**2013 FINDINGS**

**FINDING 2013-01, Internal Controls**

**Criteria:**

Internal controls over the financial statement close process and financial statement reporting process need to be enhanced.

**Condition:**

Timely analysis of financial statement account balances to ensure the reasonableness of the financial statements was not being performed.

**Cause/Effect:**

Delays occurred in connection with the final issuance of the audited financial statements of the entity.

**Recommendation:**

We recommend that the School's management implement controls over the financial statement close process and the financial statement reporting process to ensure timely financial statements analysis and reporting.

**Management's response:**

Management has implemented internal controls over the financial statement reporting and closing processes through enforcement of routine monthly and annual closing procedures. Management has recognized the need to enhance these processes, and has agreed to include an additional layer of review of the annual financial statements to ensure that the financial statements coincide with the trial balance. Management also acknowledges the need to improve its financial reporting resources through the advancement of a higher level reporting tool, and has committed to invest in accounting software that will generate FASB compliant reports, eliminating the need to produce reports using excel spreadsheets, thereby reducing errors.

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

Name of School: KHEPERA CHARTER SCHOOL

Address of School: 926 WEST SEDGLEY AVENUE, PHILADELPHIA PA 19132

CEO Signature *Uena Holmes*

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

**EXPENDITURES**

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1835827
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	404823
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	56734
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	
2120	Guidance Services	
2130	Attendance Services	
2140	Psychological Services	78000
2150	Speech Pathology and Audiology Services	61895
2160	Social Work Services	
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	34315
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	22181
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	99608
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	
	2380	Office of the Principal Services	707329
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	44602
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	137948
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	1002571
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	51589
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	36439
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	5226
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	95951
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	6601
3400		SCHOLARSHIPS AND AWARDS	
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>		4681639

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

237001

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

Name of School: KHEPERA CHARTER SCHOOL

Address of School: 926 WEST SEDGLEY AVENUE, PHILADELPHIA PA 19132

CEO Signature *Verna Holmes*

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	475
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	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	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	14268
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	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	

<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	4379932
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	79412
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	50000
	7330	Health Services (Medical, Dental, Nurse, Act 25)	6000
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	154625
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	233928
	8520		Vocational Education	
	8530		Child Nutrition Program	
	8540		Nutrition Education and Training	
	8560		Federal Block Grants	
	8570		Unassigned	
	8580		Child Care and Development Block Grants	
	8590		Unassigned	
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610		Homeless Assistance Act	
	8620		Adult Basic Education	
	8640		Headstart	
	8650		Unassigned	
	8660		Workforce Investment Act (WIA)	
	8670		Unassigned	
	8680		Unassigned	
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	
<b>9000</b>			<b>OTHER FINANCING SOURCES</b>	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
<b>TOTAL REVENUES</b>			4918640

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

**Division of Federal Program  
Consolidated Program Review**

**2012-2013 School Year**

**Khepera CS  
144 W. Carpenter Lane  
Philadelphia, PA 19119**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Charles Highsmith	2155282259	<input type="checkbox"/>
<b>Business Manager:</b>	Michelle Thornton	2672469965	<input type="checkbox"/>
<b>Title I Coordinator:</b>	Verna Holmes	2158431700	<input type="checkbox"/>
<b>Title II Part A Coordinator:</b>	Verna Holmes	2158431700	<input type="checkbox"/>
<b>Title III Coordinator:</b>			<input type="checkbox"/>
<b>Fiscal Requirements Coordinator:</b>	Michelle Thornton	2672469965	<input type="checkbox"/>
<b>Ed-Flex Waiver Review Coordinator:</b>			<input type="checkbox"/>
<b>Title VI-B REAP Coordinator:</b>			<input type="checkbox"/>

**Program(s) Reviewed:**

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

**Program Reviewer/s:**

**Visit Date:**

# Title I Program Review

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

# I. Highly Qualified

Component I: Highly Qualified						
The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.						
Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input checked="" type="checkbox"/> Number of teachers working toward becoming highly qualified		<b>District Comments</b> 2/28/2013 3:43:49 PM CFO Michelle Thornton The school has two non-HQT teachers in core content areas. Copies of their certification plans are maintained on file at the school.
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> Highly Qualified Staff section of Consolidated LEA Plan		<b>District Comments</b> 3/7/2013 12:32:25 AM CFO Michelle Thornton See comment from 1a. Certification plans are maintained on file in the HR department.
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input checked="" type="checkbox"/> AA Degree and/or local assessment		

<p>3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of parent/guardian notification</p>		<table border="1"> <tr> <th data-bbox="1499 42 1986 94" style="text-align: center;"><b>District Comments</b></th> </tr> <tr> <td data-bbox="1499 94 1986 376"> <p>3/7/2013 12:34:37 AM CFO Michelle Thornton Each teacher's credentials are published for the parents during Back to School Night. Subsequent communication is via take-home letters.</p> </td> </tr> </table>	<b>District Comments</b>	<p>3/7/2013 12:34:37 AM CFO Michelle Thornton Each teacher's credentials are published for the parents during Back to School Night. Subsequent communication is via take-home letters.</p>
<b>District Comments</b>								
<p>3/7/2013 12:34:37 AM CFO Michelle Thornton Each teacher's credentials are published for the parents during Back to School Night. Subsequent communication is via take-home letters.</p>								
<p>4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of dated letter of notification to parent/guardian</p>		<table border="1"> <tr> <th data-bbox="1499 386 1986 438" style="text-align: center;"><b>District Comments</b></th> </tr> <tr> <td data-bbox="1499 438 1986 649"> <p>3/7/2013 12:35:35 AM CFO Michelle Thornton Letters are sent to parents when there are classroom changes throughout the year.</p> </td> </tr> </table>	<b>District Comments</b>	<p>3/7/2013 12:35:35 AM CFO Michelle Thornton Letters are sent to parents when there are classroom changes throughout the year.</p>
<b>District Comments</b>								
<p>3/7/2013 12:35:35 AM CFO Michelle Thornton Letters are sent to parents when there are classroom changes throughout the year.</p>								

## II. Parent Involvement

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

c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		<b>District Comments</b> 2/28/2013 4:27:45 PM CFO Michelle Thornton The school does not have any PreK programs.
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Parent meeting agendas <input checked="" type="checkbox"/> documentation shared or distributed		<b>District Comments</b> 2/28/2013 4:29:45 PM CFO Michelle Thornton Follow-up with Principal Holmes for how and when parent involvement policy has been distributed.
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> school-home compact <input type="checkbox"/> Staff/Parent meeting agenda, memoranda.		

6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input type="checkbox"/> Agendas & attendance sheets of parent training.				
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.				
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		<table border="1"> <thead> <tr> <th data-bbox="1505 550 1986 602"><b>District Comments</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1505 602 1986 883">           3/7/2013 12:43:50 AM            CFO Michelle Thornton            The school does not have an defined parent resource center. However, parents have access to school resources and information, via the Wazuri Parent Organization.         </td> </tr> </tbody> </table>	<b>District Comments</b>	3/7/2013 12:43:50 AM CFO Michelle Thornton The school does not have an defined parent resource center. However, parents have access to school resources and information, via the Wazuri Parent Organization.
<b>District Comments</b>								
3/7/2013 12:43:50 AM CFO Michelle Thornton The school does not have an defined parent resource center. However, parents have access to school resources and information, via the Wazuri Parent Organization.								

### III. LEA Improvement

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

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reservation of Funds page of eGrants application.</li> <li><input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</li> </ul>	<p>If the LEA also has schools in improvement it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	
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## IV. School Improvement

Component IV: School Improvement

**Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.**

Sec. 1116(b)(1)(B)  
 Sec. 1116(b)(3)  
 Sec. 1116(b)(4)-(6)  
 Sec. 1116(b)(7)(C)(ii)  
 Sec. 1116(b)(14)(B)

**If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities.  <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• If applicable, the notification must be provided in different languages.</li> </ul> <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

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

## V. School Choice

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

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

5c. Parent notification mailed out at least 14 days prior to the start of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
5d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants		

## VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

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

Sec. 1116(e)

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

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

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

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

Component VII: Schoolwide Programs

**The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.**

**Sec. 1114**

**If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input checked="" type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/7/2013 12:48:58 AM CFO Michelle Thornton A copy of the approved plan is on file at the school, along with updates.</td> </tr> </tbody> </table>	District Comments	3/7/2013 12:48:58 AM CFO Michelle Thornton A copy of the approved plan is on file at the school, along with updates.
District Comments								
3/7/2013 12:48:58 AM CFO Michelle Thornton A copy of the approved plan is on file at the school, along with updates.								
2. All Schoolwide (SW) schools have an updated SW Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Completed and approved School Level Plan and Addendum  or <input checked="" type="checkbox"/> Completed and approved Division of Federal Programs Schoolwide Template				
<b>Each SW Plan Contains:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>				<b>District Comments</b> 3/7/2013 12:54:23 AM CFO Michelle Thornton Khepera only has one school. See Schoolwide plan.
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2g. Transitioning preschool children	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Financial reports. <input type="checkbox"/> SWP		

## VIII. Targeted Assistance

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

4. Selection for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria process/multiple selection criteria. <input type="checkbox"/> Student roster with test scores <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student <input type="checkbox"/> List of eligible students that are not serviced due to parents declining service		
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## IX. Nonpublic Schools

Component IX: Nonpublic Schools

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

**Sec. 1120**

**Sec. 9503**

**34 CFR Part 200**

**§200.62 - 200.67, 200.77**

**§200.77(f)**

**§200.78(a)**

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

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

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

## X. Comparability

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

# Title II A Program Review

## Highly Qualified

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>4. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Agendas of Equity Plan Meetings</li> <li><input type="checkbox"/> Meeting minutes of Equity Plan writing &amp; planning sessions.</li> <li><input type="checkbox"/> Teachers are reassigned</li> <li><input type="checkbox"/> Changes to union contract</li>   <li><input checked="" type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement</li> </ul>		

## Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings				
6. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices, Agenda, Sign-in sheets				
7. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.				
8. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&amp;B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities.  <input type="checkbox"/> List of In-Service activities  <input type="checkbox"/> Attendance rosters				
9. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment  <input type="checkbox"/> Teacher surveys  <input type="checkbox"/> ACT 48 PD plan				
10. The LEA provides professional development expenditures for educational services to eligible nonpublic school staff equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services  <input type="checkbox"/> List on PDE web site  <input type="checkbox"/> Title II-A Non-public share		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/7/2013 1:02:40 AM CFO Michelle Thornton School does not have non-public staff. PD is provided for all public staff.</td> </tr> </tbody> </table>	District Comments	3/7/2013 1:02:40 AM CFO Michelle Thornton School does not have non-public staff. PD is provided for all public staff.
District Comments								
3/7/2013 1:02:40 AM CFO Michelle Thornton School does not have non-public staff. PD is provided for all public staff.								

## Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Class rosters <input checked="" type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		
12. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE		

# Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p><b>A. Audits</b></p> <p><b>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</b></p> <p><b>OMB Circular A-87</b></p>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA response to findings. <input checked="" type="checkbox"/> PDE follow-up reviews of findings. <input checked="" type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).			
<p><b>B. Carryover</b></p> <p><b>The LEA complies with the carryover provisions of Title I. Sec. 1127</b></p>	1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Carryover section of Title I project on eGrants				
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request and "Carryover Waiver Approval Letter" from DFP on file at LEA/District.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/7/2013 1:06:27 AM CFO Michelle Thornton The school has not requested carryover funds.</td> </tr> </tbody> </table>	District Comments	3/7/2013 1:06:27 AM CFO Michelle Thornton The school has not requested carryover funds.
District Comments									
3/7/2013 1:06:27 AM CFO Michelle Thornton The school has not requested carryover funds.									
<b>C. Rank Order</b>									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p><b>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</b></p> <p><b>Sec. 1113 34 CFR Part 200 §200.77-§200.78</b></p>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		
	2. The ranking procedures are applied without regard to grade spans or schools when poverty rate of school is 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		<p><b>District Comments</b></p> <p>3/7/2013 1:11:30 AM CFO Michelle Thornton Khepera has only one school. And poverty rate is above 75%</p>
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		
	4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches per pupil amounts in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		<p><b>District Comments</b></p> <p>3/7/2013 1:12:05 AM CFO Michelle Thornton Khepera has only on school, and poverty rate is above 75%.</p>
	5. Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		<table border="1"> <thead> <tr> <th data-bbox="1692 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1692 180 2003 425">           3/7/2013 1:12:57 AM            CFO Michelle Thornton            The school does not enrollment Pre-K students.         </td> </tr> </tbody> </table>	District Comments	3/7/2013 1:12:57 AM CFO Michelle Thornton The school does not enrollment Pre-K students.
District Comments									
3/7/2013 1:12:57 AM CFO Michelle Thornton The school does not enrollment Pre-K students.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p><b>D. Supplement / Supplant</b></p> <p><b>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</b></p> <p><b>Sec. 1114</b>  <b>Sec. 1115</b>  <b>Sec. 1116</b>  <b>Sec. 1120A</b></p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p><b>Pertains to:</b></p> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul> <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>			
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased				
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature &amp; do not supplant non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures are supplemental		<table border="1"> <tr> <td data-bbox="1694 1099 1999 1141"><b>District Comments</b></td> </tr> <tr> <td data-bbox="1694 1141 1999 1357">           3/7/2013 1:14:08 AM            CFO Michelle Thornton            School does not have a targeted program.         </td> </tr> </table>	<b>District Comments</b>	3/7/2013 1:14:08 AM CFO Michelle Thornton School does not have a targeted program.
<b>District Comments</b>									
3/7/2013 1:14:08 AM CFO Michelle Thornton School does not have a targeted program.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<b>E. Equipment and Related Property</b>  <b>OMB Circular A-87</b> <b>EDGAR 80.32</b>	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>           3/7/2013 1:15:13 AM            CFO Michelle Thornton            The school limits the purchase of equipment via Title I funds.         </td> </tr> </tbody> </table>	District Comments	3/7/2013 1:15:13 AM CFO Michelle Thornton The school limits the purchase of equipment via Title I funds.
	District Comments								
3/7/2013 1:15:13 AM CFO Michelle Thornton The school limits the purchase of equipment via Title I funds.									
2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>				
<b>F. Compliance to Reservations</b>  <b>The LEA complies with requirements regarding the reservation of funds. Sec. 1113</b> <b>Sec. 1116</b> <b>Sec. 1118</b>	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, Neglected or Delinquent children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Amounts on Reservation of Funds section of Title I project match corresponding line items on budget  <input type="checkbox"/> Line items can be followed.  <input type="checkbox"/> Expenditures are charged to the line items.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> </ul>			

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		<table border="1"> <thead> <tr> <th data-bbox="1692 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1692 180 2003 386">           3/7/2013 1:16:59 AM            CFO Michelle Thornton            Khepera is not in school improvement.         </td> </tr> </tbody> </table>	District Comments	3/7/2013 1:16:59 AM CFO Michelle Thornton Khepera is not in school improvement.
District Comments									
3/7/2013 1:16:59 AM CFO Michelle Thornton Khepera is not in school improvement.									
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> At least 1% of Title I allocation is reflected in line item "3300-Community Services" within Title I budget. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures/invoices supporting Parent Involvement Set Aside amount.				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. LEAs with Title I schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in sheets, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<b>District Comments</b> 3/7/2013 1:17:51 AM CFO Michelle Thornton Khepera has not been identified for School Improvement.
<b>G. Obligating Funds</b>	1. The LEA began obligating funds on or after the <b>programs' approved date;</b> (Program start date is found on first page of approved Consolidated Application).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dates on program expenditure records/invoices, begin on or after approved start date on Consolidated Application.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<b>District Comments</b> 3/7/2013 1:18:48 AM CFO Michelle Thornton School allocates funds according to Title I award date.
<b>H. Nonpublic School Services</b>	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Nonpublic Per Pupil Amounts are correctly distributed. <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application. <input type="checkbox"/> Budget reflects Nonpublic total.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<b>District Comments</b> 3/7/2013 1:19:21 AM CFO Michelle Thornton School does not provide for non-public services.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<b>I. Time Documentation</b>	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/7/2013 1:19:54 AM CFO Michelle Thornton Time documents are available in the HR department.</td> </tr> </tbody> </table>	District Comments	3/7/2013 1:19:54 AM CFO Michelle Thornton Time documents are available in the HR department.
	District Comments								
3/7/2013 1:19:54 AM CFO Michelle Thornton Time documents are available in the HR department.									
2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/7/2013 1:20:20 AM CFO Michelle Thornton Khepera does not have any prorate state.</td> </tr> </tbody> </table>	District Comments	3/7/2013 1:20:20 AM CFO Michelle Thornton Khepera does not have any prorate state.	
District Comments									
3/7/2013 1:20:20 AM CFO Michelle Thornton Khepera does not have any prorate state.									
<b>J. Record Retention</b>	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>			

## Personnel Interviews

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



**Khepera CS CHARTER SCHOOL**  
**FACILITATED SELF ASSESSMENT (FSA)**  
**2011-12 Compliance Monitoring for Continuous Improvement (CMCI)**  
 Pennsylvania Department of Education  
 Bureau of Special Education

Date(s) of Onsite Review	01/23/2012
LEA Contact Person's Name	Verna Holmes
Job Title	Principal
Address	144 West Carpenter Lane Philadelphia, Pa 19119
Telephone	215-843-1700
FAX	215-843-3530
Email Address	v.holmes@kheperacharterschool.org
BSE Chairperson	Howard
Job Title	Special Education Adviser
Address	PA Dept of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333
Telephone	
FAX	
Email Address	_____@state.pa.us

## Directions for the Facilitated Self Assessment (FSA)

2011-12 Compliance Monitoring for Continuous Improvement (CMCI)  
Pennsylvania Department of Education  
Bureau of Special Education (BSE)

The Facilitated Self Assessment (FSA) procedure, presented in the text for each topical area, shows what the Local Education Agencies (LEA) needs to do to complete the FSA. Information that the state is responsible for providing to help the LEA complete the FSA is prepopulated. In addition, the FSA details the procedures that will be followed by the BSE in completing the FSA review.

The FSA must be completed no later than 30 days prior to the onsite visit. **NOTE: Some items require the LEA to provide student files. Files are to be available onsite at the LEA. DO NOT FORWARD ANY CONFIDENTIAL STUDENT EDUCATIONAL FILES.**

### **FSA Procedure for LEA:**

Each LEA will establish a team to review and complete the required FSA.

Procedure for completion of the FSA:

1. Review the required standard and regulatory basis for each topic.
2. Follow the procedure titled LEA Procedure for each topic, gathering the required data.
3. Conduct the team discussion review using the LEA Team Discussion Points provided.
4. Complete the written Data Collection Summary in the format provided.
5. Where specified in the FSA, please forward policies, procedures, and reports to Jill Deitrich at the BSE address or have them available onsite for verification, as directed by the Chairperson.

Chairperson will review the FSA in preparation for the onsite review. Should there be any questions or concerns regarding the completion of the FSA, please direct them to the Chairperson.

<b>Index of FSA Topics</b>		
<b>Page</b>	<b>Topic #</b>	<b>Topic</b>
4	1	Assistive Technology and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices
8	2	Positive Behavior Support Policy
13	3	Child Find (Annual Public Notice and General Dissemination Materials)
17	4	Confidentiality
21	5	Dispute Resolution
24	6-7	Graduation and Dropout Rates
28	8	Exclusions: Suspensions and Expulsions
33	10	Independent Educational Evaluation
36	11	Least Restrictive Environment (LRE)
52	12	Provision of Extended School Year Services
55	13	Provision of Related Service Including Psychological Counseling
58	15	Parent Training
62	16	Participation in PSSA and PASA (PA System of School Assessment and PA Alternate System of Assessment) and Charter School-Wide Assessment
66	17	Public School Enrollment
74	18	Surrogate Parents (Students Requiring)
78	19	Personnel Training
83	20	Intensive Interagency Approach
86	21	Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation
88	22	Disproportionate Representation that is the Result of Inappropriate Identification
91	23	Educational Benefit Review

# 1. ASSISTIVE TECHNOLOGY DEVICES AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

## **STANDARD - ASSISTIVE TECHNOLOGY**

The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.

### **REGULATORY BASE:**

**Assistive technology** - 34 CFR 300.5 and 300.6, 300.105, and 300.324

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5 and 300.6, respectively are made available to a student with a disability if required as a part of the student's--  
(1) Special education (2) Related services or (3) Supplementary aids and services.

## **STANDARD - HEARING AIDS**

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.

### **REGULATORY BASE:**

**Hearing Aids** - 34 CFR 300.113

Proper functioning of hearing aids. Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

**External components of surgically implanted medical devices**- 34 CFR 300.113

Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

1.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will select and review at minimum 10% of files for students for whom Assistive Technology (AT) is a required component of their IEP.</p> <p>LEA will discuss the LEA Team Discussion Points and complete Data Collection Summary.</p> <p>LEA will provide student files as needed by the Chairperson during the onsite review.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review 10%, or not less than 3 files, of students for whom AT is a required component of their IEP. Chairperson selection of files will include both files reviewed by LEA and files not reviewed by the LEA if sufficient number is available.</p> <p>Chairperson will answer the following questions:</p> <p>a. If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Is the provision of AT reflected in the students' IEPs?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Is the recommendation for AT services and devices promptly followed by an IEP that incorporates the recommendation(s)?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on next page</p>	

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p>d. Are AT services or devices identified with specificity in IEPs?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. Are AT services or devices reviewed annually, or as requested by the IEP team and/or parent?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>f. Are AT devices promptly repaired and is an interim device or backup plan in place while the device is being repaired/maintained?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	
<p><b>1A.</b></p>	<p><b>LEA PROCEDURE</b>          LEA will provide a brief written summary of how hearing aids and external components of surgically implanted medical devices for students with disabilities are properly maintained.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b>          Chairperson will interview the LEA representative then answer the following questions:</p> <p>a. If there are no students currently identified as receiving this service, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Does the LEA maintain proper functioning of hearing aids and external components of surgically implanted medical devices for students with disabilities?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>○ AT services or devices required on students' IEPs were provided in a timely manner?</li> <li>○ the LEA has a process/procedure to address the need for AT?</li> <li>○ the LEA provides effective maintenance of all AT devices?</li> <li>○ the LEA selects age/developmentally appropriate AT?</li> <li>○ the AT used is based on recommendations from qualified personnel, e.g. speech language pathologists?</li> <li>○ personnel are aware of available AT resources?</li> </ul>	<p>The AT services or devices required on the student's IEP were not provided in a timely manner. The current report recommending AT services or devices was dated in 2009. The student did not receive the AT device until Fall 2011.</p> <p>The process / procedure to address the need for AT is based on reports from the student's audiologist and input from both the school nurse and speech pathologist.</p> <p>The LEA does provide effective maintenance of all AT devices. Staff, which included the student's teachers, were trained in the proper usage and maintenance of the AT device (training schedule is available). The following is the proper procedure of the maintenance and proper transport of the AT device: "The AT device is returned at the end of the day for review, maintenance, and to be recharged in the nurse's office. The student gives the transmitter and the earpiece to the teacher he / ahe had before lunch. The teacher who will see the student after lunch will receive the device from the previous teacher. Before the school day begins the designated teacher picks up the device to make sure that it is fully recharged and working properly. The student never carries the transmitter. Instead the transmitter is transported only among the teachers".</p> <p>The LEA selects age / developmentally appropriate AT based on recommendations from the audiologist and input from both the school nurse and the speech pathologist. A recommendation was received from the Pennsylvania Ear Institute per Dr. Zorina Michaelson regarding the student who is currently using the AT device. Documentation is available.</p> <p>Yes the AT used is based on recommendations from qualified personnel.</p> <p>Personnel such as the nurse and speech pathologist are given recommendations from a student's audiologist regarding available AT resources.</p>

	<input type="radio"/> hearing aids and external components of surgically implanted medical devices are being properly maintained by the LEA?	This does not apply to Khepera Charter School.
1.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ____ Yes, In Compliance ____ No, Not in Compliance	
1 A.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ____ Yes, In Compliance ____ No, Not in Compliance	

## 2. POSITIVE BEHAVIOR SUPPORT POLICY

### STANDARD - POSITIVE BEHAVIOR SUPPORT

LEA complies with the positive behavior support policy requirements.

### REGULATORY BASE:

**Positive Behavior Support** - 22 Pa. Code 711.46

(f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

**POSITIVE BEHAVIOR SUPPORT POLICY**

<b>2.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b> LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the RISC system report of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of:</p> <ul style="list-style-type: none"><li>• students who have been restrained</li><li>• students who have restraints included in their IEPs</li></ul> <p>Chairperson answers the following questions:</p> <p>a. Does the LEA have a current PBS Policy? ____ Yes ____ No</p> <p>b. Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior? ____ Yes ____ No ____ NA</p> <p>c. Are personnel authorized and trained in the use of restraints? ____ Yes ____ No ____ NA</p> <p>d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints? ____ Yes ____ No ____ NA</p> <p>e. Are prone restraints prohibited and never used? ____ Yes ____ No ____ NA</p> <p>continued on next page</p>	

**POSITIVE BEHAVIOR SUPPORT POLICY**

	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p>f. If a student was restrained, was the parent notified and a meeting convened within 10 school days (or a written waiver provided by the parents)?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>Chairperson will review the LEA's PBS Policy and indicate whether the following required components are included:</p> <p>h. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.</p> <p>i. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p> <p>j. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.</p> <p>k. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.</p> <p>l. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning.</p> <p>continued on next page</p>	

**POSITIVE BEHAVIOR SUPPORT POLICY**

	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p>m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Punishment for a manifestation of a student’s disability</li> <li>• Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit</li> <li>• Noxious substances</li> <li>• Deprivation of basic human rights, such as withholding meals, water, or fresh air</li> <li>• Suspension constituting a pattern</li> <li>• Treatment of a demeaning nature</li> <li>• Electric shock</li> </ul> <p>n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student’s IEP as reflected in 22 Pa. Code Chapter 711.46(f).</p>	

**POSITIVE BEHAVIOR SUPPORT POLICY**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>The LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA's implementation of PBS below.</p> <p>What evidence exists that</p> <ul style="list-style-type: none"> <li>○ the LEA's PBS Policy includes all the required regulatory components?</li> <li>○ the LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are used only as a last resort?</li> <li>○ the LEA's PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses?</li> <li>○ the LEA employs PBS as the primary method of addressing problem behaviors?</li> <li>○ the LEA maintains and reports data on restraints as required by the Secretary?</li> <li>○ parents are given notice when a restraint is used and, unless waived in writing, a meeting takes place within 10 school days?</li> <li>○ students who require specific intervention to address behavior that interferes with learning have behavior support plans as part of their IEPs?</li> <li>○ students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills?</li> <li>○ personnel are authorized and trained in PBS and crisis restraint procedures?</li> <li>○ there is a plan for eliminating the use of restraints through the application of PBS?</li> <li>○ prone restraints are prohibited and never used?</li> </ul>	<p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School</p> <p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>There is evidence that some students do have behavior support plans as part of their IEPs. However, there are few students that did not have behavior support plans as part of their IEPs.</p> <p>This does not apply to Khepera Charter School.</p> <p>Personnel were trained on how to properly document any problem behaviors using the data collection sheet as a progress monitoring tool. In addition, personnel were trained in the effectiveness of classroom strategies by reviewing positive supports that had been utilized and the supports that were not effective and why. They were also trained on how to properly document any problem behaviors. The use of crisis restraint procedures does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p>

	<ul style="list-style-type: none"> <li>○ when a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team?</li> <li>○ the LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g. School-wide Behavior Support Programs)?</li> </ul>	<p>This does not apply to Khepera Charter School.</p> <p>The LEA does access professional development opportunities (not technical assistance) provided by the Bureau of Special Education / PATTAN. The paraeducators who work with our students with special needs participated in Special Education Paraeducator Competency training in Standards-Based Knowledge and Skills which is sponsored by PATTAN.</p>
2.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p>	

### 3. CHILD FIND

#### **STANDARD – CHILD FIND**

LEA demonstrates compliance with annual public notice requirements.

#### **REGULATORY BASE:**

**Child find** - 34 CFR 300.111(a)(1)(i)(ii)(c)(1)(2)

(a) General. (1) The State must have in effect policies and procedures to ensure that -- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (c) Other children in child find. Child find also must include -- (1) Children who are suspected of being a child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and (2) Highly mobile children, including migrant children, wards of the state and parentally placed private students as appropriate.

**Child Find** - 22 Pa. Code 711.21(a)

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

**CHILD FIND****3. STANDARDS TO BE MET  
PROCEDURES TO FOLLOW****LEA PROCEDURE**

LEA will review its child find and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its written policy to BSE or make it available onsite for verification as directed by the Chairperson. LEA will compile and have available for review documentation of its dissemination materials.

**SPECIAL CONSIDERATIONS****BSE PROCEDURE**

Chairperson will answer the following questions:

a. Does the LEA have a current written policy for child find?

Yes

No

b. Has the LEA adopted, and does it use, a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction?

Yes

No

NA

c. Does the LEA's public outreach awareness system include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children?

Yes

No

d. Does the LEA conduct child find activities to inform the public of its special education services and programs and the manner in which to request them?

Yes

No

e. Is written information published in the charter school or cyber charter school handbook and website?

Yes

No

f. Does the LEA's child find effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities?

Yes

No

NA

continued on next page

**CHILD FIND**

	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p>g. Does the LEA provide child find information to parents throughout the LEA of child identification activities? ____ Yes ____ No ____ NA</p> <p>h. Is the child find information published or announced in newspapers, electronic media, and other media with circulation adequate to notify parents throughout the LEA? ____ Yes ____ No ____ NA</p> <p>i. Does the child find activity inform parents of child identification activities and procedures followed to ensure confidentiality of information pertaining to students with disabilities? ____ Yes ____ No ____ NA</p> <p>j. Does the written policy include child find activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs? ____ Yes ____ No</p> <p>k. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website? ____ Yes ____ No</p> <p>l. Does the written policy include systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school? ____ Yes ____ No</p>	

**CHILD FIND****DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>○ the LEA's written policy includes all the required components?</li>   <li>○ the LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction?</li>   <li>○ the LEA conducts awareness activities to inform the parents of children applying to or enrolled in the charter school and cyber charter school of its special education services and programs and how to request services and programs?</li> <li>○ written information is published in the LEA Handbook and LEA website?</li> <li>○ the child find information includes procedures to ensure confidentiality of information pertaining to students with disabilities?</li>   <li>○ the LEA's personnel are familiar with the available dissemination materials and responsibility for dissemination of those materials?</li>   <li>○ the LEA uses a variety of methods (radio, TV, printed publications) and locations to provide the public notice?</li> <li>○ the distribution of notification to parents occurs routinely?</li> </ul>	<p>The LEA's written policy includes a written policy on child find in the parent / student handbook and in Khepera Charter School's Policy and Procedures Manual under the Special Education Policies and Procedures section. This policy contains information on the types of special education services and programs offered and the manner in which to request them. There is no evidence that exists that the LEA does not use a public awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction.</p> <p>The LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction by using the parent / student handbook and Khepera's Charter School's policy and procedures manual.</p> <p>Parents / guardians of students who are applying to or enrolled at Khepera Charter School receive a parent / student handbook which discusses the special education services and programs at Khepera Charter School and how to request those services.</p> <p>Written information is published in the LEA Handbook.</p> <p>The child find information does include procedures to ensure confidentiality of information pertaining to students with disabilities. This is evidenced in the policy and procedures manual in the Khepera Charter School Special Education Process under the Confidentiality Policy. In addition parents are given the Procedures Safeguard Notice at IEP meetings which discusses confidentiality information in Section II.</p> <p>The LEA's personnel is familiar with the available dissemination materials and responsibility for dissemination of those materials. Personnel also distribute parent / student handbooks.</p> <p>The LEA uses printed publications to provide the public with information on special education services and programs and Child Find.</p> <p>Parents are notified routinely through the distribution of the parent / student handbooks yearly or upon enrollment.</p>

3.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance	
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## 4. CONFIDENTIALITY

### **STANDARD - CONFIDENTIALITY**

The LEA is in compliance with confidentiality requirements.

### **REGULATORY BASE:**

#### **Confidentiality – 34 CFR 300.610**

The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with §§ 300.611 through 300.627

#### **Referral to and action by law enforcement and judicial authorities - 34 CFR 300.535(b)(1)(2)**

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

#### **Education Records - 22 Pa. Code 711.8(a)(b)**

(a) When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school or cyber charter school.

(b) When the educational record for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school or cyber charter school, the charter school or cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

**CONFIDENTIALITY**

<b>4.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b> LEA will review its Confidentiality Policy for compliance with regulations.</p> <p>LEA will identify any students with disabilities for whom it reported a crime, and determine if the records were forwarded to the appropriate authorities. LEA will make these records available onsite for the Chairperson’s review.</p> <p>LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its Confidentiality Policy to BSE or make it available onsite.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson.</p> <p>Chairperson will answer the following questions: a. Does the LEA have a current LEA Confidentiality Policy? ____ Yes ____ No</p> <p>Chairperson will review the LEA’s Confidentiality Policy and answer the following questions: Does the policy include: b. a description of the personally identifiable information maintained? ____ Yes ____ No ____ NA c. the uses to be made of the information? ____ Yes ____ No ____ NA</p> <p>continued on the next page</p>	

**CONFIDENTIALITY**

	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p>d. a summary of the policies and procedures regarding (1) storage of information; (2) disclosure to third parties; (3) retention and destruction of personally identifiable information and information regarding record of access?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. a description of the rights of parents to access this information?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>f. information regarding charging a fee for copies, if applicable?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. information regarding parents' hearing rights and hearing procedures?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>h. identification of the agency official who has responsibility for ensuring confidentiality?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>i. if the agency reported a crime committed by a student with a disability, did the agency ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)? (34 CFR Part 99)  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>j. Has the LEA provided evidence that all persons collecting or using personally identifiable information receive training or instruction regarding confidentiality procedures?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

**CONFIDENTIALITY****DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li><input type="radio"/> the LEA's Confidentiality Policy includes all required components?</li> <li><input type="radio"/> LEA personnel receive adequate training regarding confidentiality?</li>   <li><input type="radio"/> personnel are familiar with requirements for transfer of records to appropriate authorities for students with disabilities who commit a crime?</li>   <li><input type="radio"/> the charter school or cyber charter school has an effective system for ensuring timely transfers of education records between it and other LEAs?</li> </ul>	<p>The LEA's Confidentiality Policy includes all required components.</p> <p>There is evidence that LEA personnel are aware of and have received the confidentiality policy of Khepera Charter School.</p> <p>There is no evidence that exists that personnel are familiar with requirements for transfer of records to appropriate authorities for students with disabilities who commit a crime.</p> <p>Khepera Charter School attempts to get the records from the sending school and documents those attempts. If the school cannot get the IEP then the Specialized Services team must start from the beginning of the Process and complete an evaluation of the student. This is evident in the Khepera Charter School's policy manual under the Khepera Charter School Special Education Process section.</p>
<b>4.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p>	

## 5. DISPUTE RESOLUTION

### **STANDARD - DISPUTE RESOLUTION**

The LEA uses dispute resolution processes for program improvement. - 34 CFR 300.500

### **REGULATORY BASE:**

#### **Procedural Safeguards - 34 CFR 300.504**

(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

**DISPUTE RESOLUTION**

5.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will review the information provided by BSE, discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review a maximum of 5 (if available) due process hearing decisions from the prior school year where the parent was the prevailing party, and answer the following questions:</p> <p>a. If appropriate, was the hearing decision reflected in the student’s IEP?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. If required, was compensatory education incorporated into the student’s IEP?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Were the compensatory education services that were required by the hearing decision and included in the student’s IEP delivered?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	
5A.	<p><b>BSE PROCEDURE</b> Chairperson will review the following data and reach conclusions regarding effective use of dispute resolution systems.</p> <p>Data from the Office for Dispute Resolution (ODR) and BSE for this LEA from the prior school year:</p> <p><input type="text"/> 0 Number of complaints filed with BSE  <input type="text"/> 0 Number of complaints found to be valid  <input type="text"/> 0 Number of mediation requests  <input type="text"/> 0 Number of mediations held  <input type="text"/> 0 Number of due process hearings held  <input type="text"/> 0 Number of due process hearing decisions where the parent was the prevailing party</p>	

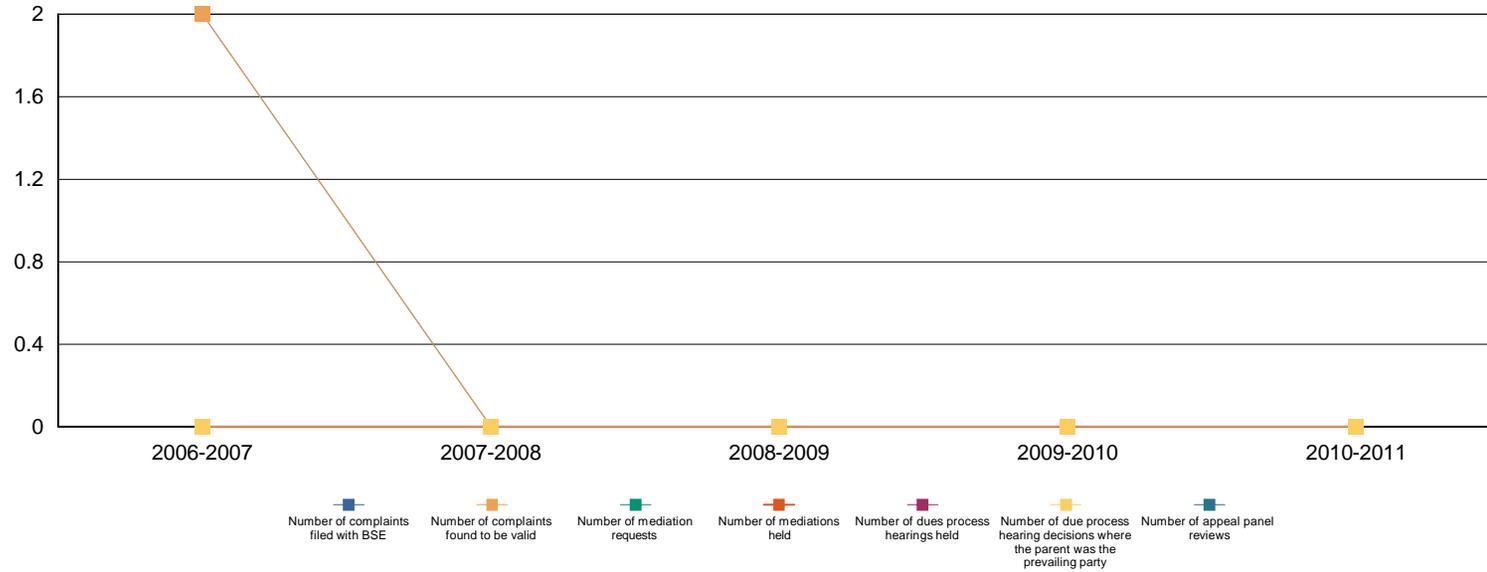
**DISPUTE RESOLUTION**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"> <li>○ What opportunities does the LEA provide parents for resolving issues at the building/LEA level?</li> <li>○ Are there any patterns in parent complaints (e.g. lack of related services, lack of assistive technology evaluations, etc.)?</li> <li>○ Are there any patterns in the issues filed for mediation or due process (e.g. lack of related services, implementation of IEP, lack of assistive technology evaluations, etc.)?</li> <li>○ How does the LEA ensure that mediation agreements are implemented?</li> <li>○ How does the LEA ensure that due process decisions are implemented?</li> </ul>	<p>The LEA provides parents with opportunities for resolving issues at the building level by scheduling teacher / parent meetings and classroom visitations if necessary. Follow-up meetings may be scheduled if agreed by all parties.</p> <p>There are no patterns in parent complaints. Two complaints during the 2006-2007 school year. Between the 2007-2008 school year and the 2010-2011 school year no complaints were filed.</p> <p>There are no patterns in parent complaints. Two complaints were filed during the 2006-2007 school year. Between the 2007-2008 school year and the 2010-2011 school year no complaints were filed.</p> <p>The LEA ensures that mediation agreements are implemented by following the procedural requirements stated in the Procedural Safeguard Notice.</p> <p>The LEA ensures that due process decisions are implemented by following the procedural requirements stated in the Procedural Safeguard Notice.</p>
5.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>            LEA has implemented due process hearing decisions as required.  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	
5 A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>            Data indicate that the LEA uses dispute resolution systems effectively.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (requires an improvement plan)  <input type="checkbox"/> NA</p>	

Five Year Longitudinal Data Link

## Dispute Resolution



<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Description</u>
2	0	0	0	0	Number of complaints filed with BSE
2	0	0	0	0	Number of complaints found to be valid
0	0	0	0	0	Number of mediation requests
0	0	0	0	0	Number of mediations held
0	0	0	0	0	Number of due process hearings held
0	0	0	0	0	Number of due process hearing decisions where the parent was the prevailing party
0	0	0	0	0	Number of appeal panel reviews

## **6. - 7. GRADUATION and DROPOUT RATES**

### **STANDARD - Graduation**

The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.

### **STANDARD – Dropout**

The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.

### **REGULATORY BASE**

#### **Performance goals and indicators - 34 CFR 300.157(a)(3)(4)**

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (3) Address graduation rates and dropout rates, as well as such other factors as the State may determine; and (4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State.

**GRADUATION and DROPOUT RATES (includes students who have aged out)**

6.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>																																											
	<p><b>LEA PROCEDURE - GRADUATION RATES</b> LEA will discuss LEA Team Discussion Points and complete Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><u>0</u> Total Number of students with disabilities reported graduated with diploma.</p> <p><u>0</u> Total Number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.</p> <p><u>0.00</u> LEA graduation rate for students with disabilities. <math>(1 \div 2 \times 100 = 3)</math> (OSEP)</p> <p><u>87.70</u> State graduation rate for students with disabilities (OSEP)</p> <table border="1" data-bbox="241 747 1102 1356"> <thead> <tr> <th colspan="3">LEA's Graduation/Dropout Data by Disability Category</th> </tr> <tr> <th>Disability</th> <th># Graduates</th> <th># Dropouts</th> </tr> </thead> <tbody> <tr><td>Autism</td><td>0</td><td>0</td></tr> <tr><td>Deaf-Blindness</td><td>0</td><td>0</td></tr> <tr><td>Emotional Disturbance</td><td>0</td><td>0</td></tr> <tr><td>Hearing Impairment Including Deafness</td><td>0</td><td>0</td></tr> <tr><td>Mental Retardation</td><td>0</td><td>0</td></tr> <tr><td>Multiple Disabilities</td><td>0</td><td>0</td></tr> <tr><td>Orthopedic Impairment</td><td>0</td><td>0</td></tr> <tr><td>Other Health Impairment</td><td>0</td><td>0</td></tr> <tr><td>Specific Learning Disability</td><td>0</td><td>0</td></tr> <tr><td>Speech or Language Impairment</td><td>0</td><td>0</td></tr> <tr><td>Traumatic Brain Injury</td><td>0</td><td>0</td></tr> <tr><td>Visual Impairment Including Blindness</td><td>0</td><td>0</td></tr> </tbody> </table>	LEA's Graduation/Dropout Data by Disability Category			Disability	# Graduates	# Dropouts	Autism	0	0	Deaf-Blindness	0	0	Emotional Disturbance	0	0	Hearing Impairment Including Deafness	0	0	Mental Retardation	0	0	Multiple Disabilities	0	0	Orthopedic Impairment	0	0	Other Health Impairment	0	0	Specific Learning Disability	0	0	Speech or Language Impairment	0	0	Traumatic Brain Injury	0	0	Visual Impairment Including Blindness	0	0	
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**GRADUATION and DROPOUT RATES (includes students who have aged out)**

	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p>LEA results for students with disabilities compared to the SPP target:  <input type="checkbox"/> Met SPP target  <input type="checkbox"/> Did not meet SPP target  <input checked="" type="checkbox"/> NA</p> <p>Five Year Longitudinal Data Link</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE - GRADUATION RATES</b>                      Chairperson will review the data and available information to determine need for an improvement plan.</p>	
<p>7.</p>	<p><b>LEA PROCEDURE - DROPOUT RATES</b>                      LEA will discuss LEA Team Discussion Points and complete Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><input type="checkbox"/> 0 Total number of students with disabilities reported dropped out.</p> <p><input type="checkbox"/> 0 Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.</p> <p><input type="checkbox"/> 0.00 LEA dropout rate for students with disabilities (<math>1 \div 2 \times 100 = 3</math>) (OSEP)</p> <p><input type="checkbox"/> 10.55 State dropout rate for students with disabilities. (OSEP)</p> <p>LEA results for students with disabilities compared to the SPP target:  <input type="checkbox"/> Met SPP target  <input type="checkbox"/> Did not meet SPP target  <input checked="" type="checkbox"/> NA</p> <p>Five Year Longitudinal Data Link</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE - DROPOUT RATES</b>                      Chairperson will review the data and available information to determine need for an improvement plan.</p>	

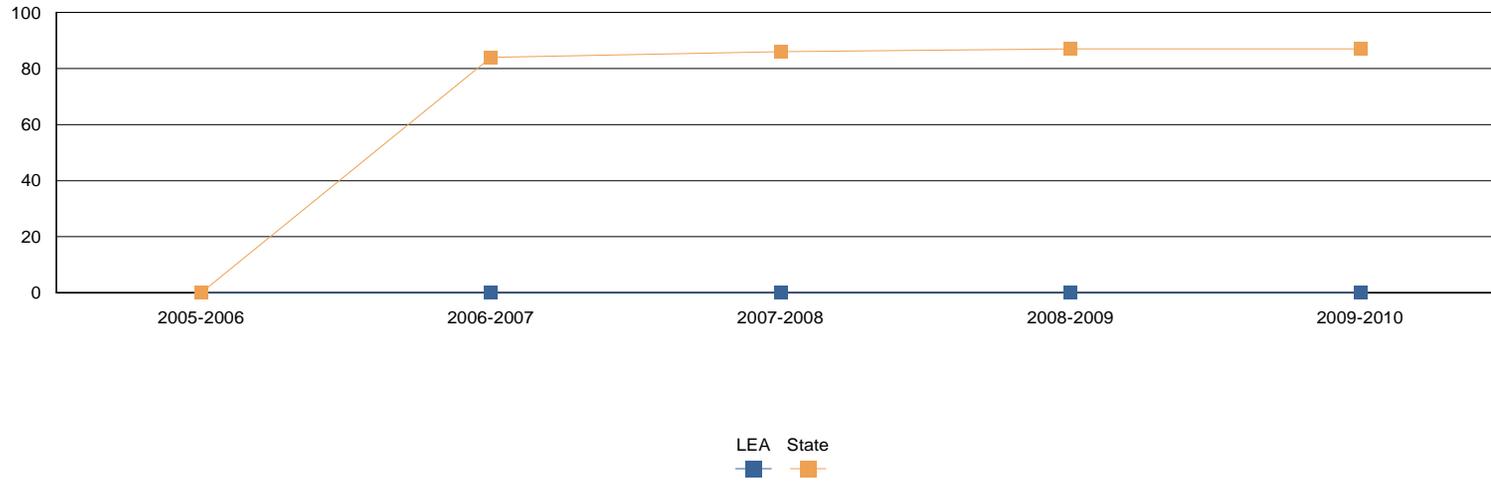
**GRADUATION and DROPOUT RATES**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"> <li>○ Are attendance rates of students with disabilities comparable to those of all students?</li> <li>○ Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as "moved, known to be continuing"?</li> <li>○ Are students who are highly mobile receiving comparable special education services, credit and partial credit for courses completed in other LEAs, and regular diplomas?</li> <li>○ What do these data mean to the LEA?</li> <li>○ Does a particular disability category show a disproportionately higher drop-out rate?</li> <li>○ Does a particular disability category show a disproportionately lower graduation rate?</li> <li>○ How do these data compare with the trends in the LEA's general population of students?</li> <li>○ How will the LEA use the data for continuous improvement initiatives?</li> <li>➤ Does the LEA demonstrate program incentives to encourage graduation?</li> <li>➤ Does the LEA maintain effective dropout prevention programs?</li> </ul>	<p>This does not apply to Khepera Charter School.</p>
6.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>          ____ Yes (Met SPP target)          ____ No (Requires improvement plan)          ____ NA</p>	
7.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>          ____ Yes (Met SPP target)          ____ No (Requires improvement plan)          ____ NA</p>	

**Five Year Longitudinal Data Link**

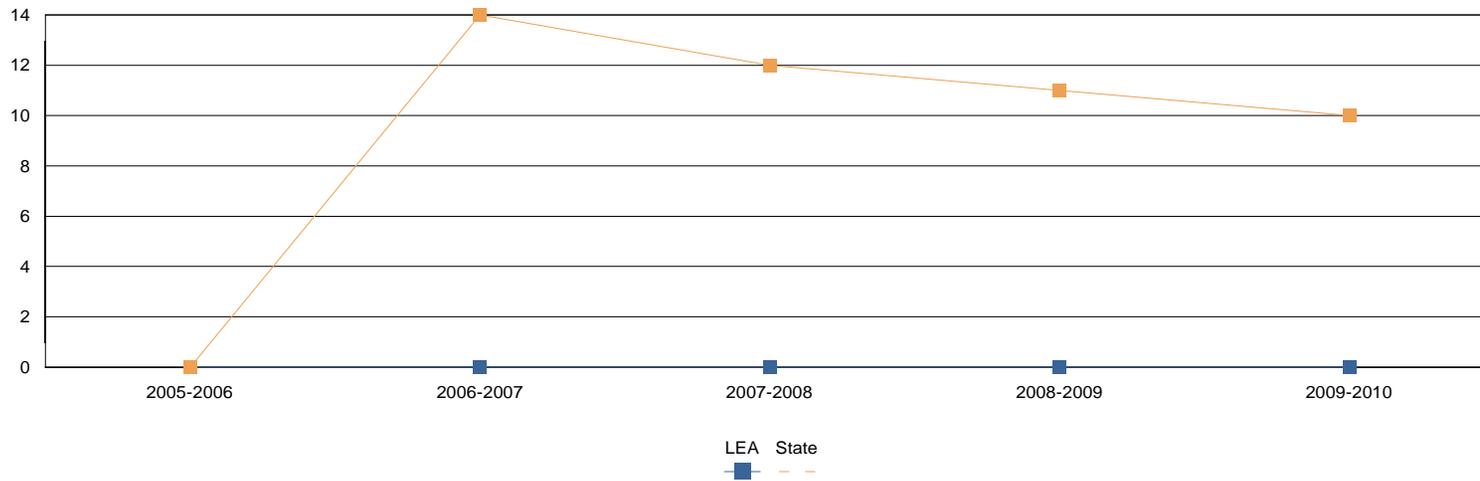
**Graduation Rates**



<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>Description</u>
0	0	0	0	0	LEA graduation rate for students with disabilities. (1 ÷ 2 X 100 = 3) (OSEP)
0	84.48	86.52	87.27	87.7	State graduation rate for students with disabilities (OSEP)

**Five Year Longitudinal Data Link**

**Dropout Rates**



<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>Description</u>
0	0	0	0	0	LEA dropout rate for students with disabilities ( $1 \div 2 \times 100 = 3$ ) (OSEP)
0	14.17	12.16	11.13	10.55	State dropout rate for students with disabilities. (OSEP)

## 8. EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

### STANDARD – SUSPENSION and EXPULSION

The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.

The LEA adheres to procedural requirements in suspending students with disabilities.

### REGULATORY BASE:

#### **Suspension and expulsion rates** - 34 CFR 300.170(a)(1)(2)(b)

(a) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—(1) Among LEAs in the State; or (2) Compared to the rates for nondisabled children within those agencies. (b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

#### **Disciplinary placements** - 22 Pa. Code 711.61

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530 (b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

(c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530 (g) (1)-(3) (relating to authority of school personnel).

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS**

<p><b>8.</b></p>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will select at minimum 10% of the files of students with disabilities who have been suspended for more than 10 consecutive or 15 cumulative school days in the prior school year. LEA will review for compliance with the mandated procedural safeguards requirements. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will provide a list of all students with disabilities who were suspended (in and out of school) during the prior school year. This list is to include all removals. The information will include the student’s name, birth date, primary disability, and each date the student was suspended. LEA will have available the files of all students on the list.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Divide the list into 2 groups as follows: GROUP 1 = Students (other than a student with mental retardation) who were suspended from school for more than 10 consecutive or 15 cumulative school days during the prior school year.</p> <p>GROUP 2 = Students with mental retardation (regardless of whether the mental retardation is a primary or secondary exceptionality) who were suspended from school for any number of days during the prior school year.</p> <p>For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review: a. GROUP 1 ONLY: Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p>____ Yes ____ No ____ NA</p>	



<b>EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)</b>	
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p>b. GROUP 2 ONLY: Any disciplinary exclusion of a student with mental retardation is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p>____ Yes          ____ No          ____ NA</p> <p>c. For GROUP 1 was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions?</p> <p>____ Yes          ____ No          ____ NA</p> <p>d. For GROUP 2, was FAPE provided from day 1?</p> <p>____ Yes          ____ No          ____ NA</p>	

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW																																			
8A.	<p><b>LEA PROCEDURE</b> LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Note: Suspensions include any suspension that resulted in the denial of FAPE for a student with a disability, both in-school and out-of-school suspension.</p> <p style="text-align: center;"><b>LONG TERM SUSPENSIONS</b> (Greater than 10 consecutive or 15 cumulative school days or is a pattern):</p> <p>a. Regular education population:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>b. Population of students with mental retardation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>c. Other students with disabilities:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p style="text-align: center;"><b>EXPULSIONS</b></p> <p>d. Total # students</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>e. Population of students with mental retardation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>f. Other students with disabilities</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p><b>STUDENTS PLACED IN 45 SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR DRUG/WEAPONS OFFENSES AND STUDENTS WHO HAVE INFLECTED SERIOUS BODILY INJURY UPON ANOTHER PERSON WHILE AT SCHOOL, ON SCHOOL PREMISES, OR AT A SCHOOL FUNCTION UNDER SEA OR LEA JURISDICTION</b></p> <p>g. <u>0</u> Total # students with disabilities in LEA.</p> <p>h. <u>0</u> Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA.</p> <p>i. <u>0</u> Total # students for whom this placement was preceded by issuance of a NOREP/PWN.</p>	Total # students	# Suspended Long Term	% of Pop	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # students with MR	# Suspended Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Suspended Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0.00</u>	Total # students with MR	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	
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<p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSEPROCEDURE</b> Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions.</p>	
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**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li><input type="radio"/> the LEA reviews the data for patterns and causes of suspensions and expulsions?</li> <li><input type="radio"/> the LEA has considered these data?</li> <li><input type="radio"/> these data are comparable to trends in the general student population?</li> <li><input type="radio"/> the LEA uses follow-up studies and LEA data to drive program changes?</li> <li><input type="radio"/> the LEA provides Functional Behavioral Assessment, manifestation determination, and FAPE to students whose removal constitutes a change of placement?</li> <li><input type="radio"/> the LEA reviews data if there are concerns specific to students identified with mental retardation?</li> <li><input type="radio"/> Are there any instances of students with disabilities being sent home for disciplinary purposes are considered official suspension?</li> </ul>	<p>This does not apply to Khepera Charter School.</p>
<b>8.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance with procedural requirements</p> <p>___ No, Not in Compliance with procedural requirements</p> <p>___ NA</p>	
<b>8 A.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>Suspension rates are appropriate for this LEA</p> <p>___ Yes</p> <p>___ No (requires improvement plan)</p> <p>___ NA</p>	

# 10. INDEPENDENT EDUCATIONAL EVALUATION

## **STANDARD – INDEPENDENT EDUCATIONAL EVALUATION**

The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.

### **REGULATORY BASE:**

**Independent educational evaluation** - 34 CFR 300.502

General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section. (2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

<b>INDEPENDENT EDUCATIONAL EVALUATION</b>	
<b>10.</b>	<p><b>STANDARDS TO BE MET</b></p> <p><b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b></p> <p>LEA will provide a description of its procedure for responding to requests from parents for an Independent Educational Evaluation (IEE) at public expense.</p> <p>LEA will make available files of all students for whom an IEE at public expense was requested by the parent during the prior school year.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSEPROCEDURE</b></p> <p>Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions:</p> <p>a. Does the LEA provide information where an IEE may be obtained?</p> <p>____ Yes  ____ No  ____ NA</p> <p>b. Does the LEA notify parents in writing via a NOREP/PWN when the LEA declines the parent's request for an IEE at public expense and the reason for denial of the IEE?</p> <p>____ Yes  ____ No  ____ NA</p> <p>c. Does the LEA's procedure demonstrate that the LEA does not unreasonably delay either providing the IEE at public expense or initiating a due process hearing?</p> <p>____ Yes  ____ No  ____ NA</p> <p>d. Is there evidence that the LEA considered the IEE?</p> <p>____ Yes  ____ No  ____ NA</p>

<b>INDEPENDENT EDUCATIONAL EVALUATION</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>○ Are LEA personnel (principals, administrators, psychologists, and teachers) familiar with the requirements for IEEs?</li> <li>○ How does the LEA ensure that the results of an IEE are considered in any decision made with respect to the provision of FAPE?</li> </ul>	<p>The requirements for IEEs are in Khepera Charter School's Policy and Procedure Manual under the Special Education Policies and Procedures. The LEA ensures that the results of an IEE are considered in any decision made with respect to the provision of FAPE by following the procedures listed in Khepera's Charter School's Policy and Procedure Manual under the Special Education Policies and Procedures.</p>
<b>10.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.)</p> <p>___ No, Not in Compliance</p>	

# 11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

## 1st STANDARD -- CONTINUUM

The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.

### REGULATORY BASE:

**Continuum** - 34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of this section must—(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

## 2nd STANDARD - DISTRIBUTION OF SCHOOL-AGED STUDENTS

Students with disabilities are provided for in the least restrictive environment. 34 CFR 300.114 – 117

### REGULATORY BASE:

**General LRE requirements** - 34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that—(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**FSA 11 and 11A Data and Table Index**

<b>DATA DISPLAY</b>	COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS
<b>LEA TABLE 1:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 1:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>LEA TABLE 1A:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL
<b>LEA TABLE 2:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 2:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>LEA TABLE 3:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 3:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS**

11.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>																													
	<p><b>LEA PROCEDURE</b> LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on site for BSE verification.</p> <p>The LEA will examine the following data comparing local and state rates and LEA performance on SPP targets, and will reflect upon this information in the Team Discussion Points and Data Collection Summary:</p> <p>a. <u>73.68</u> % of LEA students with an IEP served inside the regular classroom 80% or more of the day (formerly less than 21%) (State % is <u>58.13</u>)</p> <p>b. <u>15.79</u> % of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (formerly 21-60%) (State % is <u>27.06</u>)</p> <p>c. <u>10.53</u> % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is <u>10.58</u>)</p> <p>d. <u>0.00</u> % of LEA students educated in public separate facilities (centers) (State % is <u>1.58</u>)</p> <p>e. <u>0.00</u> % of LEA students educated in private separate facilities (private day schools) (State % is <u>2.19</u>)</p> <p>f. <u>0.00</u> % of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program) (State % is <u>0.36</u>)</p> <p>Compared to state percentages, LEA data for the above 6 items are as follows:</p>																													
	<table border="1"> <thead> <tr> <th>Setting</th> <th>Above State Rate</th> <th>Below State Rate</th> <th>Same As State Rate</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td><b>X</b></td> <td></td> <td></td> </tr> <tr> <td>b.</td> <td></td> <td><b>X</b></td> <td></td> </tr> <tr> <td>c.</td> <td></td> <td><b>X</b></td> <td></td> </tr> <tr> <td>d.</td> <td></td> <td><b>X</b></td> <td></td> </tr> <tr> <td>e.</td> <td></td> <td><b>X</b></td> <td></td> </tr> <tr> <td>f.</td> <td></td> <td><b>X</b></td> <td></td> </tr> </tbody> </table>	Setting	Above State Rate	Below State Rate	Same As State Rate	a.	<b>X</b>			b.		<b>X</b>		c.		<b>X</b>		d.		<b>X</b>		e.		<b>X</b>		f.		<b>X</b>		
Setting	Above State Rate	Below State Rate	Same As State Rate																											
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f.		<b>X</b>																												

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

LEA results for students with disabilities compared to the SPP target: (NOTE: This SPP target reporting is based on prior year's reporting cycle. The LEA may describe and discuss more current data and performance on SPP target in the Special Considerations section below.)

g. Met SPP target for students with disabilities served inside the regular classroom 80% or more of the day. (formerly less than 21%)

h. Met SPP target for students with disabilities served inside the regular classroom less than 40% of the day. (formerly greater than 60%)

i. Met SPP target for students with disabilities served in other locations.

Setting	Met SPP Target
80% or more	Y
Less than 40%	N
Other Locations	Y

**SPECIAL CONSIDERATIONS**

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<b>11A</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b>                  The LEA will review LEA Table 1 and State Table 1, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b>                  BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.</p>

<b>LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)</b>								
<b>PRIMARY DISABILITY</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Mental Retardation</b>	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
<b>Hearing Impairment including Deafness</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Speech or Language Impairment</b>	13 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	13
<b>Visual Impairment Including Blindness</b>	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
<b>Emotional Disturbance</b>	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
<b>Orthopedic Impairment</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Other Health Impairment</b>	5 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	5
<b>Specific Learning Disability</b>	17 / 85.00	3 / 15.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	20
<b>Deaf-Blindness</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Multiple Disabilities</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Autism</b>	2 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	2
<b>Traumatic Brain Injury</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
<b>Mental Retardation</b>	14.08	34.53	42.10	5.11	3.39	0.57	0.23	0.00
<b>Hearing Impairment including Deafness</b>	65.78	14.05	6.73	1.25	9.64	2.50	0.04	0.00
<b>Speech or Language Impairment</b>	96.45	2.56	0.84	0.05	0.09	0.00	0.01	0.00
<b>Visual Impairment Including Blindness</b>	63.98	9.81	7.87	1.30	14.26	2.78	0.00	0.00
<b>Emotional Disturbance</b>	44.12	22.07	16.29	5.35	9.71	2.34	0.13	0.00
<b>Orthopedic Impairment</b>	43.78	37.68	13.17	2.56	1.95	0.24	0.61	0.00
<b>Other Health Impairment</b>	63.20	27.91	6.47	0.86	1.29	0.18	0.09	0.00
<b>Specific Learning Disability</b>	64.08	31.20	3.74	0.35	0.47	0.16	0.01	0.00
<b>Deaf-Blindness</b>	26.98	6.35	14.29	4.76	39.68	7.94	0.00	0.00
<b>Multiple Disabilities</b>	5.45	11.91	52.60	13.00	11.49	2.07	3.48	0.00
<b>Autism</b>	41.14	23.30	26.05	2.81	6.16	0.46	0.08	0.00
<b>Traumatic Brain Injury</b>	38.00	27.57	18.03	4.02	9.84	1.49	1.04	0.00

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL**

<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>LEA PROCEDURE</b> The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with mental retardation are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.	<b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)															TOTAL									
	Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular class less than 40% of the school day			Educated in public separate facilities			Educated in private separate facilities				Educated in public or private separate residential facilities			Receive instruction in the home					
	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H		E	M	H	E	M	H			
<b>Mental Retardation</b>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Hearing Impairment including Deafness</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Speech or Language Impairment</b>	11	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
	84.6	15.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Visual Impairment Including Blindness</b>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Emotional Disturbance</b>	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Orthopedic Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Other Health Impairment</b>	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
	80.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Specific Learning Disability</b>	13	4	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
	65.0	20.0	0.0	5.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Deaf-Blindness</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

<b>Multiple Disabilities</b>	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0
<b>Autism</b>	2 0 0 100.0 0.0 0.0	0 0 0 0.0 0.0 0.0	2					
<b>Traumatic Brain Injury</b>	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0 0 0 0.0 0.0 0.0	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b>                  The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b>                  BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Mental Retardation	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	2 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	2
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Specific Learning Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
<b>Mental Retardation</b>	16.25	27.18	53.19	2.47	0.78	0.00	0.13	0
<b>Hearing Impairment including Deafness</b>	71.20	8.15	8.70	1.09	8.70	2.17	0.00	0
<b>Speech or Language Impairment</b>	97.02	1.80	1.04	0.05	0.07	0.01	0.01	0
<b>Visual Impairment Including Blindness</b>	75.00	4.69	7.81	0.00	12.50	0.00	0.00	0
<b>Emotional Disturbance</b>	38.11	22.54	30.53	4.10	3.89	0.82	0.00	0
<b>Orthopedic Impairment</b>	56.25	28.12	15.62	0.00	0.00	0.00	0.00	0
<b>Other Health Impairment</b>	54.06	29.32	15.00	0.29	1.15	0.00	0.19	0
<b>Specific Learning Disability</b>	50.62	41.34	7.87	0.06	0.12	0.00	0.00	0
<b>Deaf-Blindness</b>	40.00	0.00	20.00	0.00	40.00	0.00	0.00	0
<b>Multiple Disabilities</b>	6.04	14.29	56.04	10.99	10.44	1.10	1.10	0
<b>Autism</b>	40.64	21.48	33.31	1.65	2.86	0.06	0.00	0
<b>Traumatic Brain Injury</b>	33.33	22.22	33.33	5.56	0.00	5.56	0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
<p><b>LEA PROCEDURE</b> The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

<b>LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)</b>								
<b>TYPE OF SUPPORT</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Autistic Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Emotional Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Deaf and Hard of Hearing Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Learning Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Life Skills Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Multiple Disabilities Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Physical Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Speech and Language Support</b>	2 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	2
<b>Blind-Visually Impaired Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION**

<b>TYPE OF SUPPORT</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Autistic Support</b>	24.08	19.68	49.56	2.28	4.31	0.09	0.00	0
<b>Emotional Support</b>	35.34	18.90	36.57	3.89	4.59	0.71	0.00	0
<b>Deaf and Hard of Hearing Support</b>	68.33	7.22	10.56	1.11	10.56	2.22	0.00	0
<b>Learning Support</b>	54.00	37.98	7.86	0.08	0.08	0.00	0.00	0
<b>Life Skills Support</b>	3.41	17.74	72.94	3.23	2.33	0.18	0.18	0
<b>Multiple Disabilities Support</b>	3.65	6.77	65.10	12.50	8.85	1.04	2.08	0
<b>Physical Support</b>	25.00	45.83	29.17	0.00	0.00	0.00	0.00	0
<b>Speech and Language Support</b>	98.36	0.75	0.71	0.06	0.09	0.01	0.01	0
<b>Blind-Visually Impaired Support</b>	78.33	5.00	3.33	0.00	13.33	0.00	0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**DATA COLLECTION WORKSHEET**

11A	LEA Team Discussion Points	LEA Data Collection Summary <i>(What Do We Know?)</i>
	<p><b>Review LEA Tables 1 and 1A, and State Table 1, respond to the following questions and provide explanation.</b></p> <p>The team discussion points have been developed to guide discussion among members of the team as they review the data. These points are to encourage discussion on indicators that reflect effective programs. These points should be reflected in the data collection summary. Please provide a written response for each question.</p> <p>a. Are there specific disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day?</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.</p> <p>c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.</p> <p><input type="checkbox"/> Increase  <input type="checkbox"/> Decrease  <input checked="" type="checkbox"/> Remained relatively the same  <input type="checkbox"/> NA</p> <p>d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? <b>(Not applicable to Charter Schools.)</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input checked="" type="checkbox"/> NA</p> <p>e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA? <b>(Not applicable to Charter Schools.)</b></p>	

Yes

No

NA

**Review LEA Tables 2 & 3 and State Tables 2 & 3 for first grade students, respond to the following questions and provide explanation.**

- f. Are there specific disability categories that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

- g. If the answer to “f” is “yes,” list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.

- h. Are there specific types of support that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

- i. If the answer to “h” is “yes,” list the reasons why a high number of first grade students in those types of support are placed outside the regular classroom for more than 20% of the school day.

- j. Do the trend data show an increase or decrease in the number of first grade students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.

Increase

Decrease

Remained relatively the same

NA

- k. Are there specific school buildings that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary (What Do We Know?)</b>
	<p><b>Respond to the following questions and provide a brief explanation.</b></p> <ul style="list-style-type: none"> <li>○ For students educated outside the regular classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom?</li> <li>○ If so, what were the reasons?</li> <li>○ What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from regular class for any portion of the school day?</li> <li>○ In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support?</li> <li>○ For each of the above, is that type of support provided in general education classes as well as in special education classes?</li> <li>○ If it is not provided in general education classes, what are the reasons?</li> <li>○ How are students whose behavior may disrupt their own learning or that of others supported by the LEA?</li> <li>○ What plans does the LEA have to develop programs and services to ensure that the continuum of services is available within the LEA?</li> <li>○ Do students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled?</li> <li>○ If a student needs supplementary aids and services to participate in extracurricular activities, is that support provided?</li> <li>○ Do IEP teams begin the discussion of educational placement with the option of regular class for the entire school day?</li> <li>○ During IEP team meetings in which a student’s educational placement is determined, does the team discuss how the student can be educated in regular class with supplementary aids and services for the entire school day?</li> <li>○ Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain.</li> </ul>	<p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>All support is provided in the general education classroom. The only exception is speech and language support which is provided in the speech classroom. Ho</p> <p>All support is provided in the general education classroom.</p> <p>This does not apply to Khepera Charter School. Students whose behavior may disrupt their own learning or that of others have a behavior plan in place to address their needs. Programs and services are based on student needs according to the IEP.</p> <p>Yes, students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled. Support is provided for any student who needs supplementary aids and services in order to participate in extracurricular activities. Students with IEPs are placed in the regular class for the entire school day. Khepera Charter School meets the student's needs by following the inclusion model. Yes the team does discuss how the student can be educated in the regular class with supplementary aids and services for the entire school day.</p> <p>No additional resources or supports are needed to facilitate providing supplementary aids and services to students' with an IEP within the general education classroom.</p>

	<ul style="list-style-type: none"> <li>○ How often are special education teachers available for co-teaching and consultation in general education classrooms?</li>   <li>○ Do students with an IEP tend to spend less time in general education classes as they grow older?</li>   <li>○ If so, is this true for students with all disabilities or only for certain disability categories?</li> </ul>	<p>Special education teachers and regular education teachers have weekly common planning periods for co-planning and consultation. Since Khepera Charter School practices the inclusive model, special education teachers are in the regular classroom daily.</p> <p>No students with an IEP do not tend to spend less time in the general education classes as they grow older.</p> <p>N / A</p>
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**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p><b>BSEPROCEDURE</b></p> <p>The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions:</p> <p>a. No specific disability groups or grade levels show a high number of students in more restrictive settings?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Do data in the LEA Tables match the current Special Education Plan Program Profile? <b>(Not applicable to Charter Schools.)</b>  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>d. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA? <b>(Not applicable to Charter Schools.)</b>  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>f. Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>	
<b>11</b>	<b>TO BE COMPLETED BY BSE PERSONNEL:</b> <b>CONCLUSION</b> <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires improvement plan)
<b>11A</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE. <input type="checkbox"/> Yes <input type="checkbox"/> No

# 12. PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

## STANDARD – PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

### REGULATORY BASE

#### ESY - 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

#### ESY 22 Pa. Code 711.44

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

**PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES**

12.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b></p> <p>LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student’s name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.)</p> <p>LEA will send the list to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews.</p> <p>Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available.</p> <p>Chairperson will answer the following questions:</p> <ul style="list-style-type: none"> <li>a. Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program?</li> <li>b. Is the LEA complying with timelines for the new deadlines for "target" group students?</li> <li>c. Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?</li> <li>d. Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?</li> <li>e. In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?</li> </ul>	

**PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>○ Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving?</li> <li>○ Does the LEA make ESY determinations based on student needs, considering both short and long term breaks and interruptions in services?</li> <li>○ Are ESY program decisions based on individual student needs vs. administrative convenience or other factors?</li>   <li>○ Are expedited reviews offered to families of students who are not "target" group members if there is a disagreement about eligibility or content of the program?</li> <li>○ Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?</li> <li>○ Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?</li>   <li>○ In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?</li> </ul>	<p>Eligibility for ESY participation is considered during IEP meetings. This documentation is shown in the student's IEP.</p> <p>The LEA does make ESY determination based on student needs, considering both short and long term breaks and interruptions in services. The ESY program decision is based on individual student needs vs. administrative convenience or other factors. The IEP team considers whether the student is able to retain information during extended breaks such as summer vacation.</p> <p>This not apply to Khepera Charter School because there have not been any disagreements from families regarding eligibility or content of the ESY program.</p> <p>This not apply to Khepera Charter School because there has not been any disagreement from parents regarding ESY eligibility determination.</p> <p>Yes there is evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services. This evidence is provided in the IEPs of those students who were deemed eligible for ESY programming.</p> <p>In cases where ESY eligibility is denied, there is evidence in the file to support that conclusion. When determining ESY eligibility the IEP team considered progress on IEP goals and classroom performance.</p>
<p><b>12.</b></p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p> <p>___ NA</p>	

# 13. PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

## STANDARD – PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

### REGULATORY BASE

**Related Services** – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

(10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

<b>PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>	
<b>13.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p><b>LEA PROCEDURE</b> LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.</p>

**PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>○ Are there sufficient psychological counseling services available to meet the needs of students in the LEA?</li> <li>○ Is there a continuum of services available to address students who need varying types and levels of support?</li> <li>○ Are psychological counseling services, when included in a student's IEP, provided at no cost to parents?</li> <li>○ Does the LEA have effective arrangements with outside service providers?</li> <li>○ If students require psychological counseling as a related service, and it is provided outside of the school setting, is transportation provided where necessary and at no cost to the parent?</li> </ul>	<p>There is sufficient psychological counseling services available to meet the needs of students in the LEA. Khepera Charter School has a fulltime psychologist. The IEP team decides how often counseling services occur. Yes there is a continuum of services available to address students who need varying types and levels of support. When included in a student's IEP, psychological counseling services are provided at no cost to parents. The LEA does have a list of outside service providers that is available to families. If services are needed that are beyond what Khepera Charter School can provided parents are given additional resources. If students require psychological counseling as a related service on their IEP and it is provided outside of the school setting, then transportation is not provided. The IEP will discuss providing counseling on an as needed basis to help supplement counseling that is provided outside of the school setting.</p>
13.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

# 15. PARENT TRAINING

## **STANDARD – PARENT TRAINING**

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

## **REGULATORY BASE - 34 CFR 300.34(c)(8)(i)(ii)(iii)**

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

**PARENT TRAINING**

**15. STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

**LEA PROCEDURE**

LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.

LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.

a. 3 Number of trainings offered by the LEA specifically for parents of students with disabilities

Topic of Trainings:

- 0 Behavior Support
- 0 Response to Intervention (Reading, Math, Progress Monitoring)
- 1 Inclusive Practices
- 0 Transition
- 0 AT
- 0 Autism
- 0 Interagency
- 2 Other (please list topic)  
Homework strategies; learning strategies

Source of Training:

Approximate Dates of Trainings in the past 24 months:

**SPECIAL CONSIDERATIONS**

b. 10 Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA

Topic of Trainings:

- 0 Behavior Support
- 0 Response to Intervention (Reading, Math, Progress Monitoring)
- 0 Inclusive Practices
- 0 Transition
- 0 AT
- 0 Autism
- 0 Interagency
- 0 Other (please list topic)

	<p>Source of Training: Approximate Dates of Trainings in the past 24 months:</p> <p><b>SPECIAL CONSIDERATIONS</b></p>	
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<b>PARENT TRAINING</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p>LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms.</p> <p><b>BSEPROCEDURE</b> Chairperson will review the data provided by the LEA to determine compliance.</p> <p>Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA’s plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families.</p> <p>Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child’s classrooms.</p> <p>c.LEA documents that they have a policy that ensures reasonable classroom access for parents.</p> <p>____ Yes ____ No</p>	
<b>15A</b>	<p><b>BSEPROCEDURE</b> Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>	

**PARENT TRAINING**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li><input type="radio"/> parent input is sought to determine what parent trainings are needed/desired?</li> <li><input type="radio"/> parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE?</li> <li><input type="radio"/> accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare, etc.)?</li> <li><input type="radio"/> efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA?</li> <li><input type="radio"/> the LEA identifies parents who may need additional support to fully participate in their child's educational process?</li> <li><input type="radio"/> the LEA seeks to improve parent attendance at parent trainings?</li> <li><input type="radio"/> the LEA trains personnel and parents together?</li> <li><input type="radio"/> the LEA invites surrogate parents and foster parents to parent training opportunities?</li> </ul>	<p>There is no evidence that exists to determine if parent input was sought to determine what parent trainings are needed / desired.</p> <p>Parents are notified of all meetings by sending home flyers and phone calls.</p> <p>There is no evidence that exists that accommodations are made by the LEA to support parent participation in meetings.</p> <p>There is no evidence that exists that efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA.</p> <p>There is no evidence that exists that the LEA identifies parents who may need additional support to fully participate in their child's educational process.</p> <p>There is no evidence that exists that the LEA seeks to improve parent attendance at parent trainings.</p> <p>There is evidence that exists that the LEA trains personnel and parents together. That evidence is provided on the sign- in sheet.</p> <p>There is evidence that the LEA invites surrogate parents and foster parents to parent training opportunities. There is a sign-in sheet provided at each parent training.</p>
15.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	
15A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>                      The parent survey results do not indicate need for an improvement plan.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires improvement plan)</p>	

## **16. PARTICIPATION IN PSSA AND PASA (PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT; PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT) AND CHARTER SCHOOL-WIDE ASSESSMENT**

### **STANDARD – PARTICIPATION IN STATEWIDE ASSESSMENTS**

The LEA's population of students who participate in state assessment is comparable with the state data.

### **REGULATORY BASE:**

**Performance goals and indicators** - 34 CFR 300.157(a)(1)(2)

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (1) Promote the purposes of this part, as stated in § 300.1; (2) Are the same as the State's objectives for progress by children in its definition of adequate yearly progress, including the State's objectives for progress by children with disabilities, under section 1111(b)(2)(C) of the ESEA, 20 U.S.C. 6311.

<b>Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment</b>	
<b>16.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p><b>LEA PROCEDURE</b> LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><b>SPECIAL CONSIDERATIONS</b></p>

LEA specific information will be provided in chart format on the web.

<b>Participation Rate</b>			
<b>LEA Rate</b>	<b>State Rate</b>	<b>SPP Target</b>	<b>LEA Met SPP Target</b>

<b>Performance (Percent of Students Who Earned Proficient or Advanced Scores)</b>				
<b>Content Area</b>	<b>LEA Rate</b>	<b>State Rate</b>	<b>SPP Target</b>	<b>LEA Met SPP Target</b>

**Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
16A.	<p><b>LEA PROCEDURE</b> LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><b>CHARTER SCHOOL-WIDE ASSESSMENTS</b> List grades in which the LEA conducted charter school-wide assessments. <u>3,4,5,6,7,8</u></p> <p>_____ 28 Total number of students with disabilities in grades participating in charter school-wide assessment.</p> <p>_____ 28 Total number of students with disabilities who participated in the charter school-wide assessment.</p> <p>_____ 2 Total number of students with disabilities who participated in an alternate assessment.</p> <p><b>BSE PROCEDURE</b> Chairperson will review the data provided by the LEA to determine compliance.</p> <p><b>SPECIAL CONSIDERATIONS</b></p>	

**Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>○ If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed?</li> <li>○ How does the LEA determine student participation in LEA and statewide assessment?</li> <li>○ What methods are being used to ensure that students with disabilities participate in the PSSA or PASA?</li> <li>○ Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels?</li> <li>○ Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments?</li> <li>○ Has the LEA made available to personnel the PA guidelines regarding statewide assessments?</li> <li>○ Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing?</li> <li>○ Does the LEA provide training for personnel on the PSSA and PASA?</li> <li>○ Are statewide and LEA-wide assessment data used to drive program changes?</li> </ul>	<p>According the Special Education Data Report less than 40 students and / or less than 40 students earned at the reported performance levels, and therefore data was not publicly displayed to protect student confidentiality.</p> <p>The LEA determine student participation in LEA and statewide assessment by having an IEP team discussion. The IEP team decides what specific accommodations and modifications are needed.</p> <p>All students with disabilities at Khepera Charter School participate in the PSSA or PASA with accommodations and modifications agreed upon by the IEP team.</p> <p>The LEA does monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistent high participation rates across all grade levels by discussing the modifications and accommodations needed for each individual student.</p> <p>The LEA has in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments.</p> <p>The LEA has made available to personnel the PA guidelines regarding statewide assessments.</p> <p>The LEA does provide preparation for students in test-taking techniques prior to the administration of testing.</p> <p>The LEA does provide training for personnel on the PSSA and PASA.</p> <p>Yes, statewide and LEA-wide assessment data are used to drive program changes.</p>
<b>16.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>          ___ Yes (Met SPP target for participation rate)          ___ No (Requires improvement plan for participation rate)          ___ NA</p>	

<b>16 A.</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> LEA complies with requirements for charter school-wide assessment. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires improvement plan) <input type="checkbox"/> NA	
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# 17. PUBLIC SCHOOL ENROLLMENT

## 1st STANDARD – PUBLIC SCHOOL ENROLLMENT

The LEA's percentage of children with disabilities served in special education is comparable to state data.

### REGULATORY BASE:

**Child Find** - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

## 2nd STANDARD – TIMELY PROVISION OF FAPE

### REGULATORY BASE

When IEPs must be in effect- 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

## 3rd STANDARD - CHARTER SCHOOL ENROLLMENT

### REGULATORY BASE

Enrollment - Chapter 711.7

(a) A charter school or cyber charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

(c) A charter school or cyber charter school may not discriminate in its admission policies or practices on the basis of intellectual disability. Admission criteria may not include measures of achievement or aptitude.

<b>PUBLIC SCHOOL ENROLLMENT</b>																																																									
<b>17.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>																																																								
	<p><b>LEA PROCEDURE</b> LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-bottom: 1px solid black; text-align: right;">384</td> <td style="width: 10%; border-bottom: 1px solid black;">Total # LEA's student population</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">335</td> <td style="border-bottom: 1px solid black;">Number Elementary (K-6)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">49</td> <td style="border-bottom: 1px solid black;">Number Secondary (7-12)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">38</td> <td style="border-bottom: 1px solid black;">Total # special education population</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">25</td> <td style="border-bottom: 1px solid black;">Number Disabled excluding Speech</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">6.51</td> <td style="border-bottom: 1px solid black;">% Disabled excluding Speech</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">13</td> <td style="border-bottom: 1px solid black;">Number Speech only</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: right;">3.39</td> <td style="border-bottom: 1px solid black;">% Speech only</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Percentage of students with disabilities identified eligible for special education:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%; text-align: left;"><b>State</b></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: left;"><b>LEA</b></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black; text-align: right;">15.14%</td> <td></td> <td style="border-bottom: 1px solid black; text-align: right;">9.90%</td> <td></td> </tr> </tbody> </table> <p>LEA results compared to state:</p> <p><input checked="" type="checkbox"/> Lower  <input type="checkbox"/> Same  <input type="checkbox"/> Higher</p> <p>LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes, etc.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the LEA data to determine need for improvement.</p>	384	Total # LEA's student population					335	Number Elementary (K-6)					49	Number Secondary (7-12)					38	Total # special education population					25	Number Disabled excluding Speech					6.51	% Disabled excluding Speech					13	Number Speech only					3.39	% Speech only					<b>State</b>		<b>LEA</b>		15.14%		9.90%	
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**PUBLIC SCHOOL ENROLLMENT**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"><li>○ How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities?</li><li>○ Is the percentage of students with disabilities disproportionately higher or lower than the state average?</li><li>○ Is there any particular category of disability that the LEA may need to review for proportionality?</li><li>○ How will the LEA use the data to make informed program decisions?</li></ul>	<p>The LEA's overall percentage of students with disabilities is lower compared to the state percentage of students with disabilities. The percentage of students with disabilities is disproportionately lower than the state average.</p> <p>There not a particular category of disability that the LEA may need to review for proportionality.</p> <p>The LEA will use the data to make informed program decisions by ensuring that those students that are having academic difficulties are referred to Khepera Charter School's Comprehensive Student Assistance Process (CSAP) Team.</p>

<b>PUBLIC SCHOOL ENROLLMENT</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>17A</b>	<p><b>LEA PROCEDURE</b> LEA will send its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is “No” the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up.</p> <p>a. Does the LEA have a written Policy on Student Admission?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application)  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>d. Does the Policy include a statement or description that a child’s right to be admitted to school may not be conditioned on the child’s immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

**PUBLIC SCHOOL ENROLLMENT**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information?</p> <p>_____ Yes _____ No</p> <p>g. Is there any evidence in the school’s Admission Policy and/or the file reviews conducted for 17B that the charter school denies enrollment or discriminates in admission policies or practices on the basis of a child’s disability or the child’s need for special education or supplementary aids or services?</p> <p>_____ Yes _____ No</p> <p>h. Is there any evidence in the school’s Admission Policy and/or the file reviews conducted for 17B that the charter school discriminates in its admission policies or practices on the basis of intellectual ability? (Admission criteria may not include measures of achievement or aptitude.)</p> <p>_____ Yes _____ No</p>	

<b>PUBLIC SCHOOL ENROLLMENT</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
<b>17B</b>	<p><b>LEA PROCEDURE</b></p> <p>LEA will compile a list of students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> <li>○ Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months</li> <li>○ Student had an IEP in place when he/she transferred to the LEA</li> <li>○ Student is still being served by the LEA</li> </ul> <p>LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary.</p> <p>LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question:</p> <p>In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations?</p> <p>_____ Yes          _____ No          _____ NA (no students for whom requirements were applicable)</p>

**PUBLIC SCHOOL ENROLLMENT**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>○ Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state?</li> <li>○ Are there written procedures that address these requirements?</li> <li>○ Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA’s Policy on Student Admission)?</li> <li>○ Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students?</li> <li>○ If denial of timely FAPE has occurred, did the LEA offer compensatory education?</li> </ul>	<p>Yes, staff that are responsible for enrolling students with disabilities in the LEA are aware of the regulatory requirements for transferring students with IEPs from LEAs within the state and out of state.</p> <p>These written procedures are addressed in the Khepera Charter School's Policy and Procedure Manual under the Khepera Charter School Special Education Process.</p> <p>The LEA does not have any additional requirements for admitting students with disabilities.</p> <p>No there have not been any instances in the past six months in which timely provision of FAPE has been denied for transferring students.</p> <p>This does not apply to Khepera Charter School.</p>
17.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, LEA is comparable to statewide average</p> <p>___ No, LEA is significantly discrepant compared to the statewide average (Requires improvement plan)</p>	
17A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><b>17 A. (a-f)</b></p> <p>___ Yes, LEA Policy on Student Admission includes all components reviewed.</p> <p>___ No, LEA policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up.</p> <p><b>17 A. (g-h)</b></p> <p>___ Yes, LEA’s admission policies and practices comply with Chapter 711.7</p> <p>___ No, LEA’s admission policies and practices do not comply with Chapter 711.7. Corrective action is required and BSE will follow up.</p>	

PUBLIC SCHOOL ENROLLMENT		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
17B.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>_____ Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p>_____ No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p>_____ NA</p>	

## 18. SURROGATE PARENTS (STUDENTS REQUIRING)

### STANDARD – SURROGATE PARENTS

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

### REGULATORY BASE:

**Surrogate parents** - 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

<b>SURROGATE PARENTS (STUDENTS REQUIRING)</b>	
<b>18.</b>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p> <p><b>LEA PROCEDURE</b> LEA will send a report of students in need of a surrogate parent (including students whose parents are unknown or unavailable or students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will have available files of all students who have a surrogate parent assigned.</p> <p>LEA will review and send to BSE, or make it available onsite for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will also answer the following two questions: Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will select and review 10%, or not less than 3, files of students with surrogate parents assigned.</p> <p>Chairperson will answer the following questions: a. Were surrogate parents appointed within 30 days of identification of need for a surrogate? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>continued on next page</p>

<b>SURROGATE PARENTS (STUDENTS REQUIRING)</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child?</p> <p>____ Yes          ____ No          ____ NA (No students need surrogate parents)</p> <p>c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)?</p> <p>____ Yes          ____ No          ____ NA (No students need surrogate parents)</p> <p>d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p>____ Yes          ____ No          ____ NA</p> <p>Chairperson will review the report provided by the LEA to determine compliance.</p>

<b>SURROGATE PARENTS (STUDENTS REQUIRING)</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>○ How does the LEA determine whether a student needs a surrogate parent?</li> <li>○ What methods are used to recruit surrogate parents?</li> <li>○ Are there enough surrogate parents to meet the LEA's needs?</li> <li>○ Are surrogate parents afforded all the educational rights of other parents of students with disabilities in the LEA?</li> <li>○ Does the LEA review the training provided to surrogate parents to ensure surrogate parents have adequate knowledge to serve in this capacity?</li> <li>○ For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?</li> </ul>	<p>The LEA determines whether a student needs a surrogate parent when the child's parent or guardian cannot be located and there is documentation that the parent's whereabouts are unknown or that they are unavailable; when the child is a "ward of the state"; and when there is a "termination of parental rights".</p> <p>The LEA does not have any written methods used to recruit surrogate parents. However the Khepera Charter Shool does have a policy on how the assignment of a surrogate parent occurs. This information is located in Khepera Charter School's policy and procedure manual.</p> <p>Yes, there are enough surrogate parents to meet the LEA's needs.</p> <p>Yes surrogate parents are afforded all the educational rights of other parents of students with disabilities in the LEA.</p> <p>This does not apply to Khepera Charter School.</p>
<p><b>18. TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p>	

## 19. PERSONNEL TRAINING

### **STANDARDS - TRAINING**

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.

### **REGULATORY BASE:**

#### **Personnel development** - 34 CFR 300.207

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

#### **State-level activities** - 34 CFR 300.704(b)(4)(i)

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

**PERSONNEL TRAINING**

<p><b>19.</b></p>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b>                  LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>LEA will provide the following data:                  Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p><u>  4  </u> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.</p> <p>Topic of Training:</p> <p><u>      1  </u> Behavior Support  <u>      1  </u> Reading  <u>      1  </u> FAPE in the LRE  <u>      0  </u> Transition  <u>      0  </u> AT/Low Incidence  <u>      1  </u> Confidentiality  <u>      1  </u> FBAs/Manifestation Determinations  <u>      3  </u> Other (please list topic)                  Inclusion / Coteaching; Differentiation; Progress Monitoring</p> <p>Source of Training:                  Approximate Dates of Trainings in the past 24 months:</p> <p>Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	

**PERSONNEL TRAINING**

19.	<p><b>STANDARDS TO BE MET</b>  <b>PROCEDURES TO FOLLOW</b></p>	
	<p><u>  0  </u> Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel.</p> <p>Topic of Training:</p> <p><u>      0  </u> Behavior Support  <u>      0  </u> Reading  <u>      0  </u> FAPE in the LRE  <u>      0  </u> Transition  <u>      0  </u> AT/Low Incidence  <u>      0  </u> Confidentiality  <u>      0  </u> FBAs/Manifestation Determinations  <u>      0  </u> Other (please list topic)</p> <p>Source of Training:  Approximate Dates of Trainings in the past 24 months:</p> <p>The LEA will indicate whether the training audience included the following stakeholders:</p> <p>a. Administration  <u>  X  </u> Yes  <u>      </u> No</p> <p>b. Teachers, Regular Education  <u>  X  </u> Yes  <u>      </u> No</p> <p>c. Teachers, Special Education  <u>  X  </u> Yes  <u>      </u> No</p> <p>d. Paraprofessionals  <u>  X  </u> Yes  <u>      </u> No  <u>      </u> NA</p> <p>e. Personal Care Assistants  <u>      </u> Yes  <u>      </u> No  <u>  X  </u> NA</p> <p>f. Educational Interpreters</p>	

	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSEPROCEDURE</b> Chairperson will review the evidence of training and determine compliance.</p>	
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<b>PERSONNEL TRAINING</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>19A.</b>	<b>BSE PROCEDURES</b> Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

**PERSONNEL TRAINING**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>○ instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year?</li>   <li>○ personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)?</li> <li>○ educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually?</li> <li>○ the LEA identifies personnel training needs?</li>   <li>○ the LEA addresses the identified personnel training needs?</li>   <li>○ the LEA provides professional development activities for both general and special education professional personnel?</li>   <li>○ the LEA provides professional development activities for paraprofessional personnel?</li> </ul>	<p>Instructional paraprofessional at Khepera Charter School receive at least 20 hours of staff development activities related to their assignment each school year. In addition they have also received training from the Pattan Paraeducator Training and Professional Development training series. The instructional paraprofessionals have also received training in such topics as inclusion / co-teaching, differentiation, and progress monitoring. Khepera Charter School currently does not employ personal care assistants.</p> <p>Khepera Charter School currently does not employ educational interpreters.</p> <p>The LEA identifies personnel training needs by having grade level meetings weekly. This gives every individual the opportunity to discuss any challenges they are facing in the classroom and any trainings they may need to be more successful in the classroom. Training will develop if the same need is consistent throughout the grade level meetings. There are some trainings that occur yearly regardless of need as a refresher. This includes training on co teaching, the CSAP process, and taking data on IEP goals.</p> <p>There is evidence that the LEA addresses the identified personnel training needs. Individuals are required to sign in during any Professional Developments training.</p> <p>The LEA does provide professional development activities for both general and special education professional personnel. On Professional Development inservices both general and special education teachers are required to attend. Both are also required to attend the weekly grade level meetings.</p> <p>The LEA does provide professional development activities for paraprofessional personnel. Paraprofessional personnel attend the Professional Development inservices with general and special education teachers. In addition they attend the Paraeducator Training sponsored by PATTAN.</p>

	<ul style="list-style-type: none"> <li>○ the LEA provides professional development activities for personal care assistant personnel?</li> <li>○ the LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities?</li>   <li>○ training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning?</li>   <li>○ the LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources?</li> <li>○ the LEA adopts effective practices, materials, and technology?</li> <li>○ the data demonstrate instructional changes that impact student performance?</li> </ul>	<p>Khepera Charter School currently does have any personal care assistant personnel.</p> <p>The LEA does ensure that personnel have the skills and knowledge necessary to meet the needs of students with disabilities by having several Professional Development sessions. The topics of these sessions include information on the inclusion / coteaching model; differentiation; progress monitoring; autism;</p> <p>There is evidence that training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning. If a student has an IEP strategies are discussed at IEP meetings. In addition, if necessary, behavior strategie are discussed at CSAP meetings.</p> <p>Handouts containing significant knowledge regarding education research and other sources are distributed during Professional Development trainings.</p>
<p><b>19.</b></p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p>	
<p><b>19A.</b></p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>The teacher survey results do not indicate need for an improvement plan.</p> <p>___ Yes</p> <p>___ No (Requires improvement plan)</p>	

## **20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)**

### **STANDARDS – INTENSIVE INTERAGENCY APPROACH**

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.

### **REGULATORY BASE:**

#### **Provision of FAPE – 300.101(a)**

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

#### **Least Restrictive Environment - 34 CFR 300.114**

Each public agency shall ensure – (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**INTENSIVE INTERAGENCY APPROACH**

<p><b>20.</b></p>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE:</b> LEA will have available for the onsite review files of all students included on the TAP Report.</p> <p>LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions:</p> <p>Does the LEA reports all students with disabilities who have been identified as requiring homebound instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p>Does the LEA reports all students with disabilities who have been identified as requiring Instruction in the Home?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE:</b> Chairperson will answer the following questions:</p> <p>a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. Has the LEA reported in a timely manner all currently active Cordero class members?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	

**INTENSIVE INTERAGENCY APPROACH**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>○ the LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE?</li> <li>○ the LEA has resolved the issues of locating services for difficult to place students?</li> <li>○ the LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution?</li> <li>○ the LEA participated in interagency approach trainings?</li> <li>○ the LEA uses interagency approach situations to improve LEA program capacity?</li> <li>○ the LEA engages in intensive interagency collaboration for students with complex needs?</li> </ul> <ul style="list-style-type: none"> <li>○ the LEA engages other student serving systems (e.g. mental health, mental retardation, child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students?</li> <li>○ there is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating?</li> <li>○ the LEA continually monitors students receiving Homebound Instruction?</li> <li>○ the LEA continually monitors students receiving Instruction in the Home for ongoing placement needs?</li> <li>○ the LEA has effective arrangements with outside service providers?</li> <li>○ the LEA continues to identify unmet needs that may still exist?</li> </ul>	<p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>This does not apply to Khepera Charter School.</p> <p>The LEA has not participated in any interagency approach trainings. The LEA does contact other agencies when necessary to help meet student's needs.</p> <p>The LEA has engaged in intensive interagency collaboration for students with complex needs. For example during the 2010-2011 school year Khepera Charter School collaborated with Tabor in reference to a student with Emotional needs. This collaboration consisted of Tabor a one-to-one worker to help meet the students behavioral needs in the classroom.</p> <p>This does not apply to Khepera Charter School.</p> <p>The LEA does have effective arrangements with outside service providers. The LEA has grade level meetings weekly where there are discussions of any student's needs both regular and special education students. An agenda is developed for every meeting that focuses on the needs of the students. In reference to students with special needs the team discusses</p>

20.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance ___ NA	
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## **21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION**

### **STANDARD – SUMMARY OF PERFORMANCE**

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

### **REGULATORY BASE**

#### **Additional requirements for evaluations and reevaluations - 34 CFR 300.305(e)(3)**

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

### **STANDARD – PROCEDURAL SAFEGUARDS FOR GRADUATION**

The LEA provides required prior written notice for graduation.

### **REGULATORY BASE**

#### **Limitation-exception to FAPE for certain ages – 34 CFR 300.102(B)(iii)**

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

**SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION**

21.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will prepare a list of students who graduated or aged out in the prior school year and send the list to BSE or make it available onsite for verification as directed by the Chairperson. LEA will make files available for those students selected by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p><b>NOTE: The following 3 questions (a, b and the conclusion) can only be marked NA for charter schools who do not serve children whose eligibility terminates due to graduation or aging out.</b></p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA.</p> <p>Chairperson will answer the following questions:</p> <p>a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

21.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance ___ NA	
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## **22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION**

### **STANDARD – DISPROPORTIONATE REPRESENTATION**

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

### **REGULATORY BASE**

**State monitoring and enforcement** - 34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

**DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION**

22.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSEPROCEDURE</b> Chairperson will review LEA team discussion points, compare with the charter school annual report/SPP-APR Annual Public Reporting, consider results of file review findings for evaluation, and will answer the following questions.</p> <p>a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

**DATA COLLECTION WORKSHEET**

<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will review its identification data by race/ethnicity.</p> <ul style="list-style-type: none"> <li>○ What do the data mean to the LEA?</li>   <li>○ How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA?</li> <li>○ Is any particular disability group disproportionately represented by a higher or lower identification rate?</li> <li>○ If so, are continuous improvement activities in place?</li> <li>○ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education?</li> <li>○ If so, are continuous improvement activities in place?</li> <li>○ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category?</li>   <li>○ If so, are continuous improvement activities in place?</li> </ul>	<p>The student population of Khepera Charter School is primarily African American. Therefore there is nothing significant about the data regarding the race / ethnicity of the students receiving special education services. There is no disproportionate representation of students with disabilities by race / ethnicity in the general student population. No particular disability group is disproportionately represented by a higher or lower identification rate. This does not apply to Khepera Charter School. The LEA does not have policy and procedures to prevent inappropriate identification of students by race / ethnicity receiving special education. This does not apply. The LEA has not established policies and procedures to prevent inappropriate identification of students by race / ethnicity by disability category. This does not apply.</p>
<b>22.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes</p> <p>___ No (Requires an improvement plan)</p>	

## 23. 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.

### **REGULATORY BASE:**

#### **Definition of individualized education program - 34 CFR 300.320**

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

#### **Development, review, and revision of IEP – 34 CFR 300.324**

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address- (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate

**EDUCATIONAL BENEFIT REVIEW**

23.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will conduct an Educational Benefits Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample:</p> <ol style="list-style-type: none"> <li>1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students?</li> <li>2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs?</li> <li>3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests?</li> <li>4. In Year 3, are there programs and services to support all of the student's goals and objectives?</li> <li>5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life?</li> <li>6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress?</li> <li>7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education?</li> <li>8. Were sufficient services provided to ensure that the student would make progress?</li> <li>9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team?</li> <li>10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?</li> </ol>	

<b>EDUCATIONAL BENEFIT REVIEW</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary (What Do We Know?)</b>
	LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.	
	<b>BSE PROCEDURE</b> BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.	
23.	<b>TO BE COMPLETED BY BSE PERSONNEL:</b> <b>CONCLUSION</b> IEPs for all students in the sample are reasonably calculated to result in Educational Benefit. ____ Yes ____ No	