

New Media Technology CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

8034 Thouron Ave
Philadelphia, PA 19150
(267)286-6900

Phase:

Phase 3

CEO Name:

Reuben Mills

CEO E-mail address:

ceo@nmtcs.net

Governance and Staff

Leadership Changes

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

The 2013-2014 school began with a new administrative team and organizational structure. The new administrators are Reuben Mills, Chief Executive Officer and Justin Pascale, Principal and as of October of 2013, Alonzo Fulton, Assistant Principal. As a result of a previously conducted school review by an outside organization, the school's administrative structure was reconfigured to reflect the current administrative structure. The new configuration was put in place to help improve instruction, school management, and afford the CEO the ability to fulfill his duties and responsibilities as the chief executive officer. The Board of Trustees President and members remained the same for the duration of the school year. The Assistant Principal, Alonzo Fulton, resigned at the end of the 2013-2014 academic year. A new Assistant(s) Principal will be appointed in September of 2014. NMTC's administrative team and the Board of Trustees continue to work to keep in compliance with the 23 conditions set by the School District of Philadelphia's School Reform Commission (SRC). Additional policies and procedures in the areas of Special Education, Technology, and Finance continued to be implemented to ensure compliance and to improve the general operation of the school.

Board of Trustees Meeting Schedule

Location	Date and Time
New Media Technology CS	8/15/2013 6:00 PM
New Media Technology CS	10/17/2013 6:00 PM
New Media Technology CS	12/19/2013 6:00 PM
New Media Technology CS	2/20/2014 6:00 PM
New Media Technology CS	4/17/2014 6:00 PM
New Covenant Church	6/18/2014 6:00 PM
New Media Technology CS	8/21/2014 6:00 PM
New Media Technology CS	9/18/2014 6:00 PM
New Media Technology CS	10/16/2014 6:00 PM
New Media Technology CS	11/20/2014 6:00 PM
New Media Technology CS	12/18/2014 6:00 PM
New Media Technology CS	1/15/2015 6:00 PM
New Media Technology CS	2/19/2015 6:00 PM
New Media Technology CS	3/19/2015 6:00 PM
New Media Technology CS	4/16/2015 6:00 PM
New Media Technology CS	5/21/2015 6:00 PM
New Media Technology CS	6/18/2015 6:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00	0.00	0.00	0.00	1.00
Principal	1.00	1.00	0.00	0.00	0.00	1.00
Assistant Principal	1.00	1.00	0.00	1.00	0.00	0.00
Classroom Teacher (including Master Teachers)	21.00	20.00	0.00	4.00	0.00	19.00
Specialty Teacher (including Master Teachers)	4.00	1.00	0.00	1.00	0.00	3.00
Special Education Teacher (including Master Teachers)	4.00	4.00	0.00	2.00	0.00	2.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	1.00	1.00	0.00	0.00	0.00	1.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Instructional Technology Coordinator	1	1	0	0	0	1
School Data Specialist	1	1	0	0	0	1
College Advisor	1	0	0	1	0	0
Totals	38.00	33.00	0.00	9.00	0.00	31.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

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

There were no major fundraising activities performed this year but an aggressive, long-range fundraising, and donor cultivation to support the school's mission and to improve student achievement is being developed. In addition, the school continues to research grant opportunities as a way to augment funding for educational programming. Some fundraising ideas for the upcoming year are:

- A silent auction \$20,000
- Digital design and photography (will set a goal after determining what our hardware needs will be)
- Board cultivation \$1000 per board member
- An adopt our school goal \$1000 per adopter
- Parent fundraisers

Fiscal Solvency Policies

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

The school's policy to maintain fiscal solvency is to have a fund balance set aside at the beginning of each fiscal year. A healthy fund balance represent things such as cash flow as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid at the state level and similar unforeseen problems. The Board of Trustees adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable. The school contracts with accountant, Dennis Baxter to provide fiscal monitoring and reconciliation services. Per our renewal conditions and consistent with best practices, the Board of Trustees developed an Audit/Finance Committee on June 30, 2010, which meets quarterly with the financial management firm. The Committee gives a verbal update during the board meetings. The committee also creates the upcoming fiscal year budget; monitors implementation of the approved budget on a regular basis and recommends proposed budget revisions; recommends to the board appropriate policies for the management of the Charter School's assets; and reports to the board an analysis of the school's financial statements on a regular basis.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

NMTCS contracts with D. Baxter & Associates (DB&A) to provide its back office and fiscal management services. DB&A ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. NMTCS also has in place newly approved, detailed internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. DB&A uses Quick Books Accounting software to classify, capture and report income and expenditures. This software is customized to the Pennsylvania State Chart of Accounts for Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared 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

XLSX file uploaded.

Financial Audits

Basics

Audit Firm:	SD Associates P.C.
Date of Last Audit:	04/21/2014
Fiscal Year Last Audited:	2012-13

Explanation of the Report

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

New Media Technology Charter School will engage an audit firm to perform the audit for the fiscal year ending June 30, 2013 which will be completed in Fall 2014. New Media will forward a copy of this audit to PDE and the School District of Philadelphia upon its completion. A copy of the independent audit of the fiscal year ending June 30, 2013 is attached.

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
Overpaid Employees 403(B) contribution	Adjustments made to the payroll system
School Invoices were not located	Invoices has since been located

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 09/30/2013
 School Year Reviewed: 2012-13

Federal Programs Consolidated Review Report

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

No file has been uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	New Media Technology CS	1
Special Education Teacher 10-11	New Media Technology CS	1
Special Education Teacher 11-12	New Media Technology CS	1
Special Education Teacher 6-8	New Media Technology CS	1
Special Education Teacher 9	New Media Technology CS	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Amy Task- JJC	1 Days	Outside Contractor	10 or fewer
Nsima Camarra- ELL	6 Hours	Outside	10 or fewer

		Contractor	
Therapy Source- Psychological	1 Days	Outside Contractor	10 or fewer
Therapy Source- Speech Therapist	2 Hours	Outside Contractor	10 or fewer
Village Care- Audiology	1 Hours	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

11/22/2013

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

During the 2013-2014 school year, there was no acquisition of facilities, furniture, fixtures, or equipment.

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:

Currently, there are no facility development plans.

Memorandums of Understanding

Organization	Purpose
D. Baxter & Associates	The purpose of this MOU is to provide fiscal management and accounting services to the school.
ELL Services	The purpose of this MOU is to provide English Language Learner support services to the school
MAACS- Health Services	The purpose of this MOU is to provide nursing/health services to the school
Philadelphia Police Department	The purpose of this MOU is to provide Law Enforcement Authority assistance to the school in compliance with the safe school act.
Therapy Source	The purpose of this MOU is to provide speech therapy and psychological services to the school
Village Care	The purpose of the MOU is to provide Audiology services to the school

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Wanda Bailey-Green on 8/1/2014

President, Board of Trustees

Affirmed by Reuben Mills on 8/1/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Wanda Bailey-Green on 8/1/2014

President, Board of Trustees

Affirmed by Reuben Mills on 8/1/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Wanda Bailey-Green on 8/1/2014

President, Board of Trustees

Affirmed by Reuben Mills on 8/1/2014

Chief Executive Officer

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Keith Armstrong	Yes	Social Studies- Instructional I	7-8	Social Studies	1760	100%	0%
2	Jamel Wellman	No	Technology- Highly Qualified	9	Technology	1760	0%	100%
3	Dena Bassett	Yes	Secondary Math- Instructional I	10	Geometry, College Math	1760	100%	0%
4	Laura Boyle	Yes	Secondary English- Instructional I	7-8	RELA	880	100%	0%
5	Benjamin Meyer	Yes	Physics- Intern	11	Physics- SAT Writing	1760	100%	0%
6	Christina Cho	Yes	Chemistry- Intern	10	Chemistry	1760	100%	0%
7	Michelle Cook	No	Secondary Math-HOUSSE Charter Only	9	Algebra I	1760	0%	100%
8	Darrel Walker	No	Technology- Highly Qualified	11-12	Technology	1760	100%	0%
9	Maria Gritz	Yes	Social Studies- Instructional I	9	African American Studies	1760	100%	0%
10	Ralinda Golback	Yes	Biology- Instructional I	9	Biology	1760	100%	0%
11	Kira Gutter	Yes	Social Studies- Instructional I	11	American History, World Culture	1760	100%	0%
12	Haream Purdie	Yes	Secondary English - Instructional I	9	English I	1760	100%	0%
13	Jasmine Hawkins	Yes	Secondary English- Instructional I	10	English II	1760	100%	0%
14	John Hayburn	Yes	Secondary Math- Instructional I	11	Algebra II, SAT Math	1760	100%	0%
15	Brian Hill	Yes	BCITK-12- Intern	11-12	Technology	1760	10%	90%
16	Steve Hunter	Yes	Social Studies- Instructional I	10, 12	World Culture, Political Science	1760	100%	0%
17	Nicole Jansen	Yes	Middle Level Math- Instructional I, Elementary Education K-6	7-8	7-8th Grade Math	1760	100%	0%
18	Maura Kane	Yes	Elementary K-6- Instructional II	6	All Subjects- 6th Grade Self-contained	1760	100%	0%
19	Patricia Matter-Boaz	Yes	Secondary English- Instructional I, Library Science K-12, Social Studies K-12	10	English II, Drama (Performance)	1760	100%	0%
20	Kaitlin McNamara-Lindinger	Yes	Social Studies- Instructional I, Secondary English 7-12	12	English IV, College Writing	1760	100%	0%
21	Vanessa Mecca	Yes	Health and Physical Education- Instructional II, Secondary English- Instructional II	6-8	Physical Education, Health	1760	100%	0%
22	Amanda MeKongo	Yes	Special Education- Instructional I, Elementary Education K-6	10-11	Special Education	1760	100%	0%
23	Kamal Muhammad	No	Social Studies- Highly Qualified	9	Academic & Cultural Foundations	1760	100%	0%
24	Shannon Santillo-Herbert	Yes	General Science- Instructional I	7-8	7-8th Grade Science	1760	100%	0%
25	Christian Skoog	Yes	Spanish- Instructional I, Secondary English, Social Studies, BCIT K-12	8, 10	Spanish II, Spanish Intro	1760	100%	0%
26	Stanley Smith	Yes	Special Education- Instructional I	6-8	Special Education	1760	100%	0%
27	Kyndall Clark	Yes	Special Educatin- Intern	9	Special Ed, English 7-12	1760	100%	0%
28	Stacey Wilson	Yes	Special Education- Instructional I, Elementary Education K-6	11-12	Special Education	1760	100%	0%
29	Adam Zeiser	Yes	Social Studies- Instructional I	12	Political Science, Economics	1760	100%	0%
30	Reuben Mills	Yes	L of E Superintendent PK-12, Principal PK-12- Administrative I, Ed Specialist I- Secondary Counseling	6-12	CEO	2080	100%	0%
31	Alonzo Fulton	Yes	Principal PK-12- Administrative I, Citizenship 7-12	6-12	Assistant Principal	2080	10%	90%
32	Justin Pascale	Yes	Principal PK-12- Administrative I, Instructional II- Special Ed Pk-12, Social Studies	6-12	Principal	2080	100%	0%
33	Shameka Knight	Yes	Elementary-Secondary Counselor- Education Specialist I Education Specialist II	6-12	Counselor	2080	100%	0%
34	Kharmia Jones	No	N/A	9-12	College Advisor	1248	0%	100%
35	Pascal Marcelin	Yes	Technology Education- Instructional I, Elementary Ed K-6	6-12	Instructional Technology Coordinator	2080	100%	0%
36	Lynthia Scott	Yes	BCIT K-12- Instructional II	6-12	School Data Specialist	2080	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
37	School Nurse (Contracted Out)	N/A	Nursing	6-12	Nursing/Health Services	1188	N/A	N/A
38								

Total Number of Administrators (do not include CEO) 2
Total Number of Teachers 29 Counselors 1 School Nurses 1 Others 3
Total Number of Professional Staff 36

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

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2013

Name of School: New Media Technology Charter School

Address of School : 8034 Thouron Avenue, Philadelphia, PA 19150

CEO Signature: *Ruben Mills*

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$2,233,748.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$203,829.00
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	\$12,747.00
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	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	
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	\$1,181,643.00
	2310 Board Services	
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	
	2360 Office of the Superintendent (Executive Director) Services	
	2370 Community Relations Services	
	2380 Office of the Principal Services	
	2390 Other Administration Services	
2400	SUPPORT SERVICES - PUPIL HEALTH	\$59,645.00
2500	SUPPORT SERVICES - BUSINESS	\$117,957.00

	2510	Fiscal Services	
	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	\$927,347.00
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	\$2,375.00
3100		FOOD SERVICES	\$112,681.00
3200		STUDENT ACTIVITIES	\$31,451.00
	3210	School Sponsored Student Activities	
	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	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	\$155,081.00
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	
TOTAL EXPENDITURES		\$5,038,504.00

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2008 \$559,458.00

New Media Technology Charter School

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

Year Ended June 30, 2013

**New Media Technology Charter School
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Year Ended June 30, 2013**

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Independent Auditor's Report

To the Board of Trustees
New Media Technology Charter School
Philadelphia, Pennsylvania

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

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

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

Other Matters

Required Supplementary Information

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

Other Information

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

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated April 21, 2014, on our consideration of New Media Technology Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering New Media Technology Charter School's internal control over financial reporting and compliance.



Certified Public Accountants
Elkins Park, Pennsylvania

April 21, 2014

New Media Technology Charter School Management's Discussion and Analysis Year Ended June 30, 2013

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

Financial Highlights

- Total revenues decreased approximately \$380,000 due mainly to decreased student enrollment.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$458,442. This balance was the result of a \$344,325 deficit for the year ended June 30, 2013.
- The School's cash balance at June 30, 2013 was \$58,088 representing a decrease of \$440,436 from June 30, 2012.

Overview of the Financial Statements

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

Government-Wide Financial Statements

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

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

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

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

In the statement of net position and the statement of activities, the School is divided into two kinds of activities:

Governmental activities - Most of the School's basic services are reported here.

Business-type activities - The School charges students a reduced fee for breakfast and lunch.

New Media Technology Charter School Management's Discussion and Analysis Year Ended June 30, 2013

Overview of the Financial Statements (Continued)

Government-Wide Financial Statements (Continued)

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School's two kinds of funds, governmental and proprietary, use different accounting approaches.

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

When the School charges students for services it provides, these services are generally reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the Statement of Net Position and the Statement of Activities. In fact, the School's enterprise fund (a component of proprietary funds) are the same as the business-type activities we report in the government-wide statements, but provide more detail and additional information, such as cash flows, for proprietary funds.

Notes to the Financial Statements

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

Supplementary Information

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

Government-Wide Financial Analysis

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

**New Media Technology Charter School
Management's Discussion and Analysis
Year Ended June 30, 2013**

Government-Wide Financial Analysis (Continued)

	<u>2013</u>	<u>2012</u>
Assets		
Other assets	\$ 708,960	\$ 1,023,093
Capital assets, net	1,295,259	1,429,446
	<u>2,004,219</u>	<u>2,452,539</u>
 Liabilities	 <u>1,162,644</u>	 <u>1,248,075</u>
 Net Position	 <u>\$ 841,575</u>	 <u>\$ 1,204,464</u>

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 \$841,575 as of June 30, 2013, a decrease of \$362,889 from June 30, 2012.

The School's revenues are predominately the School District of Philadelphia's funds based on the student enrollment. For the year ended June 30, 2013, the School's total expenditures of \$5,262,677 exceeded revenues of \$4,899,788 by \$362,889, an increase of \$395,941 as compared to the preceding year.

	<u>2013</u>	<u>2012</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 4,003,396	\$ 4,485,849
State sources	259,080	221,041
Federal sources	484,827	463,523
Food service	97,983	68,125
General revenues		
Other sources	54,502	39,078
Total revenues	<u>4,899,788</u>	<u>5,277,616</u>
 Expenditures		
Instruction	2,661,599	2,701,597
Support services	2,188,123	2,061,909
Noninstructional services	208,063	253,350
Depreciation and amortization	153,876	154,268
Interest expense	51,016	73,440
Total expenditures	<u>5,262,677</u>	<u>5,244,564</u>
 Change in net position	 (362,889)	 33,052
Net position, beginning	<u>1,204,464</u>	<u>1,171,412</u>
 Net position, ending	 <u>\$ 841,575</u>	 <u>\$ 1,204,464</u>

New Media Technology Charter School Management's Discussion and Analysis Year Ended June 30, 2013

Governmental Fund

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

The School's governmental fund (the General Fund) reported an ending fund balance of \$458,442.

Budget Variations

Actual revenues decreased \$244,604 from the budget, due to increases (decreases) as follows:

Local educational agency assistance	\$ (296,657)
Other sources	36,325
State sources	(37,020)
Federal sources	52,748
	\$ (244,604)

Actual expenditures increased \$106,548 from the budget, due to increases (decreases) as follows:

Instructional services	\$ 182,876
Support services	(36,415)
Noninstructional services	35,403
Capital outlay	(90,111)
Debt service	14,795
	\$ 106,548

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2013, the School's investment in capital assets for its governmental activities totaled \$1,295,259 (net of accumulated depreciation). This investment in capital assets includes building improvements, classroom and office furniture, computer equipment.

Major capital assets purchases during the year included the following:

- Capital expenditures of \$9,788 for computer equipment.
- Capital expenditures of \$9,901 for furniture and equipment

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

New Media Technology Charter School Management's Discussion and Analysis Year Ended June 30, 2013

Long-Term Debt

The School has long-term debt totaling \$917,584 as of June 30, 2013. Additional information on the School's long-term debt can be found in Note 5 of this report.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the School District of Philadelphia, will increase by approximately \$1,035,000 for fiscal year 2013-2014.

Future Events that will Financially Impact the School

Except as listed in the above economic factors, there are no known additional future events that will financially impact the school.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Executive Officer, New Media Technology Charter School, 8034-42 Thouron Avenue, Philadelphia, PA 19150.

New Media Technology Charter School
Statement of Net Position
June 30, 2013

	Governmental Activities	Business-Type Activities	Totals
Assets			
Current assets			
Cash and cash equivalents	\$ 58,088	\$ -	\$ 58,088
Federal subsidies receivable	188,300	5,181	193,481
State subsidies receivable	114,706	277	114,983
Other receivables	21,248	-	21,248
Prepaid expenses	24,453	-	24,453
Total current assets	406,795	5,458	412,253
Property and equipment, net	1,295,259	-	1,295,259
Building deposit	200,000	-	200,000
Security deposits	96,707	-	96,707
	1,998,761	5,458	2,004,219
Liabilities			
Current liabilities			
Current maturities of long-term debt	125,117	-	125,117
Accounts payable and accrued expenses	245,060	-	245,060
Total current liabilities	370,177	-	370,177
Long-term debt, net of current maturities	792,467	-	792,467
	1,162,644	-	1,162,644
Net Position			
Unrestricted	458,442	5,458	463,900
Invested in capital assets, net of related debt	377,675	-	377,675
	\$ 836,117	\$ 5,458	\$ 841,575

See accompanying notes to financial statements.

**New Media Technology Charter School
Statement of Activities
Year Ended June 30, 2013**

Functions	Program Revenues			Net (Expense) Revenue and Changes in Net Position		
	Expenses	Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-Type Activities	Totals
Governmental Activities						
Instruction	\$ 2,661,599	\$ 2,197,123	\$ 610,548	\$ 146,071	\$ -	\$ 146,071
Support services	2,188,123	1,806,273	132,976	(248,874)	-	(248,874)
Noninstructional services	103,403	41,800	383	(61,220)	-	(61,220)
Depreciation and amortization	153,876	-	-	(153,876)	-	(153,876)
Interest expense	51,016	-	-	(51,016)	-	(51,016)
Total governmental activities	5,158,017	4,045,196	743,907	(368,914)	-	(368,914)
Business-Type Activities						
Food service	104,660	-	97,983	-	(6,677)	(6,677)
	\$ 5,262,677	\$ 4,045,196	\$ 841,890	(368,914)	(6,677)	(375,591)
General Revenues						
Other revenues				12,702	-	12,702
Transfers				(7,521)	7,521	-
Change in net position				(363,733)	844	(362,889)
Net Position - Beginning of Year				1,199,850	4,614	1,204,464
Net Position - End of Year				\$ 836,117	\$ 5,458	\$ 841,575

See accompanying notes to financial statements.

New Media Technology Charter School
Balance Sheet-Governmental Funds
June 30, 2013

	General Fund
Assets	
Cash and cash equivalents	\$ 58,088
Federal subsidies receivable	188,300
State subsidies receivable	114,706
Other receivables	21,248
Prepaid expenses	24,453
Total current assets	406,795
Building deposit	200,000
Security deposits	96,707
	\$ 703,502
Liabilities	
Accounts payable and accrued expenses	\$ 245,060
Total current liabilities	245,060
Fund Balances	
Nonspendable	321,160
Unrestricted fund balance	137,282
	458,442
	\$ 703,502

See accompanying notes to financial statements.

**New Media Technology Charter School
 Reconciliation of the Balance Sheet of Governmental Funds
 To the Statement of Net Position
 June 30, 2013**

Total Fund Balance for Governmental Funds	\$	458,442
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Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Leasehold improvements	1,455,476	
Computer equipment	478,544	
Furniture and equipment	467,448	
Vehicles	64,172	
Books	20,818	
Accumulated depreciation and amortization	<u>(1,191,199)</u>	
		1,295,259

Long-term liabilities that pertain to governmental funds, including notes payable and capital lease obligations, are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:

Capital lease obligations	(37,187)	
Notes payable	<u>(880,397)</u>	
		<u>(917,584)</u>

Total Net Position of Governmental Activities	\$	<u>836,117</u>
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See accompanying notes to financial statements.

New Media Technology Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Funds
Year Ended June 30, 2013

	General Fund
Revenues	
Local education agency assistance	\$ 4,003,396
Federal sources	484,827
State sources	259,080
Other sources	54,502
Total revenues	4,801,805
Expenditures	
Instruction	2,661,599
Support services	2,188,123
Noninstructional services	103,403
Capital outlay	19,689
Debt service	165,795
Total expenditures	5,138,609
Expenditures in Excess of Revenues	(336,804)
Other Financing Sources (Uses)	
Interfund transfers out	(7,521)
Net Change in Fund Balance	(344,325)
Fund Balance - Beginning of Year	802,767
Fund Balance - End of Year	\$ 458,442

See accompanying notes to financial statements.

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

Net Change in Fund Balances - Total Governmental Funds **\$ (344,325)**

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

Capital outlays	19,689	
Depreciation and amortization expense	<u>(153,876)</u>	(134,187)

The governmental funds report note proceeds as financing sources, while repayment of note principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. The net effect of these differences in the treatment of notes payable is as follows:

Principal payments on long-term debt	<u>114,779</u>	
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Change in Net Position of Governmental Activities		<u>\$ (363,733)</u>
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New Media Technology Charter School
Statement of Net Position
Proprietary Fund
June 30, 2013

	Enterprise Fund
	Food Service Fund
Assets	
Current assets	
Federal and state grants receivable	\$ 5,458
Total current assets	5,458
Liabilities	
Current liabilities	
Accounts payable and accrued expenses	-
Total current liabilities	-
Net Position	
Unrestricted	\$ 5,458

See accompanying notes to financial statements.

New Media Technology Charter School
Statement of Revenues, Expenditures, and Changes in Net Position
Proprietary Fund
Year Ended June 30, 2013

	<u>Enterprise Fund</u> <u>Food Service Fund</u>
Operating Income	\$ <u> -</u>
Operating Expenses	
Food	104,660
Operating loss	(104,660)
Nonoperating Revenues	
Federal and state grants	97,983
Loss before interfund transfers	(6,677)
Interfund transfers in	7,521
Change in Net Position	844
Net Position - Beginning of Year	4,614
Net Position - End of Year	\$ <u>5,458</u>

See accompanying notes to financial statements.

New Media Technology Charter School
Statement of Cash Flows
Proprietary Fund
Year Ended June 30, 2013

	Enterprise Fund
	Food Service Fund
Cash Flows From Operating Activities	
Payments to suppliers	\$ (104,660)
Net cash used in operating activities	(104,660)
Cash Flows From Noncapital Financing Activities	
Cash received from federal and state grants	97,139
Transfer from other fund	7,521
Net cash provided by noncapital financing activities	104,660
Net increase in cash and cash equivalents	-
Cash and cash equivalents, beginning of year	-
Cash and cash equivalents, end of year	\$ -
Reconciliation of Operating Loss to Net Cash Used In Operating Activities	
Operating loss	\$ (104,660)
Adjustments to reconcile operating loss to net cash used in operating activities:	
Changes in operating assets and liabilities:	
Accounts payable and accrued expenses	-
Net cash used in operating activities	\$ (104,660)

See accompanying notes to financial statements.

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

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

Proprietary Fund - The focus of proprietary fund measurement is upon determination of operating income, changes in net position, financial position, and cash flows. The generally accepted accounting principles applicable are those similar to businesses in the private sector. The following is a description of the proprietary fund of the School:

Enterprise funds are required to be used to account for operations for which a fee is charged to external users for goods or services, and the activity (a) is financed with debt that is solely secured by a pledge of the net revenues (b) has third party requirements that the cost of providing services, including capital costs, be recovered with fees and charges or (c) establishes fees and charges based on a pricing policy designed to recover similar costs.

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

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations.

Method of Accounting

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

Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

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

Method of Accounting (Continued)

- Restricted – This component of net position consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net assets – This component of net assets position typically includes unrestricted liquid assets.

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

Fund Balances - Governmental Funds

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

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

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

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

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

Budgets and Budgetary Accounting

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

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget.

Use of Estimates

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

Transfers

Transfers are used to move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them and to move unrestricted revenue collected in the general fund to finance various programs accounted for in other funds in accordance with budgetary authorizations.

Concentration of Credit Risk

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

Cash and Cash Equivalents

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

Advertising Costs

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

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

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

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. The School established a threshold of \$10,000 for capitalization of depreciable assets. Similar items purchased in the same timeframe and items related to the same project or purchase can be pooled together for capitalization and depreciation. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; leasehold improvements (25 years), furniture and fixtures (5 years) and equipment (5 years).

Income Tax Status

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

Note 2 Cash

The School's cash and cash equivalents balance at June 30, 2013 was \$58,088. The actual amount of cash on deposit in the School's bank accounts at June 30, 2013 was \$167,310. The entire amount was insured by the Federal Deposit Insurance Corporation (FDIC) at June 30, 2013.

Custodial Credit Risk-Deposits

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

Note 3 Receivables

Receivables as of June 30, 2013 consist primarily of subsidies from federal and state authorities. All receivables are considered collectible due to the stable condition of these programs.

Note 4 Capital Assets

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

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

Note 4 Capital Assets (Continued)

	Balance, 7/1/2012	Additions	Deletions	Balance, 6/30/2013
Books	\$ 20,818	\$ -	\$ -	\$ 20,818
Computer equipment	468,757	9,788	-	478,545
Furniture and equipment	457,547	9,901	-	467,448
Leasehold improvements	1,455,476	-	-	1,455,476
Vehicles	64,172	-	-	64,172
	2,466,770	19,689	-	2,486,459
Less: accumulated depreciation	1,037,324	153,876		1,191,200
	\$ 1,429,446	\$ (134,187)	\$ -	\$ 1,295,259

Depreciation expense was \$153,876 for the year ended June 30, 2013.

Note 5 Long-Term Debt

Term loan with TD Bank (the Bank), dated October 10, 2008 for \$835,000 for improvements to the School's facilities. The loan was due May 2011, payable in monthly principal and interest installments of \$6,148 with interest at 6.25% per annum. On October 25, 2011 the unpaid principal balance of \$786,723 was refinanced through the Bank. The loan is payable \$4,875 monthly, which includes principal and interest at 4% through May 1, 2031. The monthly interest rate and monthly payment will reset annually based on the prevailing twelve month LIBOR rate plus 3%. The Bank has the right to call the loan on the second anniversary date and each succeeding anniversary. The loan is secured by the Thouron Avenue real estate and the personal guarantees of the property owners (see Note 9).

\$ 742,212

Term loan, principal and interest payable at 2.5% above the Treasury Index, based on an 84 month amortization schedule, with a balloon payment due April 2015. The loan is secured by the Thouron Avenue property.

138,185

Capital lease obligations (Note 8)

37,187

917,584

Less portion due within one year

125,117

Portion due after one year

\$ 792,467

Maturities of long-term debt are as follows:

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

Note 5 Long-Term Debt (Continued)

June 30,	
2014	\$ 125,117
2015	104,931
2016	37,021
2017	33,028
2018	34,342
Thereafter	583,145
	\$ 917,584

Changes in long-term debt are as follows:

Balance, July 1, 2012	\$ 1,032,363
Borrowings	-
Repayments of principal	(114,779)
	\$ 917,584

Interest expense was \$51,016 for the year ended June 30, 2013.

Note 6 Interfund Transfers

Operating transfers in/out to other funds consists of the following:

	Transfer In	Transfer Out
General fund	\$ -	\$ 7,521
Food service fund	7,521	-
	\$ 7,521	\$ 7,521

Note 7 Funding

The School receives funding from the School District of Philadelphia on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

The Commonwealth of Pennsylvania makes contributions on behalf of the charter school for the employer's share of retirement payments. The School also receives federal funding under various title programs.

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

Note 8 Commitments

Operating Leases

The School leases its facility under an operating lease expiring September 30, 2023. In addition to the basic rent, the school is responsible for its proportionate share of occupancy, maintenance, and insurance. The School has the option to purchase the facilities during or at the expiration of the lease term. Rent expense was \$506,889 for the year ended June 30, 2013.

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

Year Ending June 30,	
2014	\$ 519,563
2015	532,552
2016	545,865
2017	559,512
2018	573,500
Thereafter	3,253,076
	\$ 5,984,068

Capital Leases

Equipment costing \$82,681 with a net book value of \$28,126 are held under capital leases. Interest rates range from 7.452% to 31.267% per annum. The following is a schedule of future minimum lease payments required under the capital lease together with the present value of the net minimum lease payments as of June 30, 2013:

Total minimum lease payments due	\$ 41,071
Less amounts representing interest	3,884
Present value of net minimum lease payments	\$ 37,187

The School has guaranteed the landlord's \$3,525,300 mortgage in connection with building renovations, and has pledged all assets as collateral.

Note 9 Related Party Transactions

The School was associated with Lotus Academy (related party). Certain former board members of the School also served on the board of the related party and the former CEO of the School was the executive director of the related party.

As of June 30, 2013, \$250,000 was paid to Lotus Academy in prior years as a building deposit in anticipation of purchasing the facility. The School also paid a \$45,000 security deposit to Lotus. School's legal counsel is pursuing the collection of these monies. Management believes that approximately \$240,000 in total is collectible and has written off \$55,000 through June 30, 2013.

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

Note 10 Retirement Plan

The School contributes to the Public School Employees' Retirement System (the System), a cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. §101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a *Comprehensive Annual Financial Report (CAFR)* that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to the Office of Financial Management, Public School Employees' Retirement System, PO Box 125, Harrisburg, PA 17108-0125. The *CAFR* is also available on the Publications page of the PSEERS website.

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. The rate of contribution for employees ranges from 5.25% - 12.30% depending upon classification and elections of employees. The School's contribution is 12.36%. In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities contributions. The School's contributions to the Plan were \$276,421, \$122,419, and \$87,934 for the years ended June 30, 2013, 2012 and 2011, respectively, which equals 100% of the contractually required contribution as set by State statutes.

Note 11 Grants

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

Note 12 Risk Management

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

New Media Technology Charter School
Notes to Financial Statements
June 30, 2013

Note 13 Litigation

During fiscal year ended June 30, 2009, the School Reform Commission (SRC) started an investigation into the School's financial management and certain related party transactions. In addition, the School was served a federal subpoena to produce various documents, as to which the School has fully cooperated. Legal counsel has not received any further updates and is unable to determine the financial effect on the School. The School is also, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect of the financial position of the School.

Supplementary Information

**New Media Technology Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2013**

	Original/ Final Budget	Actual Revenues/ Expenditures	Variance With Budget
Revenues			
Local educational agency assistance	\$ 4,300,053	\$ 4,003,396	\$ (296,657)
Other sources	18,177	54,502	36,325
State sources	296,100	259,080	(37,020)
Federal sources	432,079	484,827	52,748
Total revenues	<u>5,046,409</u>	<u>4,801,805</u>	<u>(244,604)</u>
Expenditures			
Instruction	2,478,723	2,661,599	(182,876)
Support service	2,224,538	2,188,123	36,415
Noninstructional services	68,000	103,403	(35,403)
Capital outlay	109,800	19,689	90,111
Debt service	151,000	165,795	(14,795)
Total expenditures	<u>5,032,061</u>	<u>5,138,609</u>	<u>(106,548)</u>
Expenditures in Excess of Revenues	<u>14,348</u>	<u>(336,804)</u>	<u>(351,152)</u>
Other Financing Uses			
Interfund transfers in	-	(7,521)	(7,521)
Net Change in Fund Balance	14,348	(344,325)	(358,673)
Fund Balance, Beginning	<u>802,767</u>	<u>802,767</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 817,115</u>	<u>\$ 458,442</u>	<u>\$ (358,673)</u>

See accompanying notes to financial statements.

Other Reports Required By Government Auditing Standards

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

To the Board of Trustees
New Media Technology Charter School
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, and the major fund of New Media Technology 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 April 21, 2014.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies 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 questioned costs as items 13-01 and 13-02, 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 grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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



Certified Public Accountants
Elkins Park, Pennsylvania

April 21, 2014

Single Audit Requirements

Report on Internal Control Over Compliance

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

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

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

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

SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

April 21, 2014

**New Media Technology Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2013**

A. Summary of Audit Results

1. The Independent Auditor's Report expresses an unqualified opinion on the basic financial statements of New Media Technology Charter School.
2. Two significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting. No material weaknesses are reported.
3. No instances of noncompliance material to the financial statements of New Media Technology Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditors' report on compliance for the major federal award programs for New Media Technology Charter School expresses an unqualified opinion.
6. There were no audit findings, which were required to be reported in accordance with Section 501(a) of OMB Circular A-133.
7. The program tested as a major program was the Title I Cluster, CFDA #84.010.
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. New Media Technology Charter School did not qualify as a low-risk auditee.

B. Findings-Financial Statement Audit

Finding 13-01:

Criteria: A system of internal control requires controls in place to ensure that amounts withheld from employees' payroll are properly remitted to the appropriate agency.

Condition: The School overpaid employees' 403(b) contributions throughout the year.

Effect: Failure to monitor and control cash disbursements can lead to overpayment of expenditures and liabilities.

Cause: Management oversight.

Recommendation: We recommend that the School adopt policies and procedures to ensure all cash disbursement payments are accurate.

**New Media Technology Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2013**

B. Findings-Financial Statement Audit (Continued)

Finding 13-01 (Continued):

Explanation of Disagreement with Audit Finding: There is no disagreement with the audit finding.

Actions Planned in Response to Findings: Management is developing controls to ensure all cash disbursement payments are accurate.

Finding 13-02:

Criteria: A system of internal control requires controls in place to ensure proper initiation, approval, recording and filing of all cash disbursements.

Condition: In a review of 10 credit card charges, 2 invoices could not be located for review.

Effect: Inadequate procedures could lead to the misappropriation of federal, state and local funds.

Cause: The School has not implemented proper procedures over cash disbursements to ensure that all credit card charges are appropriately approved and supported.

Recommendation: We recommend that the School adopt policies and procedures to ensure all cash disbursement are properly approved and documented.

Explanation of Disagreement with Audit Finding: There is no disagreement with the audit finding.

Actions Planned in Response to Findings: Management is developing controls to ensure all cash disbursement payments are properly approved and documented.

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

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



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

BUREAU OF SPECIAL EDUCATION

Phone: (717) 783-6913
Fax: (717) 783-6139
TTY: (717) 783-8445

July 18, 2012

Ms. Donnamarie Parker
CEO
New Media Technology CS
8034 Thouron Avenue
Philadelphia, Pa 19150-2423

Dear Ms. Parker:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the New Media Technology CS the week of May 24, 2012.

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

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

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

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

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

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

Sincerely,

John J. Tommasini
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the New Media Technology CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of May 24, 2012, the New Media Technology CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

2. FILE REVIEW (Student case studies)

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

The status of compliance of the New Media Technology CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	80	7	73
Evaluation/Reevaluation: Process and Content	288	14	478
Individualized Education Program: Process and Content	494	27	279
Procedural Safeguards: Process and Content	113	7	0
TOTALS	975	55	830

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	213	38	87
Program Implementation: Special Ed Teacher Interviews	323	0	117
Program Implementation: Parent Interviews	152	48	88
TOTALS	688	86	292

4. STUDENT INTERVIEWS

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

5. CLASSROOM OBSERVATIONS

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

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	31	2	16

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

**PART II
CORRECTIVE ACTION PROCESS**

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

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

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

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

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

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

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

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

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

Charter School: New Media Technology CS

Chief Executive Officer: Ms. Donnamarie Parker

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Walter Howard

Date of Report: July 18, 2012

Date Final Report Sent to LEA: July 18, 2012

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

First Visit Date: _____

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
					2 1 0 3 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
					9 1 0	GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
					9 1 0	GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
					7 3 0	GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
					2 8 0	GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	2	6				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 2 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 2 0 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	1	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	1	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	1	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	1	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
						<p>Enhanced independent skills & work skills, learned to take risks when problem solving.</p> <p>The student enhanced basic computation skills & learns how to solve problems independently & also thrives from recognition of peers.</p> <p>The student is challenged but provided with information & concepts in a modified format & also dramatically improved public speaking skills.</p> <p>Being included in general ed class benefits student. It forces student to work up to potential & work collaboratively with peers.</p> <p>Student advocating for self. Working at grade level.</p> <p>Made modifications to teach student. Used variety of methods to learn.</p> <p>The student is an active participant in class. Has become more responsible for work & work ethic. Works on projects in a group.</p> <p>Student does well with peers. They help student understand new concepts.</p> <p>The student fully participates. Benefits greatly from working as part of a team. Can ask & responds to questions pertaining to concepts covered in class & frequently types assignment & verifies expectations for my class. The use of graphic organizer has helped immensely.</p> <p>Through group activity & participation based instruction, often participating with great insight shared with class. I believe that the participation in this class allows the student to exercise natural talents for verbal & interpersonal communication. I have seen great growth in student.</p> <p>The student does well with peers & they help with understanding new concepts.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
9	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	1	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
10	0	0				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	0				SE 95c. If yes, what reasons were discussed for recommending removal? Speech problem; the student is comfortable with peers. Can get concepts but struggles with basic math. Struggling in class, having a built-in advisory period. Based on their advisory period. Helps the student to understand the work better. Help them with basic skills in areas of need. Based on their advisory period. Help to get the concepts. Senior project. Math & reading support.			
0	0	0				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Decided with speech needs. How much remediation is needed Built-in advisory period for 45 minutes. 45 minutes every day. Based on their needs & need of remediation. Based on their needs & need of remediation. 45 minutes every day. Based on what the psych recommended, what student asked for & space availability in resource room. Get during advisory 45 minutes a day.			
10	0	0				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
5	0	5				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services Toolkit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION			
						Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP)			
						Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP)			
						Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES			
						Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)			
						Standard: Students with disabilities are provided for in the least restrictive environment			

Y	N	NA	DK	Not Obs	% #	Clairton	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT Topical Area 4: Evaluation and Reevaluation Process and Content CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option PERMISSION TO REEVALUATE (File Reviews)			
10	0	0				FR 194. PIRE-Consent Form is present in the student file			
10	0	0				FR 195. Demographic data			
10	0	0				FR 196. Reason for reevaluation			
10	0	0				FR 197. Types of assessment tools, tests and procedures to be used			
10	0	0				FR 198. Contact person's name and contact information			
9	1	0			10%	FR 199. Parent has selected a consent option			
9	1	0			10%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						RE-EVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			
8	1	1			11%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
5	4	1			44%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
3	1	6			25%	FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
6	0	4				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	1	0			10%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228. Interpretation of additional data			
7	0	3				FR 229. Documentation that the student does not achieve adequately for age, etc.			
7	0	3				FR 230. Indication of process(es) used to determine eligibility			
7	0	3				FR 231. Instructional strategies used and student-centered data collected			
7	0	3				FR 232. Educationally relevant medical findings, if any			
7	0	3				FR 233. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Question	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
7	0	3				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
6	1	3			14%	FR 236. Observation in the student's learning environment			
4	0	6				FR 237. Other data if needed			
6	0	4				FR 238. Statement for all 6 items			
4	5	1			56%	FR 239. Documentation of Evaluation Team Participants			
4	4	2			50%	FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	2	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	2	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	2	1	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
4	1	2	1			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	6	0	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	0	9				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
9	0	1				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	1	6			25%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
9	0	1				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	1	8			50%	FR 262. If appropriate, IEA and parent agreement to make changes to IEP without convening an IEP meeting.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
8	1	1			11%	FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	1	9			100%	FR 268. Career/Technical Education (CTE) Representative			
0	1	9			100%	FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
1	0	9				FR 271. Teacher of the Gifted			
1	0	9				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 282. Student's present levels of functional performance			
9	0	1				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	1	0			10%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
7	2	1			22%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
8	1	1			11%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
6	1	3			14%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
9	0	1				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
8	1	1			11%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
9	0	1				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
8	1	1			11%	FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
5	1	4			17%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
2	1	7			33%	FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
8	0	2				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	1	9			100%	FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	1	9			100%	FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	1	0			10%	FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Tinelines and Resources	Closed Date
0	2	8			100%	FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School.			
2	0	8				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
2	0	8				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
6	0	4				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	1	3			14%	FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESSY			
6	4	0			40%	FR 317. Information or data reviewed by the IEP team to support the ESSY eligibility determination			
4	0	6				FR 318. Where ESSY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESSY program			
4	0	6				FR 319. Where ESSY was determined to be appropriate, ESSY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
8	2	0			20%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
8	2	0			20%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (inherent, supplemental, full-time)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
9	0	1				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
8	0	2				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	2	0	1			P 29. Did you participate in developing the current IEP for your child?			
5	3	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
6	0	2	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	1	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
3	4	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you? Don't know. More educated on emotional behavior techniques & what they can do to support child. Don't know. Understanding rights & entitlements.			
5	0	3	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
2	4	1	1			P 35. Was the current IEP developed at the IEP meeting?			
5	1	1	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
6	1	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
2	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
					4	b. held at an inconvenient time			
4	5	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	7	1				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
1	0	9				GE 76. Were those recommendations considered by the IEP team?			
9	1	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
9	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	1	1	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
5	0	2	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Able to have more interactions with other students, increased communication & coping mechanisms. Only deficient in one subject but still included in all classes.</p> <p>Exposure to general ed, aligned with PSSA testing, decreases kids being teased</p> <p>Getting exposure to state standards decreases teasing. More confident than at the beginning of the year. Doesn't want to be segregated.</p> <p>Being in less restrictive gives them better self-esteem. Get assistance from their peers.</p> <p>Getting exposure to state standards. Decreases teasing due to all attending general ed.</p> <p>More competent, pride in work & self, likes being with peers.</p> <p>Exposed to students, decreased teasing.</p> <p>Exposed the student to other students, decreases teasing.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IIEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
						<p>5 Always</p> <p>1 Sometimes</p> <p>0 Rarely</p> <p>2 Never</p> <p>0 Don't Know</p> <p>0 Does not Apply</p>			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 2 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
7	0	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
1	1	8				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	1	8				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? The student is taken out of general ed for support each week.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Required more direct instruction.			
1	1	8				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
6	0	4				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	4	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including Transportation, are they provided at no cost to you?			
4	4	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
3	5	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
3	2	3	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	0	6	1			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
3	1	4	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	0	6				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
SECONDARY TRANSITION (Parent & Special Education Teacher)									
4	2	1	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	1	0	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
5	1	1	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	3	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
						Reading or math instruction. I requested that student continue receiving the support. Student wanted the assistance too. Decided at meeting but usually 45 minutes once a day. Math & reading. Math			
0	0	3	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? 30 minutes to 1 hour as needed. Not sure. 45 minutes. Don't know. It was too long ago. Don't have IEP handy. Don't really know. Was told twice a week.			
3	0	3	2			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	1	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? The student is a lot better. I have seen growth. The student now has courage & self-confidence. Tutored after school. Teachers would cut back on work if too much. The student gives better oral presentations. Grades are up. On top of all assignments. Not enough support. Not taking full advantage. Strength, improved writing & confidence. Helps student not to feel different.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Failing math.			
						P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					0	Always			
					0	Sometimes			
					2	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
9	1	0			10%	FR 330. Type of action taken			
8	2	0			20%	FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	1	0			10%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
8	2	0			20%	FR 339. Parent has selected a consent option			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
9	1	0			10%	FR 340. NOREP/PW/N reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
	0	1	7	0		P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PW/N) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					5 0 1 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					4 3 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 66. Tell me anything you really like about your child's special education program.			
					0 1	d. staff's knowledge, training i. support services k. staff's understanding and attitude l. more inclusion n. other			
						Courage to get up & talk. Counselors inform teachers, & teachers monitor to add to help the student in math & reading. Tutoring available for help. Objective to help student succeed. If help is needed it's there. Technology is there. Comprehends better. I like nothing about it			
						P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8	n. other Nothing Nothing Recommend more informed of SAT's accommodations & colleges that are available to help student Offer parent training at night Hold meetings & training at a convenient time for parents. Not giving student help at grade level. Expect student to master higher grade level work. More one on one services. To do the IEP in a more timely manner. They rush the parent to do everything in one day. It's too much. I would like to see them challenge my child. They do everything for my child. They make things too easy.			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree e. Strongly disagree			
					2 1 2 3	P 69. Additional comments about your child's program. Being very blessed with psychologists & teachers. Student has made tremendous improvement. Made a lot of people proud. What student receives is a higher grade level. Expect parent to assist. Don't explain options.			
		10	0	0		SE 101. Do you hold the required certification to implement this student's program?			
		10	0	0		SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
		0	0	10		SE 101b. If no, what training or support would assist you?			
Topical Area 8: Student Interview Results									
			0			S 126. What kind of support are you currently receiving? a. Learning Support b. Speech/Language Support h. Emotional Support k. Don't Know			
					4 1 1 1				
					1				
						S 127. Is this support enough to help you be successful in your school program?			
		6	0	0	0	S 128. How satisfied are you with your high school educational program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
					3 3 0 0 0	Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Extra curricular activities, teachers that understand you & patience. Classrooms I have help or can go to counselor if I have problems. Teachers help with projects. Can stay after school 3 times a week. Helps me increase my reading & math levels. They help me. Keeps me on track. Without it definitely would have missed some assignments.			
						S 130. What do you like least about the program? Fights, they let bad kids come into the school. Schedules - I am taking two electives when I should be taking two 10th grade classes. Nothing really. The small room gets very hot. Crowded, little space to move around 3 hours a week in room. Nothing really. Nothing really.			
					6 0 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? They help with school & participation. Fun, not too boring. I can come to them if I need help. Helps me with financial aid & completing paperwork I don't get extra help I need. Looking up colleges. When the computer Mac lab is full I can get extra time in resource room.			
						S 133. What do you like least about the special education supports/services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timeliness and Resources	Closed Date
						Nothing Schedule Nothing Nothing I like the least. No, I love it all. Sometimes I get pulled out of important classes. Not too often.			
					0 6 0 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Dont Know			
3	3	0	0			S 135. Do you participate in any extra-curricular activities? S 136. If yes, which ones Skateboarding, karate. Basketball. Basketball.			
						S 137. If no, why not I like the computer, hanging out with friends, shopping & hanging out with my family. I haven't found my talent yet. New Media doesn't carry certain sports. Participates outside of the school. With all the school work I have it's hard to balance in extra curricular too. If I could, I would do track & field.			
5	0		1			S 138. Were you invited to participate in the last IEP meeting? Other			
5	1		0			S 139. Did you participate in the last IEP meeting? Other			
5	1		0			S 140. Do you have a post secondary transition program? Other			
3	2		1			S 141. Do you have an employment transition program? Other			
1	4		1			S 142. Do you have a community living transition program? Other			
5	1		0			S 143. Did you assist in the development of the transition program? Other			
4	2		0			S 144. Is that transition plan being followed? Other			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0			S 146. Which of the following agencies participate in your IEP development? e. None g. Don't Know			
0	0		1			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments Want to go to college. They have accommodations. Haven't had them come to my IEP yet.			
5	1	0	0			S 149. Do you participate in any activities in the community? S 150. If yes, which ones? Volunteer Community service with students: Saturday school for middle school A sport Basketball Church, volunteer, job in evenings			
						S 151. If no, why not? S 152. Are there any other agencies that could help you within the community? None Work ready: Work related agency. None that come to mind. No			
						Topical Area 9: Other Non-compliance Issues The LEA will hold IEP meetings to discuss the parental concerns regarding program and placement of (4) students identified.			
						Topical Area 10: Other Improvement Plan Issues			