

ASPIRA BILINGUAL CYBER CS

Charter School Annual Report | 2023 - 2024

School Profile

LEA Name

ASPIRA Bilingual Cyber CS

AUN

181519176

Address 1

6301 N. 2nd Street

Address 2

3rd Floor

City

Philadelphia

State

PA

Zip Code

19120

Chief Administrator Name

Mrs Andrea Gonzalez-Kirwin

Chief Administrator Email

akirwin@aspirapa.org

Chief Administrator Phone

(215) 455-1300

Extension**Charter School Principal****Principal Name**

Sean London

Principal Email

slondon@cyber.aspirapa.org

Principal Phone

267-297-1883

Extension**Authorizing District(s)**

Cyber Charter - PDE is Authorizing Entity (**CHECKED**)

Upload Current Charter (PDF only)

Cyber Charter PDE.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Roger Zepernick	Board Chair	
Ester Roche-Curet	Vice Chair	
Angelica Martinez	Board Secretary	
Maria Pinto	Treasurer	(CHECKED)
Jacqueline Vazquez-Slaughter	PTA Member	
Tania Ramos - Oton	Board Member	
Maria Mills-Torres	Board Member	(CHECKED)
Oskar Castro	Board Member	(CHECKED)
Zachary Steele	Board Member	(CHECKED)
Daisy Rosa	Board Member	
Argenis Figueroa	Board Member	(CHECKED)

Explanation of Board of Trustees Changes

Board of Trustees Meeting Schedule

Location	Date	Time
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6301 N. 2nd St., Philadelphia, PA 19120	2023-09-18	6:00 PM
4101 N. American St., Philadelphia, PA 19140	2023-11-13	6:00 PM
6301 N. 2nd St., Philadelphia, PA 19120	2023-12-11	6:00 PM
6301 N. 2nd St., Philadelphia, PA 19120	2024-01-08	6:00 PM
6301 N. 2nd St., Philadelphia, PA 19120	2024-04-08	6:00 PM
6301 N. 2nd St., Philadelphia, PA 19120	2024-05-13	6:00 PM

Upload Board Minutes

12.11.23-Cyber.pdf

4.8.24-Cyber Board Minutes.docx.pdf

5.13.24-Cyber Board Minutes.docx.pdf

11.13.23-Cyber Board Minutes.pdf

1.8.24-Cyber Board Minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Sean London	Principal	
Christopher Jennings	Director of Special Education	

Jillian Alcaro	Other	
Marcus Freeman	Other	
Andrea Gonzalez-Kirwin	Chief Academic Officer	
Travis Carson	Assistant Principal	(CHECKED)

Explanation of Leadership Changes

Addition of Travis Carson as Assistant Principal to support continued growth in student enrollment.

Upload of Professional Staff Member Roster (PDE-414 Form)

Cyber_PDE 414 - Cyber PDE-414.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	1	0
Chief Administrative Officer	1	1	0	0	0	1
Principal	1	1	0	0	0	1

Assistant Principal	1	1	0	0	0	1
Classroom Teacher (including Master Teachers)	38	26	0	0	5	33
Specialty Teacher (including Master Teachers)	4	4	0	0	0	4
Special Education Teacher (including Master Teachers)	14	14	0	0	1	13
Special Education Coordinator	3	3	0	0	0	3
Counselor	6	4	0	0	0	6
Psychologist	4	4	0	0	1	3
School Nurse	3	1	0	0	0	3
IT Director	1	0	0	0	0	1
Business Administrator	0	0	0	0	0	0
ISD, Curriculum Developers, Tech Support	2	0	0	0	0	2
HR Manager	0	0	0	0	0	0
Student Support Manager, Facilities Manager	1	0	0	0	0	1

Business Office, Administrative Support Staff, Teaching Assistants	36	0	0	0	6	30
Other	65	0	0	0	5	65
Totals	181	60	0	0	19	167

Explanation of Substantial Differences

Staff grew with increased student enrollment this year.

Fiscal Matters

Major Fundraising Activities

NA

Fiscal Solvency Policies

The school's financial policy stipulates that "All the budgets are required to set aside of 2% of revenues as a rainy fund reserve until the school's average daily cash on hand reaches at 60 days based on the computation of the most recent audit. Once the School reaches the accumulative reserve target, the budgets shall remain balanced, that is, the budgeted expenses are less than the budgeted revenues."

Accounting System

Cloud based accounting system Sage Intacct

Preliminary Statements of Revenues, Expenditures & Fund Balances

The preliminary statements of revenues, expenditures and fund balances are projected based on year to date financials through April 2024.

Upload Statements of Revenues, Expenditures & Fund Balances

Cyber Charter-Annual-Report_Statement-of-Revenues-and-Expenditures-23-24.xlsx

Financial Audit Basics

Audit Firm

CliftonLarsonAllen

Date of Last Audit

2023-12-31

Fiscal Year Last Audited

2022-2023

Explanation of the Report

opinion along with audited financial statements and notes including single audit

Upload Financial Audit Document(s)

Financial Audit Citations

Financial Audit Citations Description	Response
NA	NA

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

CYBER_Assessment_2023-2024 ESSA Fiscal Monitoring.pdf

CYBER_Assessment_2023-2024 ESSA Program Monitoring.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2024-03-27

School Years Reviewed

2023-2024

Federal Programs Consolidated Review Report

CYBER_Assessment_2023-2024 ESSA Fiscal Monitoring.pdf

CYBER_Assessment_2023-2024 ESSA Program Monitoring.pdf

Consolidated Review/Annual Report

See attached

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
NO evidence uploaded. Must include statement of Expenditures for Title IIA and IV must also include LEA Title IIA budget.	We will submit Tittle IIA and IV budget (not from eGrants) and a statement of Title IIA expenditures.
Component II: Uniform Grant Guidance (UGG) - Requirements. There is a supplanting issue. Jacob Melman is Appropriately State Certified according to PDE 414, and is being paid with Title III funds as an ELL teacher	The LEA will submit semiannual time certifications for all staff paid with Title IIIA funds that work on one cost objective.
Component II: Uniform Grant Guidance (UGG) - Requirements The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	The LEA will submit the LEA level budget (not from eGrants) AND a statement of expenditures for Title IA fundsthe requested expenditure breakdown of program/activities.
The evidence provided does NOT breakdown actual and anticipated expenditures for Title I. They have given lists of "legitimate" expenditures, but without the allocation breakdown, it is difficult to determine anticipated amounts.	Cyber will submit a copy of the building level budget (not from eGrants) AND a statement of expenditures for the Title IA School.
Title IIA: Program - Component I and Title IIIA: Program - Component I The PP (agenda) was held prior to the writing of the grant. The item listed the cyber participants. The roles of the attendees were NOT described, so the stakeholder requirement could not be verified.	Cyber will submit dated agendas and sign in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials and community partners) for meetings that took place prior to the writing of the grant. If this requirement did not occur prior to submitting the 2024- 25 Consolidated application, LEAs can include a plan to address this requirement.

<p>Title IVA: Program - Component I If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.</p>	<p>The LEA will submit a copy of the comprehensive needs assessment used to inform decisions on how Title IVA funds were used at the district and/or school level. LEAs should submit a copy of their Comprehensive Plan in the FRCPP, if it discusses the current needs for Title IVA funds.</p>
<p>ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p>	<p>The LEA will submit staff/parent meeting agendas and sign-in sheets or SPAC skits and staff agendas and sign in sheets for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action</p>
<p>There is no evidence to prove that there is ongoing review of the plan.</p>	<p>The LEA will submit data summaries, meeting agendas, and sign in sheets indicating review of third quarter and/or end-of-year schoolwide plan goals for the Title I School.</p>

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Teacher 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	14	18
Special Education Teacher 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 4	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 5	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	18	22
Special Education Teacher 6	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	18	22
Special Education Teacher 7	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	20	14	18
Special Education Teacher 8	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	20	18	22
Special Education Teacher 9	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	20	5	8
Special Education Teacher 10	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	20	8	12
Special Education	Aspira Bilingual Cyber Charter School 6301 N.	12	5	7

Teacher 11	2nd Street Philadelphia, PA 19120			
Special Education Teacher 12	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	5	7
Special Education Teacher 13	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	7	9
Special Education Teacher 14	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	7	9
Special Education Teacher 15	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	9	11
Special Education Teacher 16	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	11	13
Special Education Teacher 17	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	11	13
Instructional Assistant 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Instructional Assistant 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Instructional Assistant 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Instructional Assistant 4	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	18	22
Instructional Assistant 5	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	18	22

Instructional Assistant 6	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	18	22
Instructional Assistant 7	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	8	10
Instructional Assistant 8	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	5	7
Instructional Assistant 9	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	10	12
Instructional Assistant 10	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	10	12
School Psychologist 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	14	22
School Counselor 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	14	22
School Counselor 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	17	20
School Counselor 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	5	13
Special Education Coordinator 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	5	12
Special Education Coordinator 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	2	14	22
Special Education Coordinator 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	5	12

Director of Student Services	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	17	19
Bilingual Counseling Assistant	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	15	5	14

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Special Education Teacher 18	37.5 hours per week	Kaleidoscope Education Solutions	15
Special Education Teacher 19	37.5 hours per week	Kaleidoscope Education Solutions	12
Special Education Teacher 20	37.5 hours per week	Kaleidoscope Education Solutions	20
Special Education Teacher 21	37.5 hours per week	ProCare Therapy	40
Special Education Teacher 22	37.5 hours per week	ProCare Therapy	20
Special Education Case Manager 1	37.5 hours per week	ProCare Therapy	50
Special Education Case Manager 2	37.5 hours per week	Kaleidoscope Education Solutions	50
Special Education Case Manager 3	37.5 hours per week	Headright Wellness	50

Special Education Case Manager 4	37.5 hours per week	NWA Resources and Consulting	50
Instructional Assistant 11	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 12	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 13	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 14	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 15	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 16	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 17	37.5 hours per week	ACS Consultants	12
Instructional Assistant 18	37.5 hours per week	ACS Consultants	12
Instructional Assistant 19	37.5 hours per week	ACS Consultants	12
Instructional Assistant 20	37.5 hours per week	ACS Consultants	8
Instructional Assistant 21	37.5 hours per week	ACS Consultants	12
School Counselor 4	37.5 hours per week	Kaleidoscope Education Solutions	50

Occupational Therapist 1	37.5 hours per week	Abington Speech Services	37
Speech Therapist 1	37.5 hours per week	Abington Speech Services	40
Speech Therapist 2	37.5 hours per week	Kaleidoscope Education Solutions	37
Speech Therapist 3	25 hours per week	Kaleidoscope Education Solutions	20
Speech Therapist 4	37.5 hours per week	Kaleidoscope Education Solutions	36
Occupational Therapist 2	37.5 hours per week	Kaleidoscope Education Solutions	44
Speech Therapist 5	37.5 hours per week	Kaleidoscope Education Solutions	41
Physical Therapist 1	15	Kaleidoscope Education Solutions	14
Physical Therapist 2	26 hours per week	Kaleidoscope Education Solutions	21

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2019-01-21

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

ABCCS Executive Summary 2019 (2).pdf

ABCCS Executive Summary Results 2019 (1).pdf

Administrative Procedures for Internal Controls of IEP Development

SPED Handbook 2023-2024.docx.pdf

Special Education Personnel Development

Autism

Description of Training			
Community Based Instruction (Task Analysis and Social Skills)			
Lead Person/Position		Year of Training	
Lauren Davison/Special Education Coordinator Jodie Alicea/Transition Coordinator		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3.5	3	ABCCS	Special Education Teachers and Instructional Assistant

Training Date Complete

2023-10-25

CBI (Part 3) 2023-2024.pdf

10_25_23 - PD Sign-in Sheet.pdf

Training Date Complete

2023-09-13

9_13_23 Community Based Instruction.pdf

9_13_23 Community Based Instruction.pdf

BehaviorSupport

Description of Training	
Classroom Management Systems	
Lead Person/Position	Year of Training
Travis Carson/ Assistant Principal	2023

Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	ABCCS	General Education and Special Education Teachers

Training Date Complete

2023-08-22

Satchel Pulse Agenda 8.22.23 (1).pdf

PD Sign-In Sheet - SEL Program Part 1, 8_22_23.pdf

Training Date Complete

2023-08-28

Classroom Management Presentation, 23-24.pptx.pdf

PD Sign-In Sheet - Creating a Behavior Management System, 8_21_23 (1).pdf

Training Date Complete

2024-07-23

Satchel Pulse Agenda 8.22.23 (1)_5873afd3.pdf

PD Sign-In Sheet - SEL Program Part 2, 8_23_23.pdf

Paraprofessional

Description of Training			
IA & 1:1 PD			
Lead Person/Position			Year of Training
Jodie Alicea/Transition Coordinator and Lauren Davison/Special Education Coordinator			2023
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	Special Education Teachers and Paraprofessionals

Training Date Complete

2023-08-25

IA & 1_1 PD 8-25-23.pdf

8.25.23 STAR Team Meeting Sign-In Sheet (1).pdf

Transition

Description of Training
Transition Services in the IEP

Lead Person/Position		Year of Training	
Jodie Alicea/ Transition Coordintor		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	Special Education Teachers

Training Date Complete

2024-03-25

Transition Services in the IEP_ Guide for Staff (Updated 2024) .pdf

Transition 3_25_24.pdf

ScienceofLiteracy

Description of Training			
Achieve and Word Studio			
Lead Person/Position		Year of Training	
Achieve 3000 Representative		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.5	1	Achieve 3000	General Education and Special Education Teachers

Training Date Complete

2023-08-22

Achieve 3000 and Word Studio Agenda.pdf

PD Sign-In Sheet - Achieve 3000 and Word Studio, 8_22_23.pdf

Training Date Complete

2024-02-16

Updated Reading PD 1.pdf

_Reading-Evidence-Based Approach- PD Sign-In Sheet -.pdf

ParentTraining

Description of Training			
Financial Planning for Special Needs Families			
Lead Person/Position		Year of Training	
First Trust Bank		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	First Trust Bank	Special Education Families

Training Date Complete

2024-05-17

517 ParentStaff Financial Planning Workshop.pdf

5-17 Financial Planning Sign in Sheet.pdf

Training Date Complete

2023-10-13

Parent Support Group - Session 1, 10_13_23.pdf

Parent Support Group - Session 1 - 10-13-23 Sign In Sheet.pdf

IEPDevelopment

Description of Training			
IEP Development			
Lead Person/Position		Year of Training	
Chris Jennings/Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.25	1	ABCCS	Special Education Teachers

Training Date Complete

2023-12-01

12.1.23 IEP Development.pdf

IEP Development Agenda.pdf

Training Date Complete

2023-09-08

ABCCS 9.8.23.pdf

9.8.23 IEP WRITING.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Case Manager 5	Elementary	Full-time (1.0)	07/15/2024 06:49 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Case Manager 4	Elementary	Full-time (1.0)	07/15/2024 06:46 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 0
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 22	Elementary	Full-time (1.0)	07/15/2024 06:45 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 21	Elementary	Full-time (1.0)	07/15/2024 06:40 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher	Elementary	Full-time (1.0)	07/15/2024 06:39

20			PM
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Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 19	Elementary	Full-time (1.0)	07/15/2024 06:36 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Special Education Teacher 18	Elementary	Full-time (1.0)	07/15/2024 06:34 PM
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Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 17	Elementary	Full-time (1.0)	07/15/2024 06:33 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom	Full-time or Part-time	Revised
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	Location	Position?	
Special Education Teacher 16	Elementary	Full-time (1.0)	07/15/2024 06:31 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 15	Elementary	Full-time (1.0)	07/15/2024 06:29 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 14	Elementary	Full-time (1.0)	07/15/2024 06:28 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 13	Elementary	Full-time (1.0)	07/15/2024 06:26 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 1
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 12	Elementary	Full-time (1.0)	07/15/2024 06:24 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 11	Elementary	Full-time (1.0)	07/15/2024 06:23 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Case Manager 3	Secondary	Full-time (1.0)	07/15/2024 06:16 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Case Manager 2	Secondary	Full-time (1.0)	07/15/2024 06:15 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Case Manager 1	Secondary	Full-time (1.0)	07/15/2024 06:14 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 10	Secondary	Full-time (1.0)	07/15/2024 06:13 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher	Secondary	Full-time (1.0)	07/15/2024 06:09

9			PM
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Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	20	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 8	Secondary	Full-time (1.0)	07/15/2024 06:08 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	20	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Special Education Teacher 7	Secondary	Full-time (1.0)	07/15/2024 06:07 PM
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Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 6	Secondary	Full-time (1.0)	07/15/2024 06:02 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		1

FTE ID	Classroom	Full-time or Part-time	Revised
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	Location	Position?	
Special Education Teacher 5	Secondary	Full-time (1.0)	07/15/2024 06:01 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special education Teacher 4	Secondary	Full-time (1.0)	07/15/2024 05:59 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 3	Secondary	Full-time (1.0)	07/15/2024 05:55 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 2	Secondary	Full-time (1.0)	07/15/2024 05:53 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 1	Secondary	Full-time (1.0)	07/15/2024 05:49 PM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Building Improvements - building maintenance	Aspira Bilingual Cyber Charter School	74,045.68
Building Improvements - general education	Aspira Bilingual Cyber Charter School	57,165.00
Building Improvements - Facilities Acq Constr Impr Svcs	Aspira Bilingual Cyber Charter School	8,900.00
Building Improvements - special programs	Aspira Bilingual Cyber Charter School	20,235.00
Equipment – Original And Additional, general education	Aspira Bilingual Cyber Charter School	92,756.95
Equipment - general education	Aspira Bilingual Cyber Charter School	10,000.00
Facility Repairs and Maintenance - Facilities Acq Constr Impr Svcs	Aspira Bilingual Cyber Charter School	8,650.00
Buildings - building maintenance	Aspira Bilingual Cyber Charter School	8,626.60

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

Renovation of 5 classrooms because of enrollment growth, including an increase in students with special needs. Community center expansion because there's a significant increase in high need or housing insecure families that require resources.

Memorandum of Understanding

Organization	Purpose
ASPIRA Association, Inc	Serve as a site for the enhanced ASPIRA Youth Mentoring Program
Pequenos Pasos de Aspira	Coordinating mutually beneficial activities of the parties involved to provide effective services for children and families served
Philadelphia Police Dept	Services

Upload of Memorandum of Understanding Document(s)

MOU FOR OJJP 2024 PA_857f240c.pdf

Cyber -Pequenos -Headstart Transition MOU -22-23 v1 - signed.pdf

PPD MOU-Aspira Bilingual Cyber Charter School _Executed.pdf

Articulation Agreements

Partnering Institution

Community College of Philadelphia

Agreement Type

Program/Course Area

Associate Program

Upload Articulation Agreement

Signed.Aspira_Bilingual_Cyber_Charter_CCP_Agreement_2023_.pdf

Management Survey

Charter School Management Survey

Charter School Name

ASPIRA Bilingual Cyber CS

Point of Contact Name

Katrina Condos

Point of Contact Telephone Number

445-232-2234

Extension**Point of Contact Email**

datateam@aspirapa.org

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

Yes

Is/was the Management Organization a:

CMO (non-profit operating through a contract or as the charter holder)

Management Organization Name

Aspira, Inc. of PA

Federal EIN (Employer Identification Number)**Address 1**

4322 N. 5th St.

Address 2

3rd Floor

City

Philadelphia

State

PA

Zip Code

19140

Plus 4 Code

2302

Additional Comments

Signatures and Affirmations

Upload Board Affirmation Statement

23-24_CYBER_affirmation_statement_charterschool.pdf

Date of Approval

2024-07-25

Charter School Annual Report Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter School Law Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Andrea Gonzalez-Kirwin

Ethics Act Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Andrea Gonzalez-Kirwin

COMMONWEALTH OF PENNSYLVANIA
CHARTER

to operate a public school known as
Aspira Bilingual Cyber Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §§17-1745-A, the Board of Trustees of the Aspira Bilingual Cyber Charter School is hereby granted a Charter to operate a public cyber charter school located in Philadelphia, Pennsylvania, for the period commencing on July 1, 2010 and ending on June 30, 2015. The grant of this Charter was approved by the State Charter School Appeal Board on December 15, 2009, which reversed the Pennsylvania Department of Education's denial of a charter to Aspira Cyber Charter School.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A - 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted October 1, 2008 by the Board of Trustees, and the Revised Application, submitted on May 14, 2009, and approved by the State Charter School Appeal Board. Said Application and Revised Application are attached hereto as **Appendix A** and incorporated herein by reference as if fully set forth;


3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

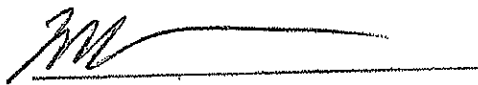
4) this Charter may be renewed for additional periods of five years duration and upon any such renewal, a new charter shall be executed by the parties; and

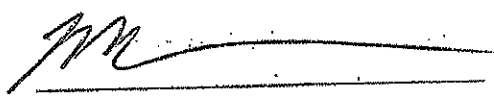
5) this Charter can only be terminated in accordance with the provisions of applicable law.

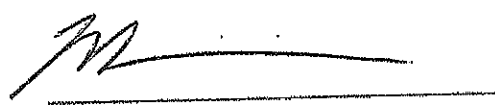
WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 7th day of June, 2010.

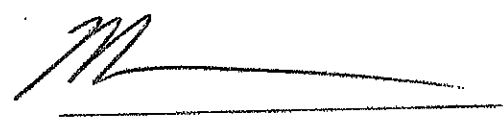
ATTEST:






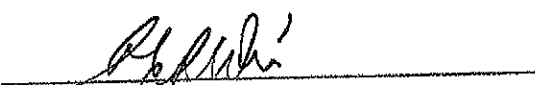


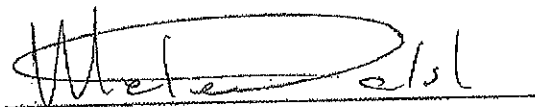


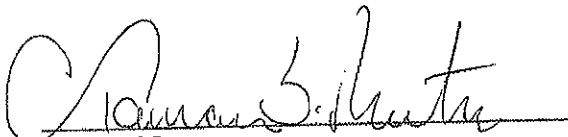


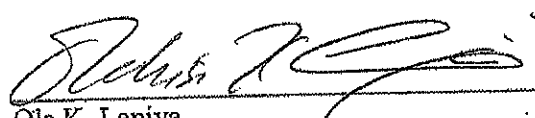
BOARD OF TRUSTEES


Aracely Rosales

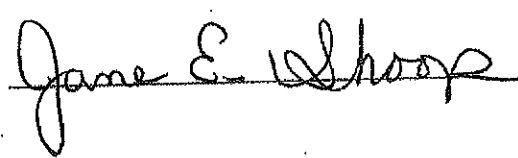

Alfredo B. Calderon


Marlene Douglas-Walsh

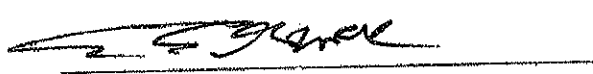

Tamara Newton


Ola K. Laniya

ATTEST:



PENNSYLVANIA DEPARTMENT OF
EDUCATION


Thomas E. Gluck
Acting Secretary of Education

ASPIRA Bilingual Cyber Charter
School Board of Trustees
Board Meeting Minutes
Via ZOOM Conference Call
November 13, 2023

OPENING

Board Member Attendance:

Board Member	Present	Absent
Roger Zepernick, <i>Chair</i>	X	
Ester Roche-Curet, <i>Vice-Chair</i>	X	
Maria Pinto, <i>Treasurer</i>	X	
Angelica Martinez, <i>Secretary</i>	X	
Jaqueline Vazquez-Slaughter, <i>ParentMember</i>		X
Anita Colon, <i>Member</i>	X	
Daisy Rosa, <i>Member</i>	X	
Tania Ramos-Oton, <i>Member</i>	X	
Zachary Steele, <i>Member</i>	X	

Quorum established.

Board Counsel Present: N/A

Board Advisor: N/A

Charter School Personnel Excused: Sean London, *School Principal*.

Education Management Services Personnel Present: Andrea Gonzalez-Kirwin, *Chief Academic Officer*; Alfredo Calderon, *CEO*; Kathryn McKinley, *Senior Director of Specialized Services*; Stephanie Goshert, *Senior Director of Teaching and Learning*; and Yemele Ayala, *Senior Director of School Support*.

Meeting Opening & Call to Order

Meeting called to order at 6:05 pm

AGENDA

MOTION to APPROVE the November 13, 2023 agenda made by made by angelica Martinez and second by Tania Ramos Oton.

Passed by unanimous vote

MM: Angelica Martinez

SM: Tania Ramos Oton

Action: Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele	X			

A conversation took place around the charter renewal for the school and the proposed settlement agreements with the School District of Philadelphia.

Motion to APPROVE the Release and Settlement agreements with the School District of Philadelphia made by Angelica Martinez and second by Tania Ramos Oton.

Passed by unanimous vote

MM: Angelica Martinez

SM: Tania Ramos Oton

Action: Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele	X			

ADJOURNMENT

A **MOTION** was made to **CLOSE** the November 13, 2023 board meeting at 6:10 pm. Motion made by Angelica Martinez and second by Ester Roche-Curet.

Passed by unanimous vote

MM: Angelica Martinez

SM: Tania Ramos Oton

Action: Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto	X			

Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

Board approved on

ASPIRA Bilingual Cyber Charter School
Board of Trustees
Board Meeting Minutes
Via ZOOM Conference Call
December 11, 2023

OPENING

Board Member Attendance:

Board Member	Present	Absent
Roger Zepernick, <i>Chair</i>	X	
Ester Roche-Curet, <i>Vice-Chair</i>	X	
Maria Pinto, <i>Treasurer</i>		X
Angelica Martinez, <i>Secretary</i>	X	
Jaqueline Vazquez-Slaughter, <i>ParentMember</i>	X	
Anita Colon, <i>Member</i>	X	
Daisy Rosa, <i>Member</i>	X	
Tania Ramos-Oton, <i>Member</i>	X	
Zachary Steele, <i>Member</i>		X
Argenis Figueroa	X	
Oskar Castro	X	

Quorum established.

Board Counsel Present: N/A

Board Advisor: N/A

Auditors: Clifton Larson Allen Firm - Daniel Sefick and David Sekarak

Charter School Personnel: Sean London, *School Principal*.

Education Management Services Personnel Present: Andrea Gonzalez-Kirwin, *Chief Academic Officer*; Alfredo Calderon, *CEO*; Kathryn McKinley, *Senior Director of Specialized Services*; Stephanie Goshert, *Senior Director of Teaching and Learning*; and Yemele Ayala, *Senior Director of School Support*, Xin Yi, *Controller*, Thomas Darden, *Chief Operations Officer*.

Meeting Opening & Call to Order

Meeting called to order at 6:07 pm

AGENDA

MOTION to APPROVE the December 11, 2023 agenda made by made by

Tania Ramos Oton and second by Daisy Rosa

Passed by unanimous vote

MM: Tania Ramos Oton

SM: Daisy Rosa

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

RECESS

MOTION to **RECESS** the December 11, 2023 board meeting at 6:08pm made by Ester Roche Curet and second by Tania Ramos Oton.

Passed by unanimous vote

MM: Ester Roche Curet

SM: Tania Ramos Oton

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

MOTION to **RETURN** from **RECESS** at 6:39 pm made by Tania Ramos Oton and second by Angelica Martinez.

Passed by unanimous vote

MM: Tania Ramos Oton

SM: Angelica Martinez

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

2023 FINANCIAL AUDIT

The Clifton Larson Allen firm completed a public presentation on the 2023 financial audit that showed an unmodified opinion, no significant deficiencies in processes and controls, and no findings in estimates. Adjustments were made related to new GASB 96- SBITA adopted standards, and recommendations were made for better timely student files and expenditure details for federal grants.

MOTION to ACCEPT the draft 2023 financial audit presented by CLA made by Tania Ramos Oton and second by Angelica Martinez.

MM: Tania Ramos Oton

SM: Angelica Martinez

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

STUDENT HANDBOOK

A recommendation to amend the student dress code policy was presented to the board to comply with new gender laws.

MOTION to APPROVE the student dress code policy in the student handbook to comply with gender regulations was made by Angelica Martinez and second by Tania Ramos Oton.

MM: Angelica Martinez

SM: Tania Ramos Oton

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

RESOLUTIONS

Legal resolutions were presented for the McKenna law firm and discussed by the board as follows:

1. Release and Settlement agreement between the SDP and ABCCS for the Commonwealth Court of Appeals;
2. Settlement agreement and mutual release between SDP and ABCCS for the PA Department of Education;
3. Settlement agreement and mutual release between ASPIRA Inc of PA and ABCCS for the PA Department of Education; and
4. Release and Settlement agreement between the ASPIRA Inc. of PA and ABCCS for the Commonwealth Court of Appeals.

MOTION to APPROVE the resolution for the “Settlement agreement and mutual release between SDP and ABCCS for the PA Department of Education” made by Ester Roche Curet and second by Tania Ramos Oton.

MM: Ester Roche Curet

SM: Tania Ramos Oton

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			

Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

MOTION to APPROVE the resolution for the “Release and Settlement agreement between the SDP and ABCCS for the Commonwealth Court of Appeal” made by Angelica Martinez and second by Ester Roche Curet.

MM: Angelica Martinez

SM: Ester Roche Curet

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

MOTION to APPROVE the resolution for the “Settlement agreement and mutual release between ASPIRA Inc of PA and ABCCS for the PA Department of Education” made by Angelica Martinez and second by Tania Ramos Oton.

MM: Angelica Martinez

SM: Tania Ramos Oton

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X

Argenis Figueroa	X			
Oskar Castro	X			

MOTION to APPROVE the resolution for the “Release and Settlement agreement between the ASPIRA Inc. of PA and ABCCS for the Commonwealth Court of Appeals” made by Angelica Martinez and second by Ester Roche Curet.

MM: Angelica Martinez

SM: Ester Roche Curet

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

FINANCIAL REPORT

MOTION to TABLE the financial report and review during the January 2024 scheduled board meeting made by Tania Ramos Oton and second by Angelica Martinez.

MM: Tania Ramos Oton

SM: Angelica Martinez

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

BOARD MINUTES

The November 13, 2023 board meeting minutes were presented to the board to review and approval.

MOTION to APPROVE the November 13, 2023 board meeting minutes made by Angelica Martinez second by Daisy Rosa, Board member Ramos Oton abstained.

MM: Angelica Martinez

SM: Daisy Rosa

Action: Approved 8-0-1

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton			X	
Zachary Steele				X
Argenis Figueroa	X			
Oskar Castro	X			

NEW BUSINESS

Board members Ramos Oton and Roche Curet requested that board items be released to members for review in a more timely fashion - at least 24 hours to a week in advance. Meeting documentation, including legal documents, that are not presented in a timely fashion for board members to review will not be voted on during the scheduled board meeting.

ADJOURNMENT

MOTION to CLOSE the December 11, 2023 board meeting at 6:47 pm made by Angelica Martinez and second by Tania Ramos Oton.

MM: Angelica Martinez

SM: Tania Ramos Oton

Action: Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Maria Pinto				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Ramos-Oton	X			
Zachary Steele				X

Argenis Figueroa	X			
Oskar Castro	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

Board approved on _____

ASPIRA Bilingual Cyber Charter School
Board Meeting Minutes
Via ZOOM Conference Call January 8, 2024

OPENING

Board Member Attendance:

Board Member	Present	Absent
Roger Zepernick, Chair	X	
Ester Roche-Curet, Vice Chair	X	
Angelica Martinez, Secretary	X	
Maria Pinto, Treasurer	X	
Jacqueline Vazquez-Slaughter, Parent Member		X
Oskar Castro, Member	X	
Argenis Figueroa, Member		X
Maria Mills-Torres, Member		X
Tania Ramos-Oton, Member	X	
Daisy Rosa, Member	X	
Zachary Steele, Member	X	

Quorum established.

Board Counsel Present: N/A

Board Advisor: N/A

Charter School Personnel: Sean London, *School Principal*.

Education Management Services Personnel Present: Andrea Gonzalez-Kirwin, *Chief Academic Officer*; Kathryn McKinley, *Senior Director of Specialized Services*; Xin Yi, *Controller*; Stephanie Goshert, *Senior Director of Teaching and Learning*; Yemele Ayala, *Senior Director of School Support*, Thomas Darden, *Chief Operating Officer*, and Alfredo Calderon, *Chief Executive Officer*.

Meeting Opening & Call to Order

Meeting called to order at 6:01 pm

AGENDA

MOTION to **APPROVE** the January 8, 2024 agenda made by Ester Roche-Curet and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Angelica Martinez **Action:** Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			

Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member	X			
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

BOARD MINUTES

November 13, 2023 and December 11, 2023 board minutes were presented for review and consideration.

MOTION to APPROVE the November 13, 2023 and December 11, 2023 board minutes with a correction to reflect that Zachary Steele and Maria Pinto were absent made by Ester Roche-Curet and seconded by Zachary Steele.

Passed by unanimous vote

MM: Ester Roche-Curet

SM: Zachary Steele

Action: Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member	X			
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member			X	
Zachary Steele, Member	X			

PRINCIPAL'S PRESENTATION

Sean London gave a presentation to board members to update them on school programming and the most recent data related to academics and attendance. Mr. London informed the board how ABCCS is supporting students to meet Act 158 graduation requirements. The board was also updated on professional development programming available to staff and initiatives to continue to drive the enrollment of new students.

FINANCE REPORT

The Finance Report including the revised 2023-2024 school budget and company invoices and schedules were presented by the Controller.

MOTION to APPROVE the revised 2023-2024 school budget made by Ester Roche-Curet and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Angelica Martinez **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member	X			
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member			X	
Zachary Steele, Member	X			

MANAGEMENT INVOICES

Invoices for management services for the months of March 2024 from ASPIRA Inc., of Pennsylvania.

MOTION to **APPROVE** the payment of September, October, and November 2023 invoices made by Ester Roche-Curet and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Angelica Martinez **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member	X			
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member			X	
Zachary Steele, Member	X			

HUMAN RESOURCES REPORT

The January 2024 Human Resources Report was presented.

MOTION to **ACCEPT** the January Human Resources Report as presented made by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Zachary Steele **Action:** Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			

Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member	X			
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

COMMUNITY COMMENTS

No community comments.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the January 8, 2024 board meeting at 6:51 pm. Motion made by Angelica Martinez and seconded by Daisy Rosa.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Daisy Rosa **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member	X			
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

Recorded by Katrina Condos

Reviewed and Respectfully submitted by Roger Zepernick, Board Chair

Board approved on June 18, 2024

ASPIRA Bilingual Cyber Charter School
Board Meeting Minutes
Via ZOOM Conference Call April 8, 2024

OPENING

Board Member Attendance:

Board Member	Present	Absent
Roger Zepernick, Chair	X	
Ester Roche-Curet, Vice Chair	X	
Angelica Martinez, Secretary	X	
Maria Pinto, Treasurer	X	
Jacqueline Vazquez-Slaughter, Parent Member	X	
Oskar Castro, Member	X	
Argenis Figueroa, Member	X	
Maria Mills-Torres, Member		X
Tania Ramos-Oton, Member	X	
Daisy Rosa, Member		X
Zachary Steele, Member	X	

Quorum established.

Board Counsel Present: N/A

Board Advisor: N/A

Charter School Personnel: Sean London, *School Principal*.

Education Management Services Personnel Present: Andrea Gonzalez-Kirwin, *Chief Academic Officer*; Kathryn McKinley, *Senior Director of Specialized Services*; Xin Yi, *Controller*; Stephanie Goshert, *Senior Director of Teaching and Learning*; and Yemele Ayala, *Senior Director of School Support*.

Meeting Opening & Call to Order

Meeting called to order at 6:36 pm

AGENDA

MOTION to APPROVE the April 8, 2024 agenda made by Ester Roche-Curet and seconded by Zachary Steele.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Zachary Steele **Action:** Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member	X			
Oskar Castro, Member	X			

Argenis Figueroa, Member	X			
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member				X
Zachary Steele, Member	X			

FISCAL YEAR 2025 PROPOSED BUDGET

A budget presentation was given to board members for the 2025 proposed budget. Members were also provided with monthly reports of the current budget.

MOTION to APPROVE the proposed budget for fiscal year 2025 made by Angelica Martinez and seconded by Jacqueline Vazquez-Slaughter.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Jacqueline Vazquez-Slaughter **Action:** Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member	X			
Oskar Castro, Member	X			
Argenis Figueroa, Member	X			
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member				X
Zachary Steele, Member	X			

MANAGEMENT INVOICES

Invoices for management services for the months of January and February 2024 from ASPIRA Inc., of Pennsylvania.

MOTION to APPROVE the payment of January and February 2024 invoices made by Jacqueline Vazquez-Slaughter and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Jacqueline Vazquez-Slaughter **SM:** Angelica Martinez **Action:** Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member	X			
Oskar Castro, Member	X			
Argenis Figueroa, Member	X			

Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member				X
Zachary Steele, Member	X			

COMMUNITY COMMENTS

No community comments.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the April 8, 2024 board meeting at 6:53 pm. Motion made by Tania Ramos-Oton and seconded by Zachary Steele.

Passed by unanimous vote

MM: Tania Ramos-Oton **SM:** Zachary Steele **Action:** Approved 9-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member	X			
Oskar Castro, Member	X			
Argenis Figueroa, Member	X			
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member				X
Zachary Steele, Member	X			

Recorded by Katrina Condos

Reviewed and Respectfully submitted by Roger Zepernick, Board Chair

Board approved on

ASPIRA Bilingual Cyber Charter School
Board Meeting Minutes
Via ZOOM Conference Call May 13, 2024

OPENING

Board Member Attendance:

Board Member	Present	Absent
Roger Zepernick, Chair	X	
Ester Roche-Curet, Vice Chair	X	
Angelica Martinez, Secretary	X	
Maria Pinto, Treasurer	X	
Jacqueline Vazquez-Slaughter, Parent Member		X
Oskar Castro, Member		X
Argenis Figueroa, Member		X
Maria Mills-Torres, Member		X
Tania Ramos-Oton, Member	X	
Daisy Rosa, Member	X	
Zachary Steele, Member	X	

Quorum established.

Board Counsel Present: N/A

Board Advisor: N/A

Charter School Personnel: Sean London, *School Principal*.

Education Management Services Personnel Present: Andrea Gonzalez-Kirwin, *Chief Academic Officer*; Kathryn McKinley, *Senior Director of Specialized Services*; Xin Yi, *Controller*; Stephanie Goshert, *Senior Director of Teaching and Learning*, Yemele Ayala, *Senior Director of School Support*, and Thomas Darden, *Chief Operating Officer*.

Meeting Opening & Call to Order

Meeting called to order at 6:17 pm

AGENDA

MOTION to APPROVE the May 13, 2024 agenda made by Zachary Steele and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Zachary Steele **SM:** Angelica Martinez **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			

Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member				X
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

FISCAL YEAR 2025 FINAL BUDGET

A budget presentation was given to board members for the 2025 final budget. Members were also provided with monthly reports of the current budget.

MOTION to **APPROVE** the final budget for fiscal year 2025 made by Ester Roche-Curet and seconded by Zachary Steele.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Zachary Steele **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member				X
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

MANAGEMENT INVOICES

Invoices for management services for the months of March 2024 from ASPIRA Inc., of Pennsylvania.

MOTION to **APPROVE** the payment of March 2024 invoices made by Ester Roche-Curet and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Angelica Martinez **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member				X

Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

ASPIRA CITY COLLEGE MEMORANDUM OF UNDERSTANDING

Memorandum of understanding that will allow up to fifteen students from ASPIRA Bilingual Cyber Charter School to attend ASPIRA City College through a dual enrollment program.

MOTION to **APPROVE** the memorandum of understanding made by Zachary Steele and seconded by Daisy Rosa.

Passed by unanimous vote

MM: Zachary Steele **SM:** Daisy Rosa **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member				X
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X
Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

COMMUNITY COMMENTS

No community comments.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the May 13, 2024 board meeting at 6:20 pm. Motion made by Ester Roche-Curet and seconded by Daisy Rosa.

Passed by unanimous vote

MM: Ester Roche-Curet **SM:** Daisy Rosa **Action:** Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer	X			
Jacqueline Vazquez-Slaughter, Parent Member				X
Oskar Castro, Member				X
Argenis Figueroa, Member				X
Maria Mills-Torres, Member				X

Tania Ramos-Oton, Member	X			
Daisy Rosa, Member	X			
Zachary Steele, Member	X			

Recorded by Katrina Condos

Reviewed and Respectfully submitted by Roger Zepernick, Board Chair

Board approved on

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Jillian	Alcaro	Program Specialist English as a Second Language (ESL) PK-12 (4499); Administrative I Principal PK-12 (1115); Instructional II Elementary K-6 (2810)	9-12	ESL Coordinator	1950	100%	0%
2	Maria	Breen	Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840)	9-12	ELL and Science Teacher	1950	100%	0%
3	Larheim	Brown	PENDING: Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	6-8	6-8 Teacher	1950	0%	100%
4	Kelly	Bucca	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810)	K-8	ELL Coordinator	1950	100%	0%
5	Katrina	Burton	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	9-12	Student Support Teacher	1950	0%	100%
6	Travis	Carson	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875), Instructional II Special Education PK-12 (9225)	K-12	Assistant Principal	1950	100%	0%
7	Amelia	Caycoya	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counselor	1950	100%	0%
8	Lina	Cedeno	Instructional II Spanish PK-12 (4490), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-12	Bilingual Director	1950	100%	0%
9	Soky	Chhe	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Reading Specialist PK-12 (7650)	6-8	ELL Teacher	1950	100%	0%
10	Elizabeth	Clarke	Instructional I Speech & Language Impaired PK-12 (9265)	9-12	Speech Language Pathologist	1170	100%	0%
11	Marie	Colleluoli	Instructional I Special Education PK-12 (9225)	K-8	Special Education Teacher	1950	100%	0%
12	Elizabeth	Croulet	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1688	100%	0%
13	Julianne	Dalton	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	9-12	ELL Teacher	1950	100%	0%
14	Tikisha	Davis	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810)	9-12	Special Education Teacher	990	100%	0%
15	Lauren	Davison	Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225)	9-12	Special Education Coordinator	1950	100%	0%
16	Lydia	Deal	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Counselor	1950	100%	0%
17	Caleb	Delp	Instructional II Social Studies 7-12 (8875), Administrative I Principal PK-12 (1115)	9-12	Social Studies Teacher	1950	100%	0%
18	Rhode	Diaz Adames	No certification	K-12	Counselor	1950	0%	100%

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
19	Katherine	DiMauro	Instructional I English 7-12 (3230), Instructional I Music PK-12 (7205)	9-12	English and Music Teacher	1950	100%	0%
20	Megan	Dolaway	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-12 (9231)	K-8	Special Education Teacher	945	100%	0%
21	Eric	Druding	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies Teacher	875	100%	0%
22	Mark	Dunyan	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	K-5	2nd Grade Teacher	1950	0%	100%
23	DeAnn	Eisenhut	Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-8	Special Education Teacher	322.5	100%	0%
24	Erin	English	No Record Found 2/28/24	9-12	Student Support Teacher	1950	0%	100%
25	Jean Anne	English	Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1950	100%	0%
26	Samantha	Fell	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	6-8	ELA and Social Studies Teacher	510	100%	0%
27	Jaselly	Figueroa	Instructional I Health & Physical Educ PK-12 (4805)	9-12	Physical Education Teacher	1950	100%	0%
28	Thomas	Flannery	Administrative I Principal PK-12 (1115); Instructional II Social Studies 7-12 (8875)	K-12	Senior Lead Educator	1950	100%	0%
29	Miranda	Freberg	Educational Specialist II School Psychologist PK-12 (1875)	9-12	School Psychologist	1950	100%	0%
30	Machumu	Freeman	Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); INCOMPLETE: Instructional II Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	6-8	Science Teacher	1950	100%	0%
31	Elizabeth	Froelich	Instructional I Special Education PK-12 (9231)	K-8	Special Education Teacher	1950	100%	0%
32	Vanessa	Fry	OTR #1070118	K-8	Occupational Therapist	1950	100%	0%
33	Elsie	Garcia	Instructional I Mathematics 7-12 (6800)	9-12	Math Teacher	1950	100%	0%
34	Erin	Gold	EXPIRED: Emergency Permit: LT Sub with No Educational Obligation English 7-12 (3230)	9-12	Student Support Teacher	900	0%	100%
35	Stefania	Gomez	No Record Found 2/27/24	K-8	Spanish Teacher	1950	0%	100%
36	Andrea	Gonzalez-Kirwin	Elementary Principal K-6 (1100)	K-12	Chief Academic Officer	1950	100%	0%
37	Lacey	Goodman	Educational Specialist I School Nurse PK-12 (1890)	K-12	Nurse	1950	100%	0%
38	Stephanie	Goshert	Instructional I English 7-12 (3230)	K-12	Senior Director of Teaching and Lear	1950	100%	0%
39	Shantel	Gubanish	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100); Instructional I Special Education PK-8 (9226)	9-12	Special Education Teacher	1950	100%	0%
40	Shana	Hallinan	Instructional II English 7-12 (3230)	K-8	Elementary School Teacher	870	100%	0%

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
41	Kathryn	Herbert Macomber	Instructional I Special Education PK-8 (9226), Instructional I Elementary K-6 (2810)	9-12	Special Education Case Manager	1950	100%	0%
42	Christel	Hibbard Pond	Administrative I Principal PK-12 (1115); Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional I Elementary K-6 (2810)	9-12	Special Education Case Manager	1950	100%	0%
43	Jessica	Hoffman	EMERGENCY PERMIT	K-8	Student Support Teacher	1950	0%	100%
44	Katie	Hollis	Instructional I English 7-12 (3230)	9-12	ELA Teacher	1950	100%	0%
45	Christopher	Jennings	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Social Studies 7-12 (8875), Instructional II Special Education PK-12 (9225)	K-12	Director of Specialized Student Support	1950	100%	0%
46	Chelsea	Kahana	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-8	Special Education Teacher	1950	100%	0%
47	Jenny	Kim	OTR #475588	9-12	Occupational Therapist	1950	100%	0%
48	Sarah	Klinke	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Instructional II Biology 7-12 (8405)	9-12	Special Education Teacher	1950	100%	0%
49	Persis	Koshy	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-8	Counselor	1950	100%	0%
50	Paul	Kowalchuk	Instructional I English 7-12 (3230)	K-8	Art Teacher	1950	100%	0%
51	Patricia	Kozlowski	INCOMPLETE: Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	9-12	Culinary Arts Teacher	825	0%	100%
52	Sean	London	Administrative II Principal PK-12 (1115); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810)	K-12	Principal	1950	100%	0%
53	Michael	Long	No Record Found 2/27/24	K-8	Assistant Music Teacher	1950	0%	100%
54	Melissa	Loy	EXPIRED: Emergency Permit: LT Sub with No Educational Obligation Special Education 7-12 (9227)	K-8	Counselor	1950	0%	100%
55	Gricelda	Lugo	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	K-8	Student Support Teacher	1950	0%	100%
56	Meisha	Malone Carrington	No Record Found 2/28/24	9-12	Student Support Teacher	1950	0%	100%
57	Daphne	Marcial	Instructional II Speech & Language Impaired PK-12 (9265)	9-12	Speech Therapist	1950	100%	0%
58	Kelly	Marriott	Private School - Teacher Learning Disabled K-12 (19245)	2-3	2nd and 3rd Grade Teacher	690	100%	0%
59	Alexandria	Matthie	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education PK-8 (9226)	K-8	Special Education Teacher	1950	100%	0%
60	Quincy	May	Instructional II Special Education PK-12 (9225)	K-8	Special Education Teacher	1950	100%	0%

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
61	Jodie	McAllister	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	Special Education Transition Coordinator	1950	100%	0%
62	Alfred	McKinley	Educational Specialist II School Psychologist PK-12 (1875)	9-12	School Psychologist	1688	100%	0%
63	Kathryn	McKinley	Educational Specialist II School Psychologist PK-12 (1875)	K-12	Director of Specialized Services	1950	100%	0%
64	Jacob	Melman	Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Social Studies 7-12 (8875)	9-12	Social Studies Teacher	1950	100%	0%
65	Travis	Meyer	Instructional II English 7-12 (3230); Instructional II Social Studies 7-12 (8875)	9-12	Senior Lead Educator	1950	100%	0%
66	Amie	Miller	Instructional II Elementary K-6 (2810); Instructional II Mid-Level English 6-9 (2850); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level Science 6-9 (2880); Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1875	100%	0%
67	Janice	Newton-Famous	EXPIRED: Emergency Permit: LT Sub with No Educational Obligation Grades PK-4 (2825)	4	4th Grade Teacher	1882.5	0%	100%
68	Jennifer	Nieves Echevarria	Instructional I Spanish PK-12 (4490), Instructional I English 7-12 (3230)	6-8	Spanish Teacher	1950	100%	0%
69	Brittany	Oakes Jemielita	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Foundations and Special Education Teacher	1950	100%	0%
70	Jami	Ortega	Administrative I Principal PK-12 (1115); Instructional II Grades PK-4 (2825);	K-12	Director of Bilingual Teaching and Learning	1950	100%	0%
71	Polly	Palmer	Educational Specialist I School Psychologist PK-12 (1875)	9-12	School Psychologist	40	100%	0%
72	Teagan	Panella	EXPIRED: Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	9-12	Speech Therapist	1950	0%	100%
73	Andrew	Paulsen	Administrative I Principal PK-12 (1115), Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-8	Special Education Coordinator	1950	100%	0%
74	Taylor	Paulsen	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counselor	1950	100%	0%
75	Melanie	Pena	Instructional II Elementary K-6 (2810); Instructional II Spanish PK-12 (4490)	3	3rd Grade Teacher	1950	100%	0%
76	Victoria	Pereira-Wine	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	9-12	Speech Therapist	1456	100%	0%
77	Samantha	Pletcher	Instructional I English 7-12 (3230), Instructional I Special Education 7-12 (9227)	9-12	Special Education and ELA Teacher	330	100%	0%
78	Daniel	Pompile	No Record Found 2/28/24	9-12	Director of Culinary and Environmental Education	1950	0%	100%
79	Yisaris	Quiles	Instructional I Special Education PK-12 (9231)	9-12	ELL Math Teacher	1950	100%	0%

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
80	Milena	Ramirez	Private School - Teacher Soc and Emotionally Dist K-12 (19260); Instructional I Special Education PK-12 (9231)	K-2	Special Education Teacher	1950	100%	0%
81	Brian	Rivera-Ruiz	EXPIRED: Emergency Permit: LT Sub with Educational Obligation Health & Physical Educ PK-12 (4805)	K-12	Athletic Director	1950	0%	100%
82	Lindsay	Romeo	Instructional I Speech & Language Impaired PK-12 (9265)	9-12	Speech Language Pathologist	1950	100%	0%
83	India	Santiago	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-12 (9231)	K-1	Special Education Teacher	1950	100%	0%
84	Michael	Schoenblum	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	6-8	Math Teacher	1950	100%	0%
85	Samantha	Shaw	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	9-12	Speech Therapist	260	100%	0%
86	Pamela	Short	Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880), Instructional II Biology 7-12 (8405)	9-12	Senior Lead Educator	1950	100%	0%
87	Dara	Smith	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1950	100%	0%
88	Doug	Smith	Instructional I Latin PK-12 (4030); Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-8	ELL Teacher	787.5	100%	0%
89	Paul	Stelben	EXPIRED: Emergency Permit: LT Sub with Educational Obligation Music PK-12 (7205)	9-12	Music Teacher	1950	0%	100%
90	Brittany	Swartz	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	5	5th Grade Teacher	1950	0%	100%
91	Mihaela	Timpau	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	6-8	Student Support Teacher	1950	0%	100%
92	Juanita	Toledo	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-8	Special Education Teacher	1950	100%	0%
93	Amy	Toll	Instructional I Reading Specialist PK-12 (7650); Program Specialist English as a Second Language (ESL) PK-12 (4499); Emergency Permit: LT Sub with No Educational Obligation Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	9-12	English Teacher	675	100%	0%
94	Priscilla	Torres	No Record Found 2/27/24	9-12	Seminar/JAG Teacher	1950	0%	100%
95	Liza	Torres-Caraballo	Charter School Teacher Designation I Grades PK-4 (2825)	K	Kindergarten Teacher	1950	100%	0%
96	Joy	Waldinger	Instructional II Art PK-12 (1405)	9-12	Art Teacher	1950	100%	0%
97	Lauren	Waterman	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	9-12	Speech Pathologist	1688	100%	0%
98	Nicole	Weirich	Instructional I Mid-Level English 6-9 (2850); Instructional I English 7-12 (3230); Instructional I Special Education PK-12 (9225)	9-12	Special Education Case Manager	1800	100%	0%

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
99	Kelli	Wilson	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	9-12	Senior Lead Educator	1950	100%	0%
100	Colleen	Wismer	Occupational Therapist (OC017396)	9-12	Occupational Therapist	1950	100%	0%
101	Elizabeth	Wolff	Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1950	100%	0%
102	Elise	Yampolsky	Educational Specialist I School Psychologist PK-12 (1875)	9-12	School Psychologist	1950	100%	0%
103	Yvonne	Yangello	Instructional I English 7-12 (3230)	9-12	ELA Teacher	1950	100%	0%
104	Holly	Younger	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	9-12	Special Education Case Manager	1688	100%	0%
105	Heidi	Zakrzewski	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810)	K-2	ELL Teacher	1950	100%	0%

Total Number of Administrators (do not include CEO): 14

Total Number of Teachers: 61 Counselors: 6 School Nurses: 1 Others: 23

Total Number of Professional Staff: 105

Market Street, Harrisburg, PA 17126-0333

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2024

Name of School ASPIRA Bilingual Cyber Charter School

Address of School 6301 N 2nd St, Philadelphia, PA 19120

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$ 204,685
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	\$ 40,697
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	\$ 10
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	\$ 23,694,728
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	

		6948	Receipts from Members of Intermediate Units for Direct Contributions	
		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	\$ 17,938
		6991	Refunds of a Prior Year Expenditure	
		6999	Other Revenues Not Specified Above	
7000			REVENUE FROM STATE SOURCES	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	\$ 10,656
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	\$ 42,000
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	

8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	\$ 1,775,674
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	ARP ESSER grant	\$ 609,112
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	\$ 23,106
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				\$ 26,418,606

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2023

Name of School ASPIRA Bilingual Cyber Charter School

Address of School 6301 N 2nd St, Philadelphia, PA 19120

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	3,210,160
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	8,091,284
1300	VOCATIONAL EDUCATION		
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$	734,394
1600	ADULT EDUCATION PROGRAMS		
1700	HIGHER EDUCATION PROGRAMS		
1800	PRE-KINDERGARTEN		
2000	SUPPORT SERVICES		
2100	SUPPORT SERVICES - PUPIL PERSONNEL	\$	6,497,044
	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	\$	98,216
	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	\$	3,435,338
	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	\$ 399,817
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	\$ 138,526
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	\$ 112,057
	2620	Operation of Buildings Services	\$ 1,764,814
	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	\$ 627,580
	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	\$ 305,526
	2830	Staff Services	\$ 87,106
	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	
3100		FOOD SERVICES	\$ 285,856
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	\$ 353,256
	3250	School Sponsored Athletics	\$ 31,684
3300		COMMUNITY SERVICES	\$ 263,855
	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	
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			\$ 26,436,513

BALANCE AS OF JUNE 30, 2023	\$	8,056,748
TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND	\$	(17,907)
BALANCE AS OF JUNE 30, 2024	\$	8,038,841

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

ASPIRA Bilingual Cyber CS
6301 N 2nd St.
3rd Floor
Philadelphia Pa 19120

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Andrea Gonzalez-Kirwin	215-455-1300	<input type="checkbox"/>
Business Manager:	Xin Yi	215-455-1300	<input type="checkbox"/>
Federal Program Coordinator:	Mildred Bermonty	267-716-2963	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Title IA: Program | <input type="checkbox"/> Title VI-B REAP |
| <input type="checkbox"/> Ed-Flex Waiver: Review | <input type="checkbox"/> Title VIIIA |
| <input checked="" type="checkbox"/> Title IIA: Program | <input checked="" type="checkbox"/> School Level |
| <input checked="" type="checkbox"/> Title IIIA: Program | |
| <input checked="" type="checkbox"/> Title IVA: Program | |

Program Reviewer(s): Mary Ellen Setlock

Program Review Date: 04/19/2024

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers working in a program supported with Title IA funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> list of staff on emergency permits	<table><tr><th>District Comments</th></tr><tr><td>3/22/2024 4:00:40 PM Grants Manager Mildred Bermonty We are a Charter School.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 12:44:47 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	District Comments	3/22/2024 4:00:40 PM Grants Manager Mildred Bermonty We are a Charter School.	Monitor Comments	4/13/2024 12:44:47 PM Monitor Mary Ellen Setlock Met 4/13/24.
District Comments									
3/22/2024 4:00:40 PM Grants Manager Mildred Bermonty We are a Charter School.									
Monitor Comments									
4/13/2024 12:44:47 PM Monitor Mary Ellen Setlock Met 4/13/24.									
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	<table><tr><th>District Comments</th></tr><tr><td>3/22/2024 4:02:14 PM Grants Manager Mildred Bermonty List is uploaded</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 12:51:23 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	District Comments	3/22/2024 4:02:14 PM Grants Manager Mildred Bermonty List is uploaded	Monitor Comments	4/13/2024 12:51:23 PM Monitor Mary Ellen Setlock Met 4/13/24.
District Comments									
3/22/2024 4:02:14 PM Grants Manager Mildred Bermonty List is uploaded									
Monitor Comments									
4/13/2024 12:51:23 PM Monitor Mary Ellen Setlock Met 4/13/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> list of staff and certifications of all staff being paid with federal funds broken out by building assignment	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 12:53:23 PM Monitor Mary Ellen Setlock Met 4/19/24.</td></tr></table>	Monitor Comments	4/13/2024 12:53:23 PM Monitor Mary Ellen Setlock Met 4/19/24.
Monitor Comments							
4/13/2024 12:53:23 PM Monitor Mary Ellen Setlock Met 4/19/24.							
<div>ListofTitleStaffandCertifications.xlsx DELP,CALEBCert..pdf MELMAN,JACOBCert..pdf SHORT,PAMELACERT..pdf FREEMAN,MACHUMUSCerts..pdf ZAKRZEWSKI,HEIDICert..pdf DALTON,JULIANNECert..pdf CHHE,SOKYCert..pdf NIEVES-ECHEVARRIA,JENNIFERCert..pdf PENA,MELANIE-Certs..pdf Freberg,MirandaCertificate.pdf</div>							

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with dated agenda and corresponding sign-in sheet	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 12:56:59 PM Monitor Mary Ellen Setlock Met 5/14/24. The 2023-24 Equity Plan was revised during the spring 2023 meeting, and it was approved during the Board Meeting on August 16, 2023.</td></tr></table>	Monitor Comments	4/13/2024 12:56:59 PM Monitor Mary Ellen Setlock Met 5/14/24. The 2023-24 Equity Plan was revised during the spring 2023 meeting, and it was approved during the Board Meeting on August 16, 2023.
Monitor Comments							
4/13/2024 12:56:59 PM Monitor Mary Ellen Setlock Met 5/14/24. The 2023-24 Equity Plan was revised during the spring 2023 meeting, and it was approved during the Board Meeting on August 16, 2023.							
<div>Cyber_EquityPlan23-24.pdf BacktoSchoolNight23-24.pdf Cyber23-24TitleIAnualSpringMeetingsigninsheet.pdf TitleIParentInputMeeting-Cyber2023.pdf CyberBoardMinutesAugust162023.docx.pdf</div>							

Component III: Foster Care

The LEA must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures with signatures	Monitor Comments
					4/13/2024 12:59:08 PM Monitor Mary Ellen Setlock Met 4/13/24.
Cyber-DHSBIDandTransportationMOUTemplateFinal3-17(1).pdf					

Component IV: Head Start Coordination Requirements

Each LEA receiving Title IA funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 12:59:48 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	Monitor Comments	4/13/2024 12:59:48 PM Monitor Mary Ellen Setlock Met 4/13/24.
Monitor Comments							
4/13/2024 12:59:48 PM Monitor Mary Ellen Setlock Met 4/13/24.							
Cyber_-Peuenos_-Headstart_Transition_MOU_-22-23_v1.pdf							

Component V: Transition

Title IA requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ List of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	Monitor Comments
					4/18/2024 5:28:14 PM
					Monitor Mary Ellen Setlock
Met 5/14/24.					
AspiraHighSchoolTransitionPlan-9-12(2023).pdf TransitionPlanforElementary-K-8(2023).pdf Cyber_23-24_TRANSITIONSANDCOORDINATION.pdf					

Component VI: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>1. LEA has a written Parent and Family Engagement policy that includes the required components below and a description of how the components are met at the LEA. Required Components:<ul style="list-style-type: none">description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performancedescription of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> LEA Parent and Family Engagement policy that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met. LEA must also upload dated parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy.</div> <div><input checked="" type="checkbox"/> LEA Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.</div>	<div><div>District Comments</div><div>3/31/2024 2:59:54 PM Principal Mildred Bermonty Parent Engagement Page 59 It is distributed in the student's handbook on the website. https://www.abccs.org/apps/pages/index.jspuREC_ID=1408257&type=d&pREC_ID=1582228</div><div><div>Monitor Comments</div><div>4/13/2024 1:08:28 PM Monitor Mary Ellen Setlock Met 5/14/24. The P & F Plan was updated 8/16/23. The plan was placed in the August 2023 Handbook, and every family received a book. The PP from March 29, 2023 (to review and revise the 2023-24 Title I requirements) lists all required agenda components, and a virtual sign-in was among the evidence.</div></div></div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:<ul style="list-style-type: none">barriers to greater participation in activities,the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachersstrategies to support successful school and family interactionsdescription of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">description of involvement of parents in the activities of the Title I schools.					
<div>CyberHandbookandCodeofConduct-23-24.pdf</div> <div>TitleIParentInputMeeting-Cyber2023.pdf</div> <div>Cyber23-24TitleIAnualSpringMeeting.xlsx</div>					
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	<div>Monitor Comments</div> <div>4/13/2024 1:09:39 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 5/14/24.</div>
<div>TitleIParentInputMeeting-Cyber2023.pdf</div> <div>Cyber23-24TitleIAnualSpringMeeting.xlsx</div>					
3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet	<div>Monitor Comments</div> <div>4/13/2024 1:11:08 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 5/14/24.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. supporting programs that reach parents and family members at home, in the community, and at school disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)					
<div>TitleIParentInputMeeting-Cyber2023.pdf</div> <div>Cyber23-24TitleIAnnualSpringMeeting.xlsx</div>					
4. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation of the contents of the LEA level policy.</div> <div><input type="checkbox"/> Survey of parents that assesses the contents of the LEA parent and family engagement policy. Survey must include questions that address the contents of the parent and family engagement policy.</div>	<div>Monitor Comments</div> <div>4/13/2024 1:11:49 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 5/14/24.</div>
<div>AspiraParentSurvey_Cyber(Responses)-FormResponses1.pdf</div> <div>DiscussionofSurveyMay2024.pdf</div> <div>Cyber2024AgendaSurveyDiscussion.pdf</div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A if the LEA receives less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	<div><div>Monitor Comments</div><div>4/13/2024 1:13:09 PM Monitor Mary Ellen Setlock Met 4/13/24.</div></div>
Cyber_TitleI_GeneralLedgerreport-2024-01-29T112847.560.xlsx					
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Building Level budgets that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	<div><div>Monitor Comments</div><div>4/13/2024 1:14:11 PM Monitor Mary Ellen Setlock Met 4/13/24.</div></div>
Cyber_TitleI_GeneralLedgerreport-2024-01-29T112847.560.xlsx					

Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☒ If the LEA does not serve Nonpublic Schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials including decisions made as to how to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	
5. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Visitation log <input type="checkbox"/> Virtual visit/meeting	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment, survey form and collated results <input type="checkbox"/> Assessment data	
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of letters, emails, AND the Carryover section of eGrants <input type="checkbox"/> Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory equipment log dated, signed and reviewed annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants. Please note: Third party contracts must not be paid in full up front. Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts must include ALL of the following: <ul style="list-style-type: none"> • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years 	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
11. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
12. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes, bids or RFPs	
13. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas listing topics discussed/sign in sheets. <input type="checkbox"/> Emails including discussion of transferred funds. <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Title IIA: Program

Component I

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers</div> <div><input type="checkbox"/> Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application</div>	<div>District Comments</div> <div>3/22/2024 5:15:09 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:14:43 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	<div>District Comments</div> <div>3/22/2024 5:15:17 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:14:54 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant.	<div>Monitor Comments</div> <div>4/13/2024 1:16:56 PM Monitor Mary Ellen Setlock The PP (agenda) was held prior to the writing of the grant. The item listed the cyber participants. The roles of the attendees were NOT described, so the stakeholder requirement could not be verified.</div>
TitleIParentInputMeeting-Cyber2023.pdf Cyber23-24TitleIAnnualSpringMeeting.xlsx					
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	<div>District Comments</div> <div>3/22/2024 5:17:02 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:17:09 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B). • Note: Effective 2024-25, this requirement cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of the LEAs professional development plan and educator evaluation framework	<table><tr><th>District Comments</th></tr><tr><td>3/22/2024 5:15:50 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:17:17 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	District Comments	3/22/2024 5:15:50 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA	Monitor Comments	4/13/2024 1:17:17 PM Monitor Mary Ellen Setlock Met 4/13/24.
District Comments									
3/22/2024 5:15:50 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA									
Monitor Comments									
4/13/2024 1:17:17 PM Monitor Mary Ellen Setlock Met 4/13/24.									
6. LEA utilizes tools that measure effectiveness of PD. • Note: Effective 2024-25, this requirement cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Tools (i.e., surveys, teacher evaluation forms, student achievement data) <input type="checkbox"/> Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	<table><tr><th>District Comments</th></tr><tr><td>3/22/2024 5:16:06 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:18:11 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	District Comments	3/22/2024 5:16:06 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA	Monitor Comments	4/13/2024 1:18:11 PM Monitor Mary Ellen Setlock Met 4/13/24.
District Comments									
3/22/2024 5:16:06 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA									
Monitor Comments									
4/13/2024 1:18:11 PM Monitor Mary Ellen Setlock Met 4/13/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired. • Note: Effective 2023-2025, this requirement cannot be marked "Not Met"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	District Comments
					3/22/2024 5:16:15 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA
					Monitor Comments
					4/13/2024 1:17:28 PM Monitor Mary Ellen Setlock Met 4/13/24.
8. Program Goals - Data has been collected for 23-24 program goals Professional Development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	District Comments
					3/22/2024 5:16:27 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA
					Monitor Comments
					4/13/2024 1:17:35 PM Monitor Mary Ellen Setlock Met 4/13/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	District Comments
					3/22/2024 5:16:40 PM Grants Manager Mildred Bermonty Title IIA funds transferred to Title IA
					Monitor Comments
					4/13/2024 1:17:45 PM Monitor Mary Ellen Setlock Met 4/13/24.

Title IIIA: Program

Component I

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Parental Notification Section 3302	1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand. Notification includes the following: a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the student's needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental j. sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Parent notification letters for placement in ESL Program supported with Title III supplemental funds	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:19:44 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	Monitor Comments	4/13/2024 1:19:44 PM Monitor Mary Ellen Setlock Met 4/13/24.
Monitor Comments								
4/13/2024 1:19:44 PM Monitor Mary Ellen Setlock Met 4/13/24.								
NoticeofServicesExample.pdf								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. Authorized Subgrantee Activities for ESL/ELD Section 3115(d)	1. Authorized Activities: a. Upgrading program objectives and effective instruction strategies. b. Improving the instruction materials, education software, and assessment procedures c. Providing tutorials, academic or vocational education for ELs, and intensified instruction d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services e. Improving the ELP and academic achievement of ELs f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication h. Other activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IIIA application, written ESL Policy/Program AND List of ELs being served.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:20:41 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	Monitor Comments	4/13/2024 1:20:41 PM Monitor Mary Ellen Setlock Met 4/13/24.
Monitor Comments								
4/13/2024 1:20:41 PM Monitor Mary Ellen Setlock Met 4/13/24.								
ASPIRA_ELL_Manual(2023-24).docx CopyofCyberELRoster23-24.xlsx								
3. Assurance of assessment	1. LEA will annually assess the English proficiency of EL children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Roster of students with student names redacted who completed assessment and roster of students who opted out of assessment.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:21:08 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	Monitor Comments	4/13/2024 1:21:08 PM Monitor Mary Ellen Setlock Met 4/13/24.
Monitor Comments								
4/13/2024 1:21:08 PM Monitor Mary Ellen Setlock Met 4/13/24.								
2023CyberACCESSReport(Redacted).pdf								
	2. Authorized Activities:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM) Section 3115(e)	<ul style="list-style-type: none">family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their childrensupport for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youthprovision of tutorials, mentoring, and academic or career counseling for immigrant children and youthidentification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with fundsbasic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction servicesother instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education				☑ Title IIIA application AND List of immigrant children being served.	Monitor Comments
						4/13/2024 1:21:39 PM Monitor Mary Ellen Setlock Met 4/13/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
	<ul style="list-style-type: none">activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services <p>Note: If do not reserve IMM funds, can be marked N/A.</p>							
ImmigrantDesignation.pdf								
5. Stakeholder Engagement	<p>1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff.</p> <ul style="list-style-type: none">Please note: Effective 2024-25, this requirement cannot be marked Not Met.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:22:55 PM Monitor Mary Ellen Setlock The roles of the participants were not listed on the sign-in sheet. Therefore, the required stakeholders could not be verified.</td></tr></table>	Monitor Comments	4/13/2024 1:22:55 PM Monitor Mary Ellen Setlock The roles of the participants were not listed on the sign-in sheet. Therefore, the required stakeholders could not be verified.
Monitor Comments								
4/13/2024 1:22:55 PM Monitor Mary Ellen Setlock The roles of the participants were not listed on the sign-in sheet. Therefore, the required stakeholders could not be verified.								
CopyofChhe-CyberTitle1SigninReportCardConferencesT2.docx CopyofCyberTitle1SigninReportCardConferencesT2.docx								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. Professional Development (ESEA Section § 3115 (c) (1))	1. Title IIIA program provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. <ul style="list-style-type: none"> Please note: Effective 2024-25, this requirement cannot be marked Not Met. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets.	<div>Monitor Comments</div> 4/13/2024 1:25:19 PM Monitor Mary Ellen Setlock Met 4/13/24.
Copyof2_7_24-ELNC_MissionandVisionWorkshop.docx Copyof8_15_23CulturallyResponsiveTeaching.docx CopyofELCurriculumReviewMeeting_8_21_23.docx CopyofWIDAWritingRubricNormingSession_DataDay_10_6.docx						
7. Outreach to Parents of English Language Learners (ELLs) ESEA Section 1112(e)(3)(C); 3302(e)	1. The LEA has an effective means of outreach to parents of ELLs in place to inform them of how they can be involved in their child's education. <ul style="list-style-type: none"> Please note: This is effective 2024-25 and the requirement cannot be marked Not Met. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Samples of outreach to parents of ELLs such as letters, emails, texts, or web postings <input checked="" type="checkbox"/> Translations of outreach communications	<div>Monitor Comments</div> 4/13/2024 1:26:20 PM Monitor Mary Ellen Setlock Met 4/13/24.
Remind.pdf Screenshot2024-03-26at2.44.07?PM.png						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Program Goals	1. Program Goals - Baseline data has been collected for 2023-24 program goals student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input checked="" type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	Monitor Comments
						4/13/2024 1:28:01 PM Monitor Mary Ellen Setlock Met 4/13/24.
Copyof2023-24WritingProgressMonitoring.xlsx WritingProgressMonitoringExample.pdf WritingProgressMonitoringPlanEmail.pdf						

Title IVA: Program

Component I:

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:28:44 PM Monitor Mary Ellen Setlock The PP (agenda) was held prior to the writing of the grant. The sign-in listed the cyber participants. The roles of the attendees were NOT described, so the stakeholder requirement could not be verified.</td></tr></table>	Monitor Comments	4/13/2024 1:28:44 PM Monitor Mary Ellen Setlock The PP (agenda) was held prior to the writing of the grant. The sign-in listed the cyber participants. The roles of the attendees were NOT described, so the stakeholder requirement could not be verified.
Monitor Comments							
4/13/2024 1:28:44 PM Monitor Mary Ellen Setlock The PP (agenda) was held prior to the writing of the grant. The sign-in listed the cyber participants. The roles of the attendees were NOT described, so the stakeholder requirement could not be verified.							
Cyber23-24TitleIAnnualSpringMeeting.xlsx TitleIParentInputMeeting-Cyber2023.pdf							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. If your LEA transferred all Title IVA funds this requirement can be marked NA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience for consultation that took place during the implementation of the grant.	<div>District Comments</div> <div>3/22/2024 5:30:22 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:30:34 PM Monitor Mary Ellen Setlock Met 5/14/24. Funds were transferred to Title I.</div>
3. If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated needs Assessment.	<div>District Comments</div> <div>3/22/2024 5:24:19 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:33:37 PM Monitor Mary Ellen Setlock The LEA received \$63,074 in Title IV funds. Even though they transferred the full amount to Title I, they are still required to complete a Needs Assessment because they receive more than \$30,000.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. If the LEA distributed funds to schools , it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. <input type="checkbox"/> If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	<div>District Comments</div> <div>3/22/2024 5:28:43 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:33:48 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>
5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	<div>District Comments</div> <div>3/22/2024 5:28:56 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:33:55 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	<div>District Comments</div> <div>3/22/2024 5:29:05 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:34:02 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	<div>District Comments</div> <div>3/22/2024 5:29:11 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:34:08 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	<div>District Comments</div> <div>3/22/2024 5:29:27 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:34:18 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>
9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<div>District Comments</div> <div>3/22/2024 5:29:34 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</div> <div>Monitor Comments</div> <div>4/13/2024 1:34:25 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
10. Program Goals - Safe & Healthy - Baseline data has been collected for 2023-24 program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table><tr><th>District Comments</th></tr><tr><td>3/22/2024 5:29:40 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:34:32 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	District Comments	3/22/2024 5:29:40 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA	Monitor Comments	4/13/2024 1:34:32 PM Monitor Mary Ellen Setlock Met 4/13/24.
District Comments									
3/22/2024 5:29:40 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA									
Monitor Comments									
4/13/2024 1:34:32 PM Monitor Mary Ellen Setlock Met 4/13/24.									
11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants	<table><tr><th>District Comments</th></tr><tr><td>3/22/2024 5:29:47 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:34:41 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr></table>	District Comments	3/22/2024 5:29:47 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA	Monitor Comments	4/13/2024 1:34:41 PM Monitor Mary Ellen Setlock Met 4/13/24.
District Comments									
3/22/2024 5:29:47 PM Grants Manager Mildred Bermonty Title IVA funds transferred to Title IA									
Monitor Comments									
4/13/2024 1:34:41 PM Monitor Mary Ellen Setlock Met 4/13/24.									

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
ASPIRA Bilingual Cyber CS**

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	SEAN LONDON	<input type="checkbox"/>
Parent:	Mildred Bermonty, FPC	<input checked="" type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>

Program Reviewers:	Mary Ellen Setlock	Visit Date:	4/19/2024
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School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title IA.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title IA program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	District Comments
					3/22/2024 5:40:30 PM Principal Mildred Bermonty LEA doesn't have paraprofessional staff.
					Monitor Comments
					4/13/2024 1:39:47 PM Monitor Mary Ellen Setlock Met 5/14/24.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	District Comments
					3/31/2024 6:30:38 PM Principal Mildred Bermonty RTK can be found on the student handbook page 57 and the website https://www.abccs.org/apps/pages/index.jspuREC_ID=1408238&type=d&pREC_ID=1582207
					Monitor Comments
					4/13/2024 1:41:25 PM Monitor Mary Ellen Setlock Met 4/13/24. In the Handbook, the letter was appropriately dated 8/28/23.
CyberHandbookandCodeofConduct-23-24.pdf RTK2023-202457.pdf					
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	District Comments
					3/31/2024 7:31:01 PM Principal Mildred Bermonty Letters were mailed and emailed to parents.
					Monitor Comments
					4/13/2024 1:42:44 PM Monitor Mary Ellen Setlock Met 5/6/24.
CyberRTK4wkLetter-k-8-10.30.23v1(1)1.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
CyberRTK4wkLetter-HS-10.30.23v1.pdf					

Component II: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><div><input checked="" type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. School must also upload dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.</div><div><input type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.</div></div>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:43:47 PM Monitor Mary Ellen Setlock Met 5/14/24.</td></tr><tr><th>District Comments</th></tr><tr><td>5/13/2024 9:21:40 PM Principal Mildred Bermonty Sign-in sheet is together with the PP.</td></tr></table>	Monitor Comments	4/13/2024 1:43:47 PM Monitor Mary Ellen Setlock Met 5/14/24.	District Comments	5/13/2024 9:21:40 PM Principal Mildred Bermonty Sign-in sheet is together with the PP.
Monitor Comments									
4/13/2024 1:43:47 PM Monitor Mary Ellen Setlock Met 5/14/24.									
District Comments									
5/13/2024 9:21:40 PM Principal Mildred Bermonty Sign-in sheet is together with the PP.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy that includes the required components below and a description of how the components are met at the school. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>All the following are Required components:</p> <ul style="list-style-type: none">•Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.•Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
•Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">•Provide Title I parents the following<ul style="list-style-type: none">◦Timely information about Title I programs.◦A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>◦If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</p> <p>◦If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</p>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ◦States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>TitleIParentInputMeeting-Cyber2023.pdf BacktoSchoolNight23-24.pdf LEAParentEngagementPolicy2023.pdf CyberRTK4wkLetter-HS-10.30.23v1.pdf Cyber23-24TitleIAnualSpringMeetingsigninsheet.pdf</div>					
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Dated Title I meeting agenda and corresponding sign-in sheets</div> <div><input type="checkbox"/> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.</div>	<div><div>Monitor Comments</div><div>4/13/2024 1:44:11 PM Monitor Mary Ellen Setlock Met 5/14/24.</div><div>District Comments</div><div>5/13/2024 9:21:27 PM Principal Mildred Bermonty Sign-in sheet is together with the PP.</div></div>
<div>BacktoSchoolNight23-24.pdf Cyber23-24TitleIAnualSpringMeetingsigninsheet.pdf TitleIParentInputMeeting-Cyber2023.pdf</div>					
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</div>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall				<input type="checkbox"/> School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.	<table><tr><th>District Comments</th></tr><tr><td>3/31/2024 5:27:18 PM Principal Mildred Bermonty School Parent Compact is distributed in the student handbook on page 58 and is its available on the website https://www.abccs.org/apps/pages/index.jspuREC_ID=1408238&type=d&pREC_ID=1582207</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:44:50 PM Monitor Mary Ellen Setlock Met 5/14/24. The Compact for 2023-24 was reviewed/revised 3/29/23. It was placed in the Handbook and distributed in August, and then discussed during the Title I meeting 9/20/23.</td></tr></table>	District Comments	3/31/2024 5:27:18 PM Principal Mildred Bermonty School Parent Compact is distributed in the student handbook on page 58 and is its available on the website https://www.abccs.org/apps/pages/index.jspuREC_ID=1408238&type=d&pREC_ID=1582207	Monitor Comments	4/13/2024 1:44:50 PM Monitor Mary Ellen Setlock Met 5/14/24. The Compact for 2023-24 was reviewed/revised 3/29/23. It was placed in the Handbook and distributed in August, and then discussed during the Title I meeting 9/20/23.
District Comments									
3/31/2024 5:27:18 PM Principal Mildred Bermonty School Parent Compact is distributed in the student handbook on page 58 and is its available on the website https://www.abccs.org/apps/pages/index.jspuREC_ID=1408238&type=d&pREC_ID=1582207									
Monitor Comments									
4/13/2024 1:44:50 PM Monitor Mary Ellen Setlock Met 5/14/24. The Compact for 2023-24 was reviewed/revised 3/29/23. It was placed in the Handbook and distributed in August, and then discussed during the Title I meeting 9/20/23.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">•describe the school's responsibility to provide high -quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and•					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
TitleIParentInputMeeting-Cyber2023.pdf Cyber23-24TitleIAnnualSpringMeetingsigninsheet.pdf											
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion <input type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	<table><tr><th>District Comments</th></tr><tr><td>3/31/2024 6:03:06 PM Principal Mildred Bermonty Slide 24 thru 27 Yes, the PP from 3/20/24 was used.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:49:45 PM Monitor Mary Ellen Setlock Met 4/13/24.</td></tr><tr><th>District Comments</th></tr><tr><td>5/13/2024 10:07:00 PM Principal Mildred Bermonty Sign in sheet for back to school night is in the same PP.</td></tr></table>	District Comments	3/31/2024 6:03:06 PM Principal Mildred Bermonty Slide 24 thru 27 Yes, the PP from 3/20/24 was used.	Monitor Comments	4/13/2024 1:49:45 PM Monitor Mary Ellen Setlock Met 4/13/24.	District Comments	5/13/2024 10:07:00 PM Principal Mildred Bermonty Sign in sheet for back to school night is in the same PP.
District Comments											
3/31/2024 6:03:06 PM Principal Mildred Bermonty Slide 24 thru 27 Yes, the PP from 3/20/24 was used.											
Monitor Comments											
4/13/2024 1:49:45 PM Monitor Mary Ellen Setlock Met 4/13/24.											
District Comments											
5/13/2024 10:07:00 PM Principal Mildred Bermonty Sign in sheet for back to school night is in the same PP.											
BacktoSchool_2023.pdf TitleIParentInputMeeting-Cyber2023.pdf Cyber23-24TitleIAnnualSpringMeeting.xlsx											

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. <input type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets. <input checked="" type="checkbox"/> Resource given to parents to aid in academic support.	<div>District Comments</div> <div>3/31/2024 6:02:46 PM Principal Mildred Bermonty Slide 24 thru 27</div> <div>Monitor Comments</div> <div>4/13/2024 1:53:41 PM Monitor Mary Ellen Setlock Met 4/18/24.</div>
Module4ASPIRABilingualCyberCharterSchool.pdf Scrip.EnglishMod_4.docx.pdf OrientationSignInSheet1_11_2023.docx					
6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	<div>Monitor Comments</div> <div>4/18/2024 6:11:17 PM Monitor Mary Ellen Setlock Even though the CS presented an agenda from August 2023 listing the SPAC skits, there were only 8 names on the sign-in sheet. Previous PDE 414 evidence lists a professional staff of 95. There was no sign-in evidence to show that the entire staff was trained.</div>
Spac2024Agenda.docx SpacSkitsPDExitTicket(Responses)-FormResponses1.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div>Monitor Comments</div> <div>4/13/2024 1:57:36 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>
TransitionPlanforElementary-K-8(2023).pdf AspiraHighSchoolTransitionPlan-9-12(2023).pdf					
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	<div>Monitor Comments</div> <div>4/13/2024 1:57:45 PM Monitor Mary Ellen Setlock Met 4/13/24.</div>
EnglishFlyer.docx SpanishFlyer.docx					

Component III: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a schoolwide plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

☐ If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP. ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at -risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	<div>Monitor Comments</div> <div>4/13/2024 1:58:24 PM Monitor Mary Ellen Setlock Met 5/14/24.</div>
SWPApproval.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan.</p> <p>ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> For newly identified Schoolwide schools - Agendas and sign-in sheets demonstrating plan was developed in the year prior to initial implementation.</p> <p>OR</p> <p><input checked="" type="checkbox"/> For existing Schoolwide schools - agendas and sign-in sheets demonstrating plan was updated within a year of the monitoring visit.</p>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:59:12 PM Monitor Mary Ellen Setlock Met 5/14/24. The PP goes over the SWP's requirements prior to writing the grant. The sign-in sheet for this meeting was previously viewed in the Title IIA and Title IV evidence section.</td></tr></table>	Monitor Comments	4/13/2024 1:59:12 PM Monitor Mary Ellen Setlock Met 5/14/24. The PP goes over the SWP's requirements prior to writing the grant. The sign-in sheet for this meeting was previously viewed in the Title IIA and Title IV evidence section.
Monitor Comments							
4/13/2024 1:59:12 PM Monitor Mary Ellen Setlock Met 5/14/24. The PP goes over the SWP's requirements prior to writing the grant. The sign-in sheet for this meeting was previously viewed in the Title IIA and Title IV evidence section.							
<div>TitleIParentInputMeeting-Cyber2023.pdf CyberRTK4wkLetter-HS-10.30.23v1.pdf</div>							
<p>3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p> <p>(b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes.</p> <p>ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Agendas and sign-in sheets of meetings</p> <p><input type="checkbox"/> Copies of data reports</p>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/13/2024 1:59:42 PM Monitor Mary Ellen Setlock There is no evidence to prove that there is ongoing review of the plan.</td></tr></table>	Monitor Comments	4/13/2024 1:59:42 PM Monitor Mary Ellen Setlock There is no evidence to prove that there is ongoing review of the plan.
Monitor Comments							
4/13/2024 1:59:42 PM Monitor Mary Ellen Setlock There is no evidence to prove that there is ongoing review of the plan.							
<div>TitleIParentInputMeeting-Cyber2023.pdf CyberRTK4wkLetter-HS-10.30.23v1.pdf</div>							
Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.							

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

☒ If the school does not operate a Targeted Assistance Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets	

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

ASPIRA Bilingual Cyber CS
6301 N 2nd St.
3rd Floor
Philadelphia Pa 19120

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Sean London	215-455-1300	<input type="checkbox"/>
Business Manager:	Xin Yi	215-455-1300	<input type="checkbox"/>
Federal Program Coordinator:	Mildred Bermonty	267-716-2963	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

School Level:

Program Reviewer: Mary Ellen Setlock

Visit Date(s): 04/19/2024

Component I: General Fiscal Requirements

Requirements

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title IA allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter, if over 15%.	District Comments
						3/22/2024 6:28:43 PM Grants Manager Mildred Bermonty This school did not carry over.
						Monitor Comments
						4/14/2024 1:51:44 PM Monitor Mary Ellen Setlock Met 4/14/24.
Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113	1. LEA appropriately distributed funds to all Title I buildings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include LEA budget with Title I allocation for each Title I building AND must also include a copy of the Title I application within the Consolidated Application to verify allocation by building	Monitor Comments
						4/14/2024 2:11:38 PM Monitor Mary Ellen Setlock Met 5/14/24.
<div>eGrantsBuildingBudget.pdf CyberGeneralLedgerreport-2024-05-13T224548.772.xlsx CyberBudgetbySchool.xlsx</div>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application	<div>Monitor Comments</div> <div>4/14/2024 2:11:58 PM Monitor Mary Ellen Setlock Met 5/14/24.</div>
ReservationsofFunds.pdf						
	3. Pre-kindergarten children are excluded from the poverty count of any school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<div>Monitor Comments</div> <div>4/14/2024 2:12:24 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Cyber23-24October_Enrollment_Low_Income_and_EL_Data_LEA_Profile_and_ACS_20231018(2).pdf						
Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)	1A. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of expenditures for the Homeless set aside AND must also include Consolidated Application Reservation of Funds page	<div>Monitor Comments</div> <div>4/14/2024 2:13:15 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Reservationoffunds.pdf StatementofExpenditures.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none">• If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.• If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</div> <div><input checked="" type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</div>	<div>Monitor Comments</div> <div>4/14/2024 2:15:37 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
<div>Title_I_ESQUILIN,_JOANNE_23-24_Cyber_Semi-annual.pdf</div> <div>Title_1_ROSARIO,_LANIA-Time_sheet_request_20240221-4.pdf</div>						
	<p>2A. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page</div>	<div>District Comments</div> <div>3/22/2024 6:32:17 PM Grants Manager Mildred Bermonty We don't reserve funds for Foster students.</div> <div>Monitor Comments</div> <div>4/14/2024 2:21:50 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/22/2024 6:33:25 PM Grants Manager Mildred Bermonty We don't pay a Foster Care Liason.</p> <div>Monitor Comments</div> <p>4/14/2024 2:21:57 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
	<p>3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div>District Comments</div> <p>3/22/2024 6:35:26 PM Grants Manager Mildred Bermonty We don't use Salary and Fringe Benefit setaside on the Reservation on Funds.</p> <div>Monitor Comments</div> <p>4/14/2024 2:22:04 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4A. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for each set aside AND must also include LEA Title IA budget	<div>District Comments</div> <div>3/22/2024 6:37:09 PM Grants Manager Mildred Bermonty We don't set aside funds for audits, community day programs, districts, etc.</div> <div>Monitor Comments</div> <div>4/14/2024 2:22:12 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
	4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed. <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <div>3/22/2024 6:37:57 PM Grants Manager Mildred Bermonty We don't set aside funds for State and Federal Liaison.</div> <div>Monitor Comments</div> <div>4/14/2024 2:22:29 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/22/2024 6:38:27 PM Grants Manager Mildred Bermonty We don't reserve for pre-k programs.</p> <div>Monitor Comments</div> <p>4/18/2024 6:31:17 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
	<p>5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<div>District Comments</div> <p>3/22/2024 6:39:09 PM Grants Manager Mildred Bermonty LEA does not reserve appropriate funds for the Neglected Institution served.</p> <div>Monitor Comments</div> <p>4/14/2024 2:22:40 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>Monitor Comments</div> <div>4/14/2024 2:23:48 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
TRANSFERABILITY.pdf TitleIIATransfertoTitleIA.pdf TitleIVAintoTitleIA.pdf						
	1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input checked="" type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>Monitor Comments</div> <div>4/14/2024 2:27:45 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Title_II_SHORT,_PAMELA-Time_sheet_request_20240221-3.pdf Title_IV_DELP_CALEB_23-24_Cyber_Semi-annual.pdf RevisedPamelaShort.pdf RevisedCalebDelp.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIA	<p>2A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>District Comments</div> <p>3/22/2024 6:39:56 PM Grants Manager Mildred Bermonty There are no funds transferred into Title IIA</p> <div>Monitor Comments</div> <p>4/14/2024 2:27:55 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
	<p>2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/27/2024 6:21:15 PM Principal Mildred Bermonty No funds were transferred into Title IIA.</p> <div>Monitor Comments</div> <p>4/14/2024 2:28:08 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIIA	3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIIA, this can be marked NA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments
						3/22/2024 6:42:05 PM Principal Mildred Bermonty No funds were transferred into Title IIIA.
						Monitor Comments
						4/14/2024 2:28:17 PM Monitor Mary Ellen Setlock Met 4/14/24.
	3B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. <ul style="list-style-type: none">If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	District Comments
						3/27/2024 6:24:16 PM Principal Mildred Bermonty No funds were transferred into Title IIIA.
						Monitor Comments
						4/14/2024 2:28:33 PM Monitor Mary Ellen Setlock Met 4/14/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IVA	<p>4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IVA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>District Comments</div> <p>3/22/2024 6:42:33 PM Grants Manager Mildred Bermonty There are no funds transferred into Title IVA</p> <div>Monitor Comments</div> <p>4/14/2024 2:28:42 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
	<p>4B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/27/2024 6:23:28 PM Principal Mildred Bermonty No funds were transferred into Title IVA.</p> <div>Monitor Comments</div> <p>4/14/2024 2:29:24 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Comparability</p> <p>The LEA complies with the comparability provisions of Title IA.</p> <p>Sec. 1118(c)</p>	1. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt.	<p>Monitor Comments</p> <p>4/14/2024 2:29:51 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
Cyber_Comparability_Assurances_2023-2024.pdf						
	2. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Enrollment data used to complete Detailed Data Sheet	<p>District Comments</p> <p>3/22/2024 6:43:13 PM Grants Manager Mildred Bermonty No detailed data required.</p> <p>Monitor Comments</p> <p>4/14/2024 2:30:01 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
<p>Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1118(b)</p>	1. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.	<p>District Comments</p> <p>3/27/2024 6:20:11 PM Principal Mildred Bermonty Funds were transferred to Title I.</p> <p>Monitor Comments</p> <p>4/14/2024 2:32:23 PM Monitor Mary Ellen Setlock NO evidence uploaded. Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget.	<div>Monitor Comments</div> <p>4/14/2024 2:32:49 PM Monitor Mary Ellen Setlock There is a supplanting issue. A large proportion of Title III funds are being used to pay an ELL teacher's salary. An email response from Erin Derr verified this questionable situation.</p>
<div>TitleIIIAIMM.xlsx</div> <div>TitleIIIAExpenditures.xlsx</div>						
Supplement/Supplant Sec. 1118(b)	1. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.	<div>District Comments</div> <p>3/27/2024 6:20:22 PM Principal Mildred Bermonty Funds were transferred to Title I.</p> <div>Monitor Comments</div> <p>4/14/2024 2:33:07 PM Monitor Mary Ellen Setlock NO evidence uploaded. Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.</p>

Component II: Uniform Grant Guidance (UGG)

Requirements

The Uniform Grant Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>Audits</div> <div>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented.</div> <div>NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</div> <div>UGG Sec 200.501</div>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Two most recent audit reports	<div>Monitor Comments</div> <div>4/14/2024 2:38:37 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 4/14/24. There were no federal audit findings during the two most recent audits.</div>
<div>CyberAudit220630.pdf</div> <div>CyberAudit230630.pdf</div>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	<table><tr><th>District Comments</th></tr><tr><td>3/30/2024 9:02:22 PM Principal Mildred Bermonty Title III budget has not been used.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 2:40:57 PM Monitor Mary Ellen Setlock Met 4/14/24. Funds were not obligated prior to the 7/9/23 approval date.</td></tr></table>	District Comments	3/30/2024 9:02:22 PM Principal Mildred Bermonty Title III budget has not been used.	Monitor Comments	4/14/2024 2:40:57 PM Monitor Mary Ellen Setlock Met 4/14/24. Funds were not obligated prior to the 7/9/23 approval date.
District Comments										
3/30/2024 9:02:22 PM Principal Mildred Bermonty Title III budget has not been used.										
Monitor Comments										
4/14/2024 2:40:57 PM Monitor Mary Ellen Setlock Met 4/14/24. Funds were not obligated prior to the 7/9/23 approval date.										
Cyber_TitleI_GeneralLedgerreport-2024-01-29T112847.560.xlsx CyberTitleI-IVStaff23-24.xlsx										
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. <input type="checkbox"/> Record retention policy that includes how federal program records are maintained AND screenshot of federal files/records. <input type="checkbox"/> Photo of files/records	<table><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 2:43:23 PM Monitor Mary Ellen Setlock Met 5/14/24.</td></tr><tr><th>District Comments</th></tr><tr><td>5/14/2024 3:39:45 PM Principal Mildred Bermonty All 7 years are added plus 2-3 pictures of each year.</td></tr></table>	Monitor Comments	4/14/2024 2:43:23 PM Monitor Mary Ellen Setlock Met 5/14/24.	District Comments	5/14/2024 3:39:45 PM Principal Mildred Bermonty All 7 years are added plus 2-3 pictures of each year.
Monitor Comments										
4/14/2024 2:43:23 PM Monitor Mary Ellen Setlock Met 5/14/24.										
District Comments										
5/14/2024 3:39:45 PM Principal Mildred Bermonty All 7 years are added plus 2-3 pictures of each year.										
Bill_10096_PO0140-B_Alpha.pdf Bill_10025_PO0140--CYBER.pdf Bill_1J41-RGTN-LJYP_AmazonBusinessInvoice_1J41-RGTN-LJYP.pdf IMG_0103.jpg IMG_0102.jpg IMG_0101.jpg										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
						IMG_0100.jpg IMG_0092.jpg IMG_0093.jpg IMG_0094.jpg IMG_0095.jpg IMG_0087.jpg IMG_0088.jpg IMG_0090.jpg IMG_0091.jpg 737050913.jpg 737050934.jpg 737050949.jpg 737050994.jpg 737051023.jpg 737051061.jpg 737051081.jpg 737051095.jpg IMG_0096.jpg IMG_0097.jpg IMG_0098.jpg IMG_0099.jpg IMG_0178(1).jpg IMG_0181.jpg IMG_0179.jpg

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Conflict of Interest Policy UGG Sec 200.112	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none">Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)Mandatory Disclosure- (potential conflict disclosed in writing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i></p>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 2:44:09 PM Monitor Mary Ellen Setlock Met 4/14/24.</td></tr></table>	Monitor Comments	4/14/2024 2:44:09 PM Monitor Mary Ellen Setlock Met 4/14/24.
Monitor Comments								
4/14/2024 2:44:09 PM Monitor Mary Ellen Setlock Met 4/14/24.								

ConflictofInterest.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Allowability of Costs Procedures UGG Sec 200.403	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: <ul style="list-style-type: none"> Necessary, reasonable, and allocable Conform with federal law and grant terms. Consistent with state and local policies. Adequately documented. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	<div>Monitor Comments</div> <div>4/14/2024 2:47:33 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 4/14/24.</div>
AllowabilityofCostSY23-24copy.pdf						
Procurement Procedures UGG Sec 200.320, 200.88	1. Procurement the LEA maintains purchasing procedures. <ul style="list-style-type: none"> Micro-purchases (purchase up to \$10,000) Small Purchase (between \$10,000-\$250,000) Sealed Bids (purchases over \$250,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	<div>Monitor Comments</div> <div>4/14/2024 2:47:52 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 4/14/24.</div>
PurchasingMANUALAspiraSchoolsSY2022-23-rev03-2023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	<div>District Comments</div> <div>3/28/2024 6:55:16 PM Principal Mildred Bermonty This requirement is effective for the 2024-25 year</div> <div>Monitor Comments</div> <div>4/14/2024 2:48:04 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Cash Management Procedures UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: <ul style="list-style-type: none"> Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. Advances explain what happens if the LEA receives advance payments of federal grant funds. Interest explain how the LEA will manage interest earned on federal grant awards. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Cash Management Procedures are available that address all three components.	<div>Monitor Comments</div> <div>4/14/2024 2:50:24 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

CashManagementSY23-24.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Travel Reimbursement Policy UGG Sec. 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable. <ul style="list-style-type: none">Types of travel (single day, overnight or out-of-state)What expenses may be reimbursed (food, lodging, transportation, airfare)What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policy - Policy does not have to be specific to federal funds.	<div>Monitor Comments</div> <div>4/14/2024 2:50:45 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
TravelandPer-DiemPolicySY23-24.pdf						
	2. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	<div>District Comments</div> <div>3/28/2024 6:55:06 PM Principal Mildred Bermonty This requirement is effective for the 2024-25 year</div> <div>Monitor Comments</div> <div>4/14/2024 2:51:13 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Prior Written Approval for Various Expenditures</p> <p>UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives.</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	<div>District Comments</div> <p>3/22/2024 7:45:37 PM Grants Manager Mildred Bermonty LEA doesn't reserve funds for any of the items in this section.</p> <div>Monitor Comments</div> <p>4/14/2024 2:51:04 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.</p>	<div>Monitor Comments</div> <p>4/14/2024 2:52:11 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>

[GP1200-Certification-of-Employee-Time-and-Effort.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Monitor Comments 4/14/2024 2:53:59 PM Monitor Mary Ellen Setlock Met 5/14/24. Made adjustments to correctly include the Title II and IV semi-annuals.
						Title_I_FREBERG,_MIRANDA-23-24_Cyber_Semi-annual.pdf Title_I_PENA,_MELANIE-23-24_Cyber_Semi-annual.pdf Title_1_NIEVES-ECHEVARRIA,_JENNIFER-Time_sheet_request_20240221-5.pdf Title_I_CHHE,_SOKY_23-24_Cyber_Semi-annual.pdf Title_1_DALTON,_JULIANNE_23-24_Cyber_Semi-annual.pdf Title_I_ZAKREZEWAKI,HEIDI-Time_sheet_request_20240221.pdf Title_1_GARCIA,_ELSIE_23-24_Cyber_Semi-annual.pdf Title_I_ESQUILIN,_JOANNE_23-24_Cyber_Semi-annual.pdf Title_1_ROSARIO,_LANIA-Time_sheet_request_20240221-4.pdf RevisedCalebDelp.pdf RevisedPamelaShort.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> 3/28/2024 4:42:37 PM Principal Mildred Bermonty This LEA doesn't have any employees who work on multiple cost objectives. <div>Monitor Comments</div> 4/14/2024 2:54:12 PM Monitor Mary Ellen Setlock Met 4/14/24.
	3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> 3/22/2024 7:46:28 PM Grants Manager Mildred Bermonty LEA doesn't have staff working on multiple cost objectives. <div>Monitor Comments</div> 4/14/2024 2:54:27 PM Monitor Mary Ellen Setlock Met 4/14/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/28/2024 4:40:52 PM Principal Mildred Bermonty This LEA doesn't pay a stipend for contracted services.</p> <div>Monitor Comments</div> <p>4/14/2024 2:54:52 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
<p>Title IIA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<div>Monitor Comments</div> <p>4/14/2024 3:22:12 PM Monitor Mary Ellen Setlock Met 5/14/24.</p>
<p>Title_II_SHORT,_PAMELA-Time_sheet_request_20240221-3.pdf</p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/22/2024 7:47:41 PM Grants Manager Mildred Bermonty LEA doesn't have staff working on multiple cost objectives with a fixed schedule.</div> <div>Monitor Comments</div> <div>4/14/2024 2:58:20 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/22/2024 8:07:41 PM Grants Manager Mildred Bermonty LEA doesn't have employees who work on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/14/2024 3:22:34 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/22/2024 7:54:19 PM Grants Manager Mildred Bermonty LEA doesn't have contracted staff working Title I.</p> <div>Monitor Comments</div> <p>4/14/2024 3:22:57 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
<p>Title IIIA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<div>Monitor Comments</div> <p>4/14/2024 3:25:19 PM Monitor Mary Ellen Setlock There is a supplanting issue. Jacob Melman is Appropriately State Certified according to PDE 414, and is being paid with Title III funds as an ELL teacher. Email from Erin Derr on 4/24/24 confirmed non compliance.</p>
<p align="right">Title_III_MELMAN,_JACOB_23-24_Cyber_Semi-annual,_J.pdf</p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/22/2024 8:11:31 PM Grants Manager Mildred Bermonty LEA doesn't have staff working on multiple cost objectives with a fixed schedule.</div> <div>Monitor Comments</div> <div>4/14/2024 3:25:35 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/22/2024 7:55:38 PM Grants Manager Mildred Bermonty LEA doesn't have employees who work on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/14/2024 3:25:55 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/22/2024 7:56:12 PM Grants Manager Mildred Bermonty LEA doesn't have contracted staff working Title I.</p> <div>Monitor Comments</div> <p>4/14/2024 3:26:27 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
<p>Title IVA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<div>Monitor Comments</div> <p>4/14/2024 3:27:20 PM Monitor Mary Ellen Setlock Met 5/15/24. Previously rectified under Title I Semi-annual situation.</p>
<p style="text-align: right;">Title_IV_DELP_CALEB_23-24_Cyber_Semi-annual.pdf RevisedCalebDelp.pdf</p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/22/2024 7:57:27 PM Grants Manager Mildred Bermonty LEA doesn't have staff working on multiple cost objectives with a fixed schedule.</div> <div>Monitor Comments</div> <div>4/14/2024 3:27:41 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/22/2024 7:57:56 PM Grants Manager Mildred Bermonty LEA doesn't have employees who work on multiple cost objectives</div> <div>Monitor Comments</div> <div>4/14/2024 3:28:13 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/22/2024 7:56:31 PM Grants Manager Mildred Bermonty LEA doesn't have contracted staff working Title I.</p> <div>Monitor Comments</div> <p>4/14/2024 3:28:39 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>
<p>Title IA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.	<div>District Comments</div> <p>3/22/2024 8:24:46 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I</p> <div>Monitor Comments</div> <p>4/18/2024 6:55:32 PM Monitor Mary Ellen Setlock Met 4/14/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	<div>District Comments</div> <div>3/22/2024 8:24:18 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I</div> <div>Monitor Comments</div> <div>4/14/2024 3:29:10 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Title IIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title IIA.	<div>District Comments</div> <div>3/22/2024 8:24:05 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I</div> <div>Monitor Comments</div> <div>4/14/2024 3:30:01 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	<div>District Comments</div> <div>3/22/2024 8:23:44 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I</div> <div>Monitor Comments</div> <div>4/14/2024 3:30:58 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Title IIIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title IIIA.	<div>District Comments</div> <div>3/22/2024 8:19:31 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I</div> <div>Monitor Comments</div> <div>4/14/2024 3:31:36 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	<div>District Comments</div> 3/22/2024 8:19:23 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I <div>Monitor Comments</div> 4/14/2024 3:32:12 PM Monitor Mary Ellen Setlock Met 4/14/24.
Title IVA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title IVA.	<div>District Comments</div> 3/22/2024 8:19:16 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I <div>Monitor Comments</div> 4/14/2024 3:32:32 PM Monitor Mary Ellen Setlock Met 4/14/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	<div>District Comments</div> <div>3/22/2024 8:13:03 PM Grants Manager Mildred Bermonty LEA doesn't purchase equipment with Title I</div> <div>Monitor Comments</div> <div>4/14/2024 3:30:30 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Title IA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA Program Performance Report submitted by the due date of January 5, 2024.	<div>Monitor Comments</div> <div>4/14/2024 3:33:28 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
CyberTitleIPerformanceReport.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>Monitor Comments</div> <div>4/14/2024 3:34:42 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Cyber21-22FutureReadyIndexSummary.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IIA Program Performance Report submitted by the due date of January 5, 2024.	District Comments
						3/22/2024 8:04:41 PM Grants Manager Mildred Bermonty Title II transferred to Title I.
						Monitor Comments
						4/14/2024 3:35:18 PM Monitor Mary Ellen Setlock Met 4/14/24.
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	District Comments
						3/22/2024 8:05:11 PM Grants Manager Mildred Bermonty Title II transferred to Title I.
						Monitor Comments
						4/14/2024 3:35:48 PM Monitor Mary Ellen Setlock Met 4/14/24.
Title IIIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIIA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IIIA Program Performance Report submitted by the due date of January 5, 2024.	Monitor Comments
						4/14/2024 3:36:33 PM Monitor Mary Ellen Setlock Met 4/14/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
CyberTitleIIIELLPerformanceReport.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>Monitor Comments</div> <div>4/14/2024 3:37:47 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
Cyber21-22FutureReadyIndexSummary.pdf						
Title IVA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IVA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IVA Program Performance Report submitted by the due date of January 5, 2024.	<div>District Comments</div> <div>3/22/2024 8:04:18 PM Grants Manager Mildred Bermonty Title IV transferred to Title I.</div> <div>Monitor Comments</div> <div>4/14/2024 3:38:16 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>District Comments</div> <div>3/22/2024 8:04:25 PM Grants Manager Mildred Bermonty Title IV transferred to Title I.</div> <div>Monitor Comments</div> <div>4/14/2024 3:38:39 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 3:49:05 PM Monitor Mary Ellen Setlock The evidence provided does NOT explain or match actual and anticipated expenditures for Title I. There is nothing to document the approved Title I budget and the requested expenditure breakdown of program/activities.</td></tr></table>	Monitor Comments	4/14/2024 3:49:05 PM Monitor Mary Ellen Setlock The evidence provided does NOT explain or match actual and anticipated expenditures for Title I. There is nothing to document the approved Title I budget and the requested expenditure breakdown of program/activities.
Monitor Comments								
4/14/2024 3:49:05 PM Monitor Mary Ellen Setlock The evidence provided does NOT explain or match actual and anticipated expenditures for Title I. There is nothing to document the approved Title I budget and the requested expenditure breakdown of program/activities.								

CyberTitleI-IVStaff23-24.xlsx
L.xlsx
Cyber_TitleI_GeneralLedgerreport-2024-01-29T112847.560.xlsx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>District Comments</th></tr><tr><td>3/28/2024 4:49:56 PM Principal Mildred Bermonty Title II was transferred to Title I.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 3:46:35 PM Monitor Mary Ellen Setlock The evidence provided does NOT explain or match actual and anticipated expenditures for Title IIA. There is nothing to document the approved Title IIA budget and the requested expenditure breakdown of program/activities.</td></tr></table>	District Comments	3/28/2024 4:49:56 PM Principal Mildred Bermonty Title II was transferred to Title I.	Monitor Comments	4/14/2024 3:46:35 PM Monitor Mary Ellen Setlock The evidence provided does NOT explain or match actual and anticipated expenditures for Title IIA. There is nothing to document the approved Title IIA budget and the requested expenditure breakdown of program/activities.
District Comments										
3/28/2024 4:49:56 PM Principal Mildred Bermonty Title II was transferred to Title I.										
Monitor Comments										
4/14/2024 3:46:35 PM Monitor Mary Ellen Setlock The evidence provided does NOT explain or match actual and anticipated expenditures for Title IIA. There is nothing to document the approved Title IIA budget and the requested expenditure breakdown of program/activities.										

CyberBudgetbySchool.xlsx
CyberTitleI-IVStaff23-24.xlsx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	<table><tr><th>District Comments</th></tr><tr><td>3/28/2024 6:07:34 PM Principal Mildred Bermonty The budget has not been used.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 3:49:40 PM Monitor Mary Ellen Setlock Supplanting issue - Jacob Melman is Appropriately State Certified according to PDE 414 and is working as a full-time ELL teacher, and is being paid with Title III funds.</td></tr></table>	District Comments	3/28/2024 6:07:34 PM Principal Mildred Bermonty The budget has not been used.	Monitor Comments	4/14/2024 3:49:40 PM Monitor Mary Ellen Setlock Supplanting issue - Jacob Melman is Appropriately State Certified according to PDE 414 and is working as a full-time ELL teacher, and is being paid with Title III funds.
District Comments										
3/28/2024 6:07:34 PM Principal Mildred Bermonty The budget has not been used.										
Monitor Comments										
4/14/2024 3:49:40 PM Monitor Mary Ellen Setlock Supplanting issue - Jacob Melman is Appropriately State Certified according to PDE 414 and is working as a full-time ELL teacher, and is being paid with Title III funds.										
CyberTitleI-IVStaff23-24.xlsx CyberBudgetbySchool.xlsx										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Program Accuracy Verification 2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	District Comments
						3/28/2024 5:17:16 PM Principal Mildred Bermonty Title IV was transferred to Title I.
						Monitor Comments
						4/14/2024 3:46:52 PM Monitor Mary Ellen Setlock Met 5/15/24. The evidence provided does NOT explain or match actual and anticipated expenditures for Title IV. There is nothing to document the approved Title IV budget and the requested expenditure breakdown of program/activities.
CyberBudgetbySchool.xlsx CyberTitleI-IVStaff23-24.xlsx						

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
ASPIRA Bilingual Cyber CS**

ASPIRA Bilingual Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Shawn London	<input type="checkbox"/>
Parent:	Mildred Bermonty, FPC	<input checked="" type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>

Program Reviewers:	Mary Ellen Setlock	Visit Date:	4/19/2024
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School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Time Documentation UGG Sec. 200.430	1. The LEA and Title I School maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none">Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<table><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 4:06:37 PM Monitor Mary Ellen Setlock Met 5/15/24.</td></tr></table>	Monitor Comments	4/14/2024 4:06:37 PM Monitor Mary Ellen Setlock Met 5/15/24.
Monitor Comments								
4/14/2024 4:06:37 PM Monitor Mary Ellen Setlock Met 5/15/24.								
<div>Title_1_DALTON,_JULIANNE_23-24_Cyber_Semi-annual.pdf Title_1_GARCIA,_ELSIE_23-24_Cyber_Semi-annual.pdf Title_1_NIEVES-ECHEVARRIA,_JENNIFER-_Time_sheet_request_20240221-5.pdf Title_1_ROSARIO,_LANIA-Time_sheet_request_20240221-4.pdf Title_I_CHHE,_SOKY_23-24_Cyber_Semi-annual.pdf Title_I_ESQUILIN,_JOANNE_23-24_Cyber_Semi-annual.pdf Title_I_FREBERG,_MIRANDA-23-24_Cyber_Semi-annual.pdf Title_I_PENA,_MELANIE-23-24_Cyber_Semi-annual.pdf Title_I_ZAKREZEWAKI,HEIDI-Time_sheet_request_20240221.pdf RevisedCalebDelp.pdf RevisedPamelaShort.pdf</div>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/28/2024 4:12:00 PM Principal Mildred Bermonty Cyber doesn't have who works on employees who work on multiple cost objectives</div> <div>Monitor Comments</div> <div>4/14/2024 3:52:50 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>
	3. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/28/2024 4:09:43 PM Principal Mildred Bermonty Cyber doesn't have employees who work on multiple cost objectives and are paid in full</div> <div>Monitor Comments</div> <div>4/14/2024 3:52:58 PM Monitor Mary Ellen Setlock Met 4/14/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title IA expenditures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	<table><tr><th>Monitor Comments</th></tr><tr><td>4/14/2024 4:07:15 PM Monitor Mary Ellen Setlock The evidence provided does NOT breakdown actual and anticipated expenditures for Title I. They have given lists of "legitimate" expenditures, but without the allocation breakdown, it is difficult to determine anticipated amounts.</td></tr></table>	Monitor Comments	4/14/2024 4:07:15 PM Monitor Mary Ellen Setlock The evidence provided does NOT breakdown actual and anticipated expenditures for Title I. They have given lists of "legitimate" expenditures, but without the allocation breakdown, it is difficult to determine anticipated amounts.
Monitor Comments								
4/14/2024 4:07:15 PM Monitor Mary Ellen Setlock The evidence provided does NOT breakdown actual and anticipated expenditures for Title I. They have given lists of "legitimate" expenditures, but without the allocation breakdown, it is difficult to determine anticipated amounts.								
CyberTitleI-IVStaff23-24.xlsx CyberGeneralLedgerreport-2024-05-13T224548.772.xlsx CyberGeneralLedgerreport-2024-05-13T224548.772(1).xlsx								

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2023



CPAs | CONSULTANTS | WEALTH ADVISORS

CLAAconnect.com

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
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YEAR ENDED JUNE 30, 2023**

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
Aspira Bilingual Cyber Charter School
Philadelphia, Pennsylvania

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Aspira Bilingual Cyber Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Aspira Bilingual Cyber Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matter

As discussed in Note 2 to the financial statements, effective July 1, 2022, Aspira Bilingual Cyber Charter School adopted new accounting guidance for Subscription-Based Information Technology Agreements (SBITA). This guidance requires the recognition of right-to-use subscription assets and subscription liabilities for contracts that convey control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction. Under this standard, a government is required to recognize a subscription liability and an intangible right-to-use subscription asset. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Aspira Bilingual Cyber Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Aspira Bilingual Cyber Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Aspira Bilingual Cyber Charter School's ability to continue as a going concern for a reasonable period of time.

Auditors' Responsibilities for the Audit of the Financial Statements (Continued)

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

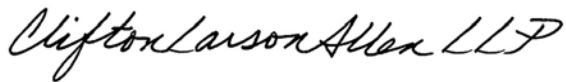
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the schedule of revenues, expenditures, and changes in fund balance – budget and actual – governmental funds, the schedules of proportionate share of PSERS net pension liability and contributions, and the schedules of proportionate share of PSERS net OPEB liability and contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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 GAAS, 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.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Aspira Bilingual Cyber Charter School's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis 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 GAAS. 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 December 21, 2023, on our consideration of Aspira Bilingual Cyber 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 solely 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 effectiveness of Aspira Bilingual Cyber Charter School's 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 Aspira Bilingual Cyber Charter School's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
December 21, 2023

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2023**

The Board of Trustees of Aspira Bilingual Cyber Charter 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, 2023. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by \$8,113,415 to \$22,911,750 due to an increase in local education agencies, state sources, and federal sources.
- At the close of the current fiscal year, the School reports ending net position of \$8,839,908. This net position balance represents an increase in net position of \$370,364 for the year ended June 30, 2023.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$8,034,291. This general fund balance represents an increase in fund balance of \$172,330 for the year ended June 30, 2023.
- The School's cash balance at June 30, 2023, was \$8,769,317, representing an increase of \$538,997 from June 30, 2022.

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 three components: Management's Discussion and Analysis (this section), the basic financial statements, budgetary comparison.

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, liabilities and deferred inflows, with the difference 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.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2023**

Overview of the Financial Statements (Continued)

Fund Financial Statements

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

Notes to the Financial Statements

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

Government-Wide Financial Analysis

Net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows exceeded liabilities and deferred inflows by \$8,839,908 as of June 30, 2023.

	<u>2023</u>	<u>2022</u>
Current and Other Assets	\$ 10,737,151	\$ 9,472,116
Capital Assets	<u>6,329,368</u>	<u>6,390,921</u>
Total Assets	17,066,519	15,863,037
Deferred Outflows	129,404	136,885
Current Liabilities	2,645,399	1,666,210
Noncurrent Liabilities	<u>5,648,426</u>	<u>5,714,978</u>
Total Liabilities	8,293,825	7,381,188
Deferred Inflows	<u>62,190</u>	<u>149,190</u>
Net Investment in Capital Assets	1,001,312	1,036,159
Restricted	22,457	17,729
Unrestricted	<u>7,816,139</u>	<u>7,415,656</u>
Total Net Position	<u>\$ 8,839,908</u>	<u>\$ 8,469,544</u>

In prior years, the School was required to implement GASB 68 and GASB 75. These accounting standards required the School to report its proportionate share of the net pension liability and net OPEB liability of the underfunded cost-sharing multi-employer defined benefit pension plan provided by the Commonwealth of Pennsylvania. In recording the original liabilities and deferred outflows, the net position balances were required to be restated in previous years, resulting in a year-end net position deficit. Each year, the School's proportionate share of the liabilities, deferred outflows and deferred inflows will be adjusted and included in the School's activities. The adjustments will be done in accordance with the accounting standards but will not have an effect on the ongoing cash contribution requirements of the School. The current year adjustments resulted in an decrease of deferred outflows and net pension liability and a decrease in deferred inflows.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2023**

Government-Wide Financial Analysis (Continued)

The School's revenues are predominately from the School District of Philadelphia, based on the student enrollment, donations from private sources and awards from federal and state sources.

	<u>2023</u>	<u>2022</u>
Revenues:		
Local Education Agencies	\$ 18,670,015	\$ 11,729,933
Other Local Sources	38,451	533,348
State Sources	124,733	8,215
Federal Sources	4,078,551	2,526,839
Total Revenues	<u>22,911,750</u>	<u>14,798,335</u>
Expenditures:		
Instruction	11,780,374	5,265,543
Student Support Services	4,899,892	1,245,647
Administrative Support	2,622,740	1,083,509
Pupil Health	282,584	37,518
Business Services and Operations	1,328,015	1,563,070
Student Transportation Services	11,966	201,603
Student Activities and Community Services	420,056	38,308
Interest Expense	426,050	432,382
Depreciation and Amortization Expense (Unallocated)	553,074	403,463
Total Expenditures	<u>22,541,386</u>	<u>10,271,043</u>
Change in Net Position	370,364	4,527,292
Net Position - Beginning of Year	<u>8,469,544</u>	<u>3,942,252</u>
Net Position - End of Year	<u><u>\$ 8,839,908</u></u>	<u><u>\$ 8,469,544</u></u>

Governmental Funds

The focus of the School's *governmental funds* are 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 funds, (the General Fund and Student Activities Fund), reported an ending fund balance of \$8,056,748. For the year ended June 30, 2023 the School's revenues and other financing sources of \$22,846,709 exceeded expenditures of \$22,669,651 by \$177,058.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2023**

Governmental Funds Budgetary Highlights

Governmental revenues exceeded budgeted revenues by \$8,479,217, primarily due to more than expected local educational agency, other local sources, state sources, and federal sources. Actual expenditures were greater than budgeted expenditures by \$8,542,263, primarily due to greater than budgeted instruction, student support services, administrative support, pupil health, student transportation services, other support services, food services, student activities and community services, capital outlays, debt service, and subscription assets costs expenditures incurred, offset by less than budgeted expenditures in business services and operations during the fiscal year.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2023, the School's investment in capital assets for its governmental activities totaled \$6,329,368, net of accumulated depreciation and amortization. This investment in capital assets includes classroom, office furniture and equipment and leasehold improvements.

Major capital asset purchases during the year included the following:

- Furniture and equipment amounting to \$5,126.
- Leasehold improvements amounting to \$327,694.
- Subscription Assets amounting to \$158,701.

Long-Term Debt

As of June 30, 2023, the School has long-term debt of \$5,281,295 for lease liability and \$46,761 for subscription liability, respectively. See Note 6 and Note 7 of this report.

Economic Factors and Next Year's Budgets and Rates

The School's Board approved budget next year anticipated that the revenues would exceed the expenses by \$41,129. The School's primary source of revenue, the per pupil subsidy, has been provided by the School District of Philadelphia. Next year, the School District of Philadelphia has announced the per pupil rates will increase by \$2,079 to \$11,521 for general education and increase by \$4,627 to \$36,278 for special education. In the past, the District revised the per pupil rates in the middle of the year. The School doesn't have information to anticipate whether the revision will happen again or not.

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 School Principal, Aspira Bilingual Cyber Charter School, 6301 North 2nd Street, Philadelphia, PA 19120.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2023

	<u>Governmental Activities</u>
ASSETS AND DEFERRED OUTFLOWS	
CURRENT ASSETS	
Cash and Cash Equivalents	\$ 8,769,317
State Subsidies Receivable	35,000
Federal Subsidies Receivable	1,332,362
Prepaid Items	161,509
Due from Other School Districts	438,963
Total Current Assets	<u>10,737,151</u>
CAPITAL ASSETS, NET	<u>6,329,368</u>
Total Assets	17,066,519
DEFERRED OUTFLOWS OF RESOURCES	
Deferred Outflows from Pensions - See Note 11	124,404
Deferred Outflows from OPEB - See Note 12	5,000
Total Deferred Outflows of Resources	<u>129,404</u>
LIABILITIES AND DEFERRED INFLOWS	
CURRENT LIABILITIES	
Lease Liability- Current Maturities	75,171
Subscription Liability - Current Maturities	22,459
Accounts Payable and Accrued Expenses	916,404
Accrued Payroll and Payroll Taxes	660,514
Due to School District of Philadelphia	61,558
Due to Related Parties	909,293
Total Current Liabilities	<u>2,645,399</u>
LONG-TERM LIABILITIES	
Lease Liability- Net of Current Maturities	5,206,124
Subscription Liability - Net of Current Maturities	24,302
Net Pension Liability	400,000
Net OPEB Liability	18,000
Total Long-Term Liabilities	<u>5,648,426</u>
Total Liabilities	8,293,825
DEFERRED INFLOWS OF RESOURCES	
Deferred Inflows from Pensions - See Note 11	45,000
Deferred Inflows from OPEB - See Note 12	17,190
Total Deferred Inflows of Resources	<u>62,190</u>
NET POSITION	
Net Investment in Capital Assets	1,001,312
Restricted:	
Student Activities	22,457
Unrestricted	<u>7,816,139</u>
Total Net Position	<u><u>\$ 8,839,908</u></u>

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023**

Functions	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Service	Operating Grants and Contributions	Total Governmental Activities
GOVERNMENTAL ACTIVITIES				
Instruction	\$ 11,780,374	\$ -	\$ 4,078,551	\$ (7,701,823)
Student Support Services	4,899,892	-	-	(4,899,892)
Administrative Support	2,622,740	-	-	(2,622,740)
Pupil Health	282,584	-	-	(282,584)
Business Services and Operations	1,328,015	-	-	(1,328,015)
Student Transportation Services	11,966	-	-	(11,966)
Food Services	216,635	-	-	(216,635)
Student Activities and Community Services	420,056	9,077	-	(410,979)
Interest Expense	426,050	-	-	(426,050)
Depreciation and Amortization Expense (Unallocated)	553,074	-	-	(553,074)
Total	<u>\$ 22,541,386</u>	<u>\$ 9,077</u>	<u>\$ 4,078,551</u>	(18,453,758)
GENERAL REVENUES				
State Grants and Reimbursements				115,656
Local Educational Agencies, not Restricted to Specific Programs				18,670,015
All Local Sources				<u>38,451</u>
Total				<u>18,824,122</u>
CHANGE IN NET POSITION				370,364
Net Position - Beginning of Year				<u>8,469,544</u>
NET POSITION - END OF YEAR				<u>\$ 8,839,908</u>

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2023**

	General Fund	Student Activities Fund	Total Governmental Activities
ASSETS			
Cash and Cash Equivalents	\$ 8,746,860	\$ 22,457	\$ 8,769,317
State Subsidies Receivable	35,000	-	35,000
Federal Subsidies Receivable	1,332,362	-	1,332,362
Prepaid Items	161,509	-	161,509
Due from Other School Districts	438,963	-	438,963
	<u>438,963</u>	<u>-</u>	<u>438,963</u>
Total Assets	<u>\$ 10,714,694</u>	<u>\$ 22,457</u>	<u>\$ 10,737,151</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES			
LIABILITIES			
Accounts Payable	\$ 916,404	\$ -	\$ 916,404
Salaries and Contracts Payable	660,514	-	660,514
Due to School District of Philadelphia	61,558	-	61,558
Due to Related Parties	909,293	-	909,293
Total Liabilities	<u>2,547,769</u>	<u>-</u>	<u>2,547,769</u>
DEFERRED INFLOWS OF RESOURCES			
Unavailable Revenues	132,634	-	132,634
Total Deferred Inflows of Resources			
FUND BALANCES			
Nonspendable:			
Prepaid Items	161,509	-	161,509
Restricted:			
Student Activities	-	22,457	22,457
Unassigned	7,872,782	-	7,872,782
Total Fund Balances	<u>8,034,291</u>	<u>22,457</u>	<u>8,056,748</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balance	<u>\$ 10,714,694</u>	<u>\$ 22,457</u>	<u>\$ 10,737,151</u>

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL
FUNDS TO THE STATEMENT OF NET POSITION
JUNE 30, 2023**

Total Fund Balances for Governmental Funds	\$ 8,056,748
---	--------------

Total Net Position Reported for Governmental Activities in the
Statement of Net Position is different because:

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

Capital Assets, Net	6,329,368
---------------------	-----------

Lease liabilities that are not due and payable in the current period, and therefore, are not reported in the governmental funds.	(5,281,295)
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Subscription liabilities that are not due and payable in the current period, and therefore, are not reported in the governmental funds.	(46,761)
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Certain federal receivable will be collected in the future, but are not available to pay
for current period's expenditures and, therefore, are not recognized as revenue on
the funds:

Deferred Inflows of Resources – Unavailable Revenue	132,634
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Long-term liabilities that pertain to governmental funds, including long-term debt,
net pension liabilities, net OPEB liabilities, deferred outflows and deferred inflows
are not due and payable in the current period and, therefore, are not reported
in the governmental fund financial statements. All liabilities, both current and
long-term, are reported in the statement of net position.

Pension	(320,596)
OPEB	<u>(30,190)</u>

Total Net Position of Governmental Activities	<u>\$ 8,839,908</u>
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**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2023**

	General Fund	Student Activities Fund	Total Governmental Activities
REVENUES			
Local Education Agencies	\$ 18,537,381	\$ -	\$ 18,537,381
Other Local Sources	38,451	9,077	47,528
State Sources	115,656	-	115,656
Federal Sources	4,078,551	-	4,078,551
Total Revenues	<u>22,770,039</u>	<u>9,077</u>	<u>22,779,116</u>
EXPENDITURES			
Instruction	11,873,222	-	11,873,222
Student Support Services	4,899,892	-	4,899,892
Administrative Support	2,622,740	-	2,622,740
Pupil Health	282,584	-	282,584
Business Services and Operations	941,778	-	941,778
Student Transportation Services	11,966	-	11,966
Other Support Services	386,237	-	386,237
Food Services	216,635	-	216,635
Student Activities and Community Services	422,727	-	422,727
Capital Outlays	332,820	-	332,820
Debt Service - Principal	94,909	-	94,909
Debt Service - Interest	425,440	-	425,440
Subscription Asset Costs	158,701	-	158,701
Total Expenditures	<u>22,669,651</u>	<u>-</u>	<u>22,669,651</u>
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	100,388	9,077	109,465
OTHER FINANCING SOURCES (USES)			
Proceeds from Subscription Liability	67,593	-	67,593
Transfer In	-	(4,349)	(4,349)
Transfer Out	4,349	-	4,349
Total Other Financing Sources (Uses)	<u>71,942</u>	<u>(4,349)</u>	<u>67,593</u>
NET CHANGE IN FUND BALANCE	172,330	4,728	177,058
Fund Balances - Beginning of Year	<u>7,861,961</u>	<u>17,729</u>	<u>7,879,690</u>
FUND BALANCES - END OF YEAR	<u><u>\$ 8,034,291</u></u>	<u><u>\$ 22,457</u></u>	<u><u>\$ 8,056,748</u></u>

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES – GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023**

Net Change in Fund Balances - Total Governmental Funds **\$ 177,058**

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

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation and amortization expense.

Capital Outlays	332,820
Subscription Asset Costs	158,701
Depreciation Expense - Capital Assets	(301,122)
Amortization Expense - Right-To-Use Assets	(207,745)
Amortization Expense - Subscription Assets	(44,207)

Governmental funds report lease liability proceeds as other financing sources in the period the lease is initially recognized, while repayment is reported as expenditures. In the statement of net position, however, the lease liability increases liabilities and does not affect the statement of activities and repayment of principal reduces the obligations. The effect of these differences in the treatment of the lease liability is as follows:

Payments for Lease Liability	73,467
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Governmental funds report subscription liability proceeds as other financing sources in the period the contract is initially recognized, while repayment is reported as expenditures. In the statement of net position, however, the subscription liability increases liabilities and does not affect the statement of activities and repayment of principal reduces the obligations. The effect of these differences in the treatment of the subscription liability is as follows:

Payments for Subscription Liability	24,462
Accrued Interest for Subscription Liability	(3,630)
Proceeds from Subscription Liability	(67,593)

Because federal revenue will not be collected for several months after fiscal year-end, they are not considered as available revenues in the funds. Unavailable federal revenue increased by the amount during the year.

Unavailable Revenue	132,634
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Pension and OPEB expenditures in the governmental funds are measured by current year employer contributions. Pension and OPEB expenses on the statement of activities are measured by the change in the net pension and OPEB liability and the related deferred inflows and outflows of resources.

Change in Pension Expense	88,519
Change in OPEB Expense	7,000

Change in Net Position of Governmental Activities **\$ 370,364**

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 ORGANIZATION AND PURPOSE OF CORPORATION

Aspira Bilingual Cyber Charter School (the School) was incorporated as a 501(c)(3) in 2008 under the nonprofit law of the Commonwealth of Pennsylvania. The School serves grades kindergarten through 12 and is located in Philadelphia, Pennsylvania. The School was established and operated under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and operated under a charter school contract ending on June 30, 2015. The Pennsylvania Department of Education (PDE) has finished their onsite audit for the renewal application and the School has been working with the PDE for the renewal of their Charter. The PDE hasn't take any renewal actions following the visit. Currently, the School is operating under the expired charter. The School is a charter school which has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board (GASB) pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

The School began operations in December 2010. The School provides instruction in the form of interactive distance learning classrooms, one-to-one tutoring, computer-supported collaborative learning, project-based learning, and instruction tailored to each student's individual education needs. Students access their courses online where worksheets, study material, quizzes, and tests are all provided for the student to either read and complete on the computer or print for their own reference or completion by hand.

One of the most unique features of the School is its full two-way immersion bilingual program in order to develop fluency in both English and Spanish. By integrating native Spanish and native English speakers together and teaching classes in both languages, it allows for all students regardless of language preference to receive a truly high-quality education while learning a second language.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as U.S. generally accepted accounting principles for state and local governments that have implemented the accounting pronouncement on financial reporting for state and local governments, "Basic Financial Statements and Management's Discussion and Analysis – for State and Local Governments."

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

- Government-Wide Financial Statements – The statement of net position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met.
- Fund Financial Statements – Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met. For this purpose, the School considers revenues to be available if they are collected within the current period or within 150 days after the end of the fiscal year. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports two major governmental funds which consist of:
 - General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding student activities.
 - Student Activities Fund – The Student Activities Fund is used to account for student activity revenues and expenditures.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Method of Accounting

Accounting standards requires a statement of net position, a statement of activities, and changes in net position. It requires the classification of net position into three components – net investment in capital assets, restricted, and unrestricted.

These classifications are defined as follows:

Net Investment in Capital Assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and amortization and reduced by the outstanding balances of any bonds, mortgages, notes, and 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 net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

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

Unrestricted Net Position – This component of net position consists of net positions that do not meet the definition of “restricted” or “net invested in capital assets.”

In the fund financial statements, governmental funds report nonspendable portions of fund balance related to prepaid items, long-term receivables, and corpus on any permanent fund. Restricted funds are constrained from outside parties (statute, grantors, bond agreements, etc.). Committed fund balances represent amounts constrained for a specific purpose by a governmental entity using its highest level of decision-making authority. Committed fund balances are established and modified by a resolution approved by the board of trustees. Assigned fund balance represents amounts intended by the School to be used for specific purposes which is determined by Board resolution. Unassigned fund balances are considered the remaining amounts.

When expenditures are incurred for purposes for which both restricted and unrestricted fund balance are available, it is currently the School's policy to use restricted first, then unrestricted fund balance. When expenditures are incurred for purposes for which committed, assigned, and unassigned amounts are available, it is currently the School's policy to use committed first, then assigned, and finally unassigned amounts.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with generally accepted accounting principles. An annual budget is adopted for the governmental funds.

The Budgetary Comparison Schedule presents both the original and the final appropriated budgets for the reporting period. The School filed an original budget and was accepted in June 2022 by the Labor, Education, and Community Services Comptroller's Office. The budget is controlled by the Chief Executive Officer at the revenue and expenditure function/object level. Budgeted amounts are as approved by the board of directors. The board of directors may make transfers of funds appropriated to any particular item of expenditure by legislative action in accordance with the Pennsylvania School Code. An amended budget was not needed by the School during the fiscal year. The budget is presented as required supplementary information.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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/expenditures during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution.

Capital Assets

Capital assets, which include furniture and equipment, are reported in the government-wide financial statements. The School's capitalization policy is to capitalize additions of in excess of \$5,000 with a useful life that extends beyond one year. 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. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the shorter period of either the life of the lease or useful life of the improvement.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Capital Assets (Continued)

Right-to-use lease assets are initially measured at the present value of payments expected to be made during the lease term, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized in a systematic and rational manner over the shorter of the lease term or the useful life of the underlying asset. SBITA assets are initially measured as the sum of the present value of payments expected to be made during the subscription term, payments associated with the SBITA contract made to the SBITA vendor at the commencement of the subscription term, when applicable, and capitalizable implementation costs, less any SBITA vendor incentives received from the SBITA vendor at the commencement of the SBITA term. SBITA assets are amortized in a systematic and rational manner over the shorter of the subscription term or the useful life of the underlying IT assets.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows resources to pensions, and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS of the "System") and additions to/deductions from PSERS' fiduciary net position have been determined on the same basis as they reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

General Information about the Pension Plan

Plan Description

PSERS is a governmental cost-sharing defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions (Continued)

General Information about the Pension Plan (Continued)

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least one year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of three years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, or the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (10 years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

Member Contributions

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions (Continued)

General Information about the Pension Plan (Continued)

Contributions (Continued)

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Act 5 of 2017 created additional classes of service (Class T-G, T-H and DC) that reduce the defined benefit formula but add a defined contribution component to the employee benefit. These plans are effective for employees who join PSERS on or after July 1, 2019. Total member contributions between the two plans range from 7.5% to 8.25%, depending on the class selection. The employer contribution to the defined contribution plan ranges from 2% to 2.25%, with the balance of the contractually required PSERS contribution rate paid to the defined benefit plan. The defined contribution component of a PSERS retirement benefit will be based on the amount of contributions made by the member and the School and the investment performance on those contributions. Contributions have the potential to grow based on investment earnings but are not guaranteed against loss in declining investment markets.

Employer Contributions

The employers contractually required contribution rate for fiscal year ended June 30, 2023, was 34.31% of covered payroll, actuarially determined as an amount that, when combined with employee contributions is expected to finance the cost of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the employer were \$57,000 for the year ended June 30, 2023.

Other Postemployment Benefits

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to /deductions from PSERS' fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Other Postemployment Benefits (Continued)

General Information about the Health Insurance Premium Assistance Program

Health Insurance Premium Assistance Program

PSERS provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program if they satisfy the following criteria:

- Have 24½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or PSERS' Health Options Program. As of June 30, 2022, there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions

The School's contractually required contribution rate for the fiscal year ended June 30, 2023, was 0.75% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$1,000 for the year ended June 30, 2023.

Leases

The School is a lessee for various equipment and building space. The School recognizes a lease liability and an intangible right-to-use lease asset in the government-wide financial statements based on the criteria dictated in GASB Statement No. 87, *Leases*.

At the commencement of a lease, the School initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease liabilities are reported with the long-term obligations on the statement of net position.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

An intangible right-to use lease asset is initially measured as the initial amount of the lease liability adjusted for lease payments made at or before the lease commencement date. The intangible right-to use lease asset is amortized on a straight-line basis over the shorter of the life of the underlying asset or the lease term. The intangible right-to use lease asset is reported with the School's capital assets in its own category called Right-to-Use Lease Assets.

Key estimates and judgements related to leases include how the School determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

The School uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the School is utilizing the treasury bill rate (corresponding to length of lease) in place at the commencement of the lease term along with other risk factors to determine the discount interest rate for leases.

The lease terms include the noncancellable and renewals periods of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments through the end of the term, which includes any renewal periods.

The School has recognized payments for short-term leases with a lease term of 12 months or less as expenses as incurred, and these leases are not included as lease liabilities or right-to-use lease assets on the statement of net position.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision or liability for income taxes has been recorded in the financial statements.

Uncertain Tax Positions

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. No provision for income taxes has been established.

Adoption of New Accounting Standards

In May 2020, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 96, *Subscription-Based Information Technology Agreements (SBITA)*. This standard requires the recognition of right-to-use subscription assets and subscription liabilities for contracts that convey control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction. Under this standard, a government is required to recognize a subscription liability and an intangible right-to-use subscription asset.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of New Accounting Standards (Continued)

The School adopted the requirements of the guidance effective July 1, 2022 and has applied the provisions of this standard to the beginning of the period of adoption. The adoption of GASB 96 standard did not have any impact on the beginning net position in the financial statements.

NOTE 3 CASH AND CASH EQUIVALENTS

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does have a policy for custodial credit risk. For the year ended June 30, 2023, \$8,269,392 of the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and Uncollateralized	\$ 8,269,392
Plus: Insured Amount	500,000
Less: Outstanding Checks	<u>(75)</u>
Total Cash and Cash Equivalents per	
Financial Statements	<u><u>\$ 8,769,317</u></u>

NOTE 4 INTERFUND TRANSFERS

Funds are transferred from one fund to support expenditures of other funds in accordance with authority established for the individual fund. Fund financial statement transfers between funds during the year ended June 30, 2023, were as follows:

	Transfers In	
	Student Activities Fund	Total
Transfers Out		
General Fund	<u><u>\$ (4,349)</u></u>	<u><u>\$ (4,349)</u></u>

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 5 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023, was as follows:

	Balance July 1, 2022	Additions	Deletions	Balance June 30, 2023
Furniture and Equipment	\$ 2,098,638	\$ 5,126	\$ -	\$ 2,103,764
Leasehold Improvements	243,236	327,694	-	570,930
Right-to-Use Lease Assets - Building	5,383,526	-	-	5,383,526
Right-to-Use Lease Assets - Equipment	39,073	-	-	39,073
Subscription Assets	-	158,701	-	158,701
Subtotal	7,764,473	491,521	-	8,255,994
Less:				
Accumulated Depreciation	1,165,807	301,122	-	1,466,929
Accumulated Amortization	207,745	251,952	-	459,697
Capital Asset, Net	<u>\$ 6,390,921</u>	<u>\$ (61,553)</u>	<u>\$ -</u>	<u>\$ 6,329,368</u>

Depreciation and amortization expense for the year ended June 30, 2023 was \$553,074 and is unallocated in the statement of activities.

NOTE 6 LEASES

Lease Liability: Right-to-Use Asset Agreements

The School leases copier equipment under right-to-use lease arrangements for a monthly payment of \$946, including principal and interest, at a rate of 8% through June 2024. The lease has no renewal option.

The School leases a portion of 4322-42 North 5th Street in Philadelphia, Pennsylvania under a lease from Aspira, Inc. of Pennsylvania (a related party, see Note 13). Due to the increase of enrollment, the school renegotiated the lease agreement to include expanded space and the lease term is through May 2049. The School paid monthly payments in the amount of \$40,000.

Lease Liability: Right-to-Use Asset Agreements (Continued)

Total principal and interest costs for such leases for governmental funds were \$495,887, which included principal payments of \$73,467 and interest expense of \$422,420, for the year ended June 30, 2023. Total future minimum lease payments under lease agreements are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 75,171	\$ 416,497	\$ 491,668
2025	69,211	410,789	480,000
2026	74,956	405,044	480,000
2027	81,177	398,823	480,000
2028	87,915	392,085	480,000
2029-2033	561,920	1,838,080	2,400,000
2034 and Thereafter	4,330,945	3,269,055	7,600,000
Total Minimum Lease Payments	<u>\$ 5,281,295</u>	<u>\$ 7,130,373</u>	<u>\$ 12,411,668</u>

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 6 LEASES (CONTINUED)

The following is a summary of changes in lease liability for the year ended June 30, 2023:

	Balance July 1, 2022	Increases	Decreases	Balance June 30, 2023	Current Portion
Lease Liability	\$ 5,354,762	\$ -	\$ 73,467	\$ 5,281,295	\$ 75,171

The lease agreements qualify as right-to-use assets for accounting purposes and, therefore, have been recorded at the present value of their future minimum lease payments as the date of their inception. The assets acquired through right-to-use asset lease agreements are as follows:

Right-to-Use Lease Assets	
Building	\$ 5,383,526
Equipment	39,073
Subtotal	5,422,599
Less: Accumulated Amortization	415,490
Total	\$ 5,007,109

NOTE 7 SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS

The School has entered into subscription based-information technology arrangements (SBITAs) for multiple cloud-based education systems and platforms and cloud-based language and literacy platform. The SBITA arrangements expire at various dates through 2025.

As of June 30, 2023, SBITA assets and the related accumulated amortization totaled \$158,701 and \$44,207, respectively.

The following is a summary of changes in Governmental Activities subscription liability for the year ended June 30, 2023:

	Balance July 1, 2022	Increases	Decreases	Balance June 30, 2023	Current Portion
Subscription Liability	\$ -	\$ 71,223	\$ 24,462	\$ 46,761	\$ 22,459

The future subscription payments under SBITA agreements are as follows:

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2024	\$ 22,459	\$ 2,003	\$ 24,462
2025	24,302	160	24,462
Total	\$ 46,761	\$ 2,163	\$ 48,924

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 8 LOCAL EDUCATIONAL AGENCY REVENUE

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the year ended June 30, 2023, the rate for the School District of Philadelphia was \$9,442 for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$18,670,015 for the fiscal year ended June 30, 2023.

NOTE 9 GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs, facility lease costs and health services are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2023, 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 10 RETIREMENT PLAN

Beginning in FY 2016 new employees who are not members of the PSERS retirement plan are automatically enrolled in the 403(b) Plan. New employees that were participants in PSERS can opt for the 403(b) Plan or PSERS. Existing employees who are participants in the PSERS Plan remain in that plan.

The 403(b) Plan is a defined contribution pension plan. Employees in the 403(b) Plan contribute a mandatory 6% deferral amount and can contribute a higher percentage up to the maximum dollar amount allowed by the Internal Revenue Service. The charter school provides matching contributions dollar for dollar up to 6% of compensation based on payroll compensation. Deferrals over 6% of salary are not matched. The 403(b) Plan has an immediate vesting schedule. The plan offers a diversified lineup of employee directed investment options. The default investment option, if one is not selected at the time of enrollment, is a Target Date Fund corresponding with the employee's age. Investment options can be changed at any time by the employee. Employer contributions to the 403(b) Plan for the fiscal year ended June 30, 2023, were \$131,275.

The School had no liability to the Plan at June 30, 2023.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 11 PENSION LIABILITIES, EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSION

At June 30, 2023, the School reported a liability of \$400,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2021, to June 30, 2022. The employer's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the employer's proportion was 0.0009%, which was a decrease of 0.0001% from its proportion measured as of June 30, 2022.

For the year ended June 30, 2023, the School recognized pension credit of (\$31,000). At June 30, 2023, the School reported deferred outflows of resources and deferred inflows related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference Between Expected and Actual Experience	\$ -	\$ (3,000)
Net Difference Between Projected and Actual Investment Earnings	-	(7,000)
Changes in Proportions	24,000	(35,000)
Changes in Assumptions	12,000	-
Difference Between Employer Contributions and Proportionate Share of Total Contributions	31,404	-
Contributions Subsequent to the Measurement Date	57,000	-
Total	<u>\$ 124,404</u>	<u>\$ (45,000)</u>

The amount of \$57,000 reported as deferred outflows of resources related to pensions resulting from the School's contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year ending June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2024	\$ 29,701
2025	(6,841)
2026	(11,544)
2027	11,088
Total	<u>\$ 22,404</u>

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 11 PENSION LIABILITIES, EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSION (CONTINUED)

Actuarial Assumptions

The total pension liability as of June 30, 2022, was determined by rolling forward the System's total pension liability as of the June 30, 2021, actuarial valuation to June 30, 2022, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial Cost Method – Entry Age Normal – Level Percent of Pay
- Investment Return – The investment rate of return was 7.00%, including inflation at 2.75%.
- Salary Increases – Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

The actuarial assumptions used in the June 30, 2022 valuation were based on the experience study that was performed for the five-year period ended June 30, 2020.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Public Equity	28.0 %	5.3 %
Private Equity	12.0	8.0
Fixed Income	33.0	2.3
Commodities	9.0	2.3
Absolute Return	6.0	3.5
Infrastructure/MLPs	9.0	5.4
Real Estate	11.0	4.6
Cash	3.0	0.5
Leverage	(11.0)	0.5
Total	100.0 %	

The above was the board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 11 PENSION LIABILITIES, EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSION (CONTINUED)

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contribution from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.00%) or one percentage point higher (8.00%) than the current rate (in thousands):

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's Proportionate Share of the Net Pension Liability	\$ 518,000	\$ 400,000	\$ 301,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Annual Comprehensive Financial Report which can be found on the System's website at www.psers.state.pa.us.

NOTE 12 OTHER POSTEMPLOYMENT BENEFITS, BENEFIT EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO OTHER POSTEMPLOYMENT BENEFITS

At June 30, 2023, the School reported a liability of \$18,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2021, to June 30, 2022. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the employer's proportion was 0.0010%, which was the same as its proportion measured as of June 30, 2022.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 12 OTHER POSTEMPLOYMENT BENEFITS, BENEFIT EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

For the year ended June 30, 2023, the School recognized OPEB credit of \$(6,000). At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in Proportions	\$ 2,000	\$ (11,000)
Changes in Assumptions	2,000	(4,000)
Difference Between Employer Contributions and Proportionate Share of Total Contributions	-	(2,190)
Contributions Subsequent to the Measurement Date	1,000	-
Total	<u>\$ 5,000</u>	<u>\$ (17,190)</u>

The amount of \$1,000 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2024	\$ (3,725)
2025	(2,958)
2026	(2,957)
2027	(1,273)
2028	(1,030)
Thereafter	(1,247)
Total	<u>\$ (13,190)</u>

Actuarial Assumptions and Other Inputs

The total OPEB liability as of June 30, 2022, was determined by rolling forward the PSERS total OPEB liability as of June 30, 2021, to June 30, 2022, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method was entry age normal, level percent of pay.
- Investment return – 4.09% - S&P 20 Year Municipal Bond Rate.
- Effective average salary growth of 4.5%, comprising 2.50% for inflation and 2.00% for real wage growth and for merit and seniority increases.
- Premium Assistance reimbursement benefits capped at \$1,200 per year.
- Assumed healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 12 OTHER POSTEMPLOYMENT BENEFITS, BENEFIT EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

Actuarial Assumptions and Other Inputs (Continued)

- Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%,
 - Eligible retirees will elect to participate post-age 65 at 70%.

The actuarial assumptions used in the June 30, 2020, valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2020, determined the employer contribution rate for fiscal year 2022.
- Cost method was developed using the amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method was market value.
- Participation rate assumed that 63% of eligible retirees will elect premium assistance.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

Investments consist primarily of short-term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy with regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. Under the program, as defined in the retirement code, employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of premium assistance benefits for each succeeding year. Following is the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class, as of June 30, 2022.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	100.0 %	0.5 %
Total	100.0 %	

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 12 OTHER POSTEMPLOYMENT BENEFITS, BENEFIT EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

Discount Rate

The discount rate used to measure the total OPEB liability was 4.09% at June 30, 2022. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered to be a pay-as-you-go plan. A discount rate of 4.09%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2022, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2022, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2022, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year and 611 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the School's share of the Premium Assistance net OPEB liability at June 30, 2023, calculated using Healthcare Cost Trends as well as what the System net OPEB liability would be if the Healthcare Cost Trends were one percentage point lower or one percentage point higher than the current rate:

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Healthcare Cost Trend Rate (in Thousands)		
1% Decrease (between 4% and 6%)	Health Care Cost Trend Rates (between 5% and 7%)	1% Increase (between 6% and 8%)
\$ 18	\$ 18	\$ 18

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 12 OTHER POSTEMPLOYMENT BENEFITS, BENEFIT EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.09%) or one percentage point higher (5.09%) than the current rate (4.09%).

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Discount Rate (in Thousands)		
1% Decrease 3.09%	Current Rate 4.09%	1% Increase 5.09%
\$ 21	\$ 18	\$ 16

OPEB Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in the PSERS Annual Comprehensive Financial Report which can be found on the System's website at www.psers.pa.gov.

NOTE 13 RELATED PARTY

The School is one of the three ASPIRA, Inc. of Pennsylvania Charter Schools. The other two schools in the group are Antonia Pantoja Charter School (Pantoja) and Eugenio Maria De Hostos Charter School (Hostos). Each School has its own board of trustees, consisting of varied number of members, one of which is a parent member. The school has seven board members.

Each board member may serve on multiple school board up to all three boards, except for the parent members, who serve only on the board of their child's school. The School is associated with ASPIRA, Inc. of Pennsylvania and ACE/Dougherty, LLC through common economic interests. Each board member is independent from ASPIRA's Board.

As described in Note 6, the School leases a portion of ASPIRA's building from ACE/Dougherty, Inc. under an operating lease. In connection with the operation of its charter school, the School made lease payments to ASPIRA in the amount of \$480,000 for the year ended June 30, 2023.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 13 RELATED PARTY (CONTINUED)

Under the ASPIRA Staffing Agreement between ASPIRA and the School, ASPIRA created the Educational Support Services to provide academic educational services to strengthen the School's instruction. ASPIRA invoiced the School direct charge of actual salaries and benefits of these services rendered in the amount of \$5,252,300 for the year ended June 30, 2023. Additionally, ASPIRA provided custodian, maintenance, security, food services, and IT support services. ASPIRA invoiced the School these services rendered in the amount of \$759,726 for the year ended June 30, 2023. Under the Management Level Service Agreement, ASPIRA invoiced the School the charter management fees of \$1,939,502 for the year ended June 30, 2023 based on the function of the District per-pupil payments. For the year ended June 30, 2023, ASPIRA also invoiced the School \$1,363,743 on a per-trip fee schedule for the transportation of students with Individualized Education Program (IEP) for educational services throughout the year.

Beginning in August 2016, ASPIRA and the related two schools were entered into a pooled self-funded health care plan through ASPIRA, administered by an independent third-party administrator, to cope with the rising medical costs. For the year ended June 30, 2023, the School contributed \$440,367 as medical insurance premiums to the plan based on covered life and pre-set premium rates.

Cyber students were served meals by Hostos. As a result, Cyber reimbursed Hostos \$216,635 based on meal counts for the year ended June 30, 2023.

All receivables and payables with related parties are unsecured, noninterest bearing and have no repayment terms.

	Receivable	Payable
Aspira, Inc. of Pennsylvania	\$ -	\$ 909,293

NOTE 14 COMMITMENTS AND CONTINGENCIES

The School is involved in legal proceedings arising in the ordinary course of business. In the opinion of management, the outcome of any proceedings cannot be predicted, ultimate liability of the School in connection with its legal proceedings will not have a material adverse effect on the financial position or activities of the School. In addition, any known liabilities resulting from these legal proceedings have been reflected in these financial statements.

The School is the recipient of funds through the School District of Philadelphia and Commonwealth of Pennsylvania. These funds are subject to periodic audits and reviews by the School District of Philadelphia and the Commonwealth of Pennsylvania.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 15 RISK MANAGEMENT

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There have been no settled claims resulting from these risks which have exceeded commercial insurance coverage for the past three years.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE – BUDGET
AND ACTUAL – GOVERNMENT FUNDS
(UNAUDITED)
YEAR ENDED JUNE 30, 2023

	Budget		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Educational Agency Assistance	\$ 11,708,851	\$ 11,708,851	\$ 18,537,381	\$ 6,828,530
Other Local Sources	-	-	47,528	47,528
State Sources	10,540	10,540	115,656	105,116
Federal Sources	2,580,508	2,580,508	4,078,551	1,498,043
Total Revenues	14,299,899	14,299,899	22,779,116	8,479,217
EXPENDITURES				
Instruction	8,761,767	8,761,767	11,873,222	3,111,455
Student Support Services	1,624,740	1,624,740	4,899,892	3,275,152
Administrative Support	1,835,941	1,835,941	2,622,740	786,799
Pupil Health	155,341	155,341	282,584	127,243
Business Services and Operations	1,447,305	1,447,305	941,778	(505,527)
Student Transportation Services	-	-	11,966	11,966
Other Support Services	302,294	302,294	386,237	83,943
Food Services	-	-	216,635	216,635
Student Activities and Community Services	-	-	422,727	422,727
Capital Outlays	-	-	332,820	332,820
Debt Service - Principal	-	-	94,909	94,909
Debt Service - Interest	-	-	425,440	425,440
Subscription Asset Costs	-	-	158,701	158,701
Total Expenditures	14,127,388	14,127,388	22,669,651	8,542,263
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	172,511	172,511	109,465	(63,046)
OTHER FINANCING SOURCES (USES)				
Proceeds from Subscription Liability	-	-	67,593	67,593
NET CHANGE IN FUND BALANCE	<u>\$ 172,511</u>	<u>\$ 172,511</u>	<u>\$ 177,058</u>	<u>\$ 4,547</u>
Fund Balances - Beginning of Year			<u>7,879,690</u>	
FUND BALANCES - END OF YEAR			<u><u>\$ 8,056,748</u></u>	

The School's adopted budget is a combination of the general fund and student activities fund and this budgetary comparison reflects that combination.

Notes to Required Supplemental Information

NOTE 1 EXCESS OF EXPENDITURES OVER APPROPRIATIONS IN A MAJOR FUND

For the year ended June 30, 2023, the Governmental Funds' total expenditures exceeded total appropriations by \$8,478,464, or 60.01%. The variances were the result of serving 1,018 students as compared to the budgeted amount of 620 students. This resulted in additional employees, additional services for the increase in special education students and additional services for the increase in English language learner students.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET PENSION
LIABILITY AND CONTRIBUTIONS (UNAUDITED)
YEAR ENDED JUNE 30, 2023**

Schedule of Proportionate Share of PSERS Net Pension Liability (NPL)
PSERS Measurement Date (Unaudited)
(in Thousands)

Measurement Date	PSERS Net Pension Liability		School's Covered Payroll	School's Proportionate Share of NPL as a Percent of Covered Payroll	PSERS Fiduciary Net Position as a Percent of Total Pension Liability
	School's Proportion	School's Proportionate Share			
June 30, 2017	0.00150%	\$ 741	\$ 205	361%	54.00%
June 30, 2018	0.00140%	672	193	348%	54.00%
June 30, 2019	0.00090%	421	128	329%	55.66%
June 30, 2020	0.00090%	443	129	343%	54.32%
June 30, 2021	0.00100%	411	139	296%	63.67%
June 30, 2022	0.00090%	400	134	299%	61.34%

PSERS Schedule of Contributions (Unaudited)
(in Thousands)

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contributions Deficiency (Excess)	Covered Payroll	Contributions as a Percent of Covered Payroll
2017/18	\$ 77	\$ 77	\$ -	\$ 193	39.90%
2018/19	42	42	-	128	32.81%
2019/20	42	42	-	129	32.56%
2020/21	47	47	-	139	33.81%
2021/22	49	49	-	134	36.57%
2022/23	57	57	-	161	35.40%

Note – 10 years are required, additional years will be added as they become available.

Notes to Required Supplemental Information

- (1) Methods and Assumptions used in Calculations of Actuarially Determined Proportionate Share of PSERS Net Pension Liability and Contributions
- Actuarial Cost Method – Entry Age Normal – Level % of Pay.
 - Investment Return – The investment rate of return was 7.00%.
 - Salary Increases – Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
 - Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET OPEB
LIABILITY AND CONTRIBUTIONS (UNAUDITED)
YEAR ENDED JUNE 30, 2023**

Schedule of Proportionate Share of PSERS Net OPEB Liability
PSERS Measurement Date (Unaudited)
(in Thousands)

Measurement Date	PSERS Net OPEB Liability		School's Covered Payroll	School's Proportionate Share of Net OPEB Liability as a Percent of Covered Payroll	PSERS Fiduciary Net Position as a Percent of Total OPEB Liability
	School's Proportion	School's Proportionate Share			
June 30, 2017	0.00150%	\$ 31	\$ 205	15.12%	5.56%
June 30, 2018	0.00140%	29	193	15.03%	5.56%
June 30, 2019	0.00090%	19	128	14.84%	5.56%
June 30, 2020	0.00090%	19	129	14.73%	5.69%
June 30, 2021	0.00100%	23	139	16.55%	5.30%
June 30, 2022	0.00100%	18	134	13.43%	6.86%

PSERS OPEB Schedule of Contributions (Unaudited)
(in Thousands)

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contributions Deficiency (Excess)	Covered Payroll	Contributions as a Percent of Covered Payroll
2017/18	\$ 2	\$ 2	\$ -	\$ 193	1.04%
2018/19	1	1	-	128	0.78%
2019/20	1	1	-	129	0.78%
2020/21	1	1	-	139	0.72%
2021/22	1	1	-	134	0.75%
2022/23	1	1	-	161	0.62%

Note – 10 years are required, additional years will be added as they become available.

Notes to Required Supplemental Information

- (1) Changes in Actuarial Assumptions
The investment rate of return was changed from 2.18% to 4.09%.
- (2) Methods and Assumptions used in Calculations of Actuarially Determined Proportionate Share of PSERS Net OPEB Liability and Contributions
 - Actuarial cost method was entry age normal, level percent of pay.
 - Investment return – 4.09% - S&P 20 Year Municipal Bond Rate.
 - Effective average salary growth of 4.50%, comprising 2.50% for inflation and 2.00% for real wage growth and for merit and seniority increases.
 - Premium Assistance reimbursement benefits capped at \$1,200 per year.
 - Assumed health care cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
 - Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
 - Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%
 - Eligible retirees will elect to participate post-age 65 at 70%.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)

Federal Grantor/ Pass-Through Grantor Program/Cluster Title	Source Code	Federal Assistance Listing Number	Pass-Through Grantor's Number	Grant Period Beginning/ Ending Date	Program or Award	Accrued or (Deferred) Revenue at July 1, 2022	Total Received for the Year	Final Federal Expenditures	Accrued or (Deferred) Revenue at June 30, 2023
U.S. Department of Education									
Pass-Through Pennsylvania Department of Education									
Title I - Improving Basic Programs	I	84.010	013-221090	7/1/21-9/30/22	\$ 521,138	\$ 229,813	\$ 229,813	\$ -	\$ -
Title I - Improving Basic Programs	I	84.010	013-231090	7/1/22-9/30/23	805,690	-	411,121	805,690	394,569
Program Improvement - Set Aside	I	84.010	042-211090	3/13/2020-9/30/2022	102,151	56,757	55,359	(1,398)	-
Program Improvement - Set Aside		84.010	042-221090	8/2/2022-9/30/2023	103,549	-	88,756	103,549	14,793
Total Assistance Listing 84.010						286,570	785,049	907,841	409,362
Title II - Improving Teaching Quality	I	84.367	020-221090	7/1/21-9/30/22	36,276	16,104	16,104	-	-
Title II - Improving Teaching Quality	I	84.367	020-231090	7/1/2022-9/30/2023	54,872	-	26,735	54,872	28,137
Title III -Language Inst LEP/Immigrant Students	I	84.365	010-221090	7/1/21-9/30/22	23,966	9,765	9,765	-	-
Title III -Language Inst LEP/Immigrant Students	I	84.365	010-231090	7/1/2022-9/30/2023	38,338	-	28,925	38,338	9,413
Title IV, Part A Student Support and Academic Enrichment	I	84.424	144-221090	7/1/21-9/30/22	31,064	10,367	10,367	-	-
Title IV, Part A Student Support and Academic Enrichment	I	84.424	144 231090	7/1/2022-9/30/2023	40,877	-	31,151	40,877	9,726
COVID-19 Education Stabilization Fund						36,236	123,047	134,087	47,276
COVID-19 Elementary and Secondary School Emergency Relief Fund II	I	84.425D	200-211090	3/13/20-9/30/23	1,525,360	532,102	532,102	-	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief	I	84.425U	223-211090	3/13/20-9/30/24	3,085,361	(168,292)	-	168,292	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief	I	84.425U	223-211090	3/13/20-9/30/24	3,085,361	-	1,795,118	2,387,994	592,876
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Homeless Children and Youth	I	84.425W	181-212016	7/1/21-9/30/24	10,327	(530)	-	530	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Homeless Children and Youth	I	84.425W	181-212016	7/1/21-9/30/24	10,327	-	4,766	9,797	5,031
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - Learning Loss	I	84.425U	225-211090	3/13/20-9/30/24	194,198	(118,344)	-	118,344	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - Learning Loss	I	84.425U	225-211090	3/13/20-9/30/24	194,198	-	18,686	18,686	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - Summer Programs	I	84.425U	225-211090	3/13/20-9/30/24	38,840	(23,668)	-	23,668	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - Summer Programs	I	84.425U	225-211090	3/13/20-9/30/24	38,840	-	3,737	3,737	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - After School Programs	I	84.425U	225-211090	3/13/20-9/30/24	38,840	(23,669)	-	23,669	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - After School Programs	I	84.425U	225-211090	3/13/20-9/30/24	38,840	-	3,737	3,737	-
Total COVID-19 Education Stabilization Fund						197,599	2,358,146	2,758,454	597,907
Special Education Cluster									
Pass-Through School District of Philadelphia:									
Individuals with Disabilities Act Part B	I	84.027	N/A	7/1/21-6/30/22	285,252	285,252	285,252	-	-
Individuals with Disabilities Act Part B	I	84.027	N/A	7/1/22-6/30/23	277,817	-	-	277,817	277,817
Total Special Education Cluster						285,252	285,252	277,817	277,817
Total U.S. Department of Education						805,657	3,551,494	4,078,199	1,332,362
U.S. Department of Health and Human Services									
Medicaid Cluster									
Pass-Through Pennsylvania Department of Education									
Medical Assistance	I	93.778	N/A	N/A	-	-	352	352	-
Total U.S. Department of Health and Human Services - Medicaid Cluster						-	352	352	-
Total Federal Expenditures						\$ 805,657	\$ 3,551,846	\$ 4,078,551	\$ 1,332,362

D - Direct Funding

I - Indirect Funding

N/A - There is no Pass-Through Grantor's identifying number available for this grant

Note: There were no awards passed through to subrecipients

See accompanying Notes to Schedule of Expenditures of Federal Awards.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)

NOTE 1 GENERAL INFORMATION

The accompanying Schedule of Expenditures of Federal Awards presents the activities of the federal financial assistance programs of Aspira Bilingual Cyber Charter School (the School). Financial awards received directly from federal agencies, as well as financial assistance passed through other governmental agencies or nonprofit organizations, are included in the schedule.

NOTE 2 BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Such expenditures are recognized following the cost principles contained in the Uniform Guidance. Under these principles, certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3 INDIRECT COST RATE

Aspira Bilingual Cyber Charter School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.



**INDEPENDENT AUDITORS' 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***

Board of Trustees
Aspira Bilingual Cyber 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, and each major fund of the Aspira Bilingual Cyber Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Aspira Bilingual Cyber Charter School's basic financial statements, and have issued our report thereon dated December 21, 2023.

Report on Internal Control Over Financial Reporting

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

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

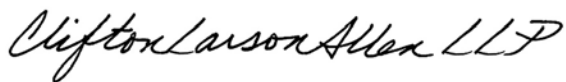
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Report on Compliance and Other Matters

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

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 on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
December 21, 2023



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
THE MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Trustees
Aspira Bilingual Cyber Charter School
Philadelphia, Pennsylvania

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Aspira Bilingual Cyber Charter School's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on Aspira Bilingual Cyber Charter School's major federal program for the year ended June 30, 2023. Aspira Bilingual Cyber Charter School's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Aspira Bilingual Cyber Charter School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the major federal program for the year ended June 30, 2023.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Aspira Bilingual Cyber Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of Aspira Bilingual Cyber Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Aspira Bilingual Cyber Charter School federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Aspira Bilingual Cyber Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Aspira Bilingual Cyber Charter School's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Aspira Bilingual Cyber Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Aspira Bilingual Cyber Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Aspira Bilingual Cyber Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 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 Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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 the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
December 21, 2023

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

Assistance Listing Number(s)

84.425D, 84.425U, 84.425W

Name of Federal Program or Cluster

Education Stabilization Fund - COVID-19
Elementary and Secondary School Emergency
Relief Fund Program

Dollar threshold used to distinguish between
Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

_____ yes x no

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2023**

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – Prior Audit Findings

There were no prior year findings required to be reported under the Uniform Guidance.



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pennsylvania
DEPARTMENT OF EDUCATION

February 25, 2019

Mrs. Andrea Gonzalez-Kirwin
Chief Executive Officer
ASPIRA Bilingual Cyber CS
6301 North Second Street
3rd Floor
Philadelphia, Pa 19120

Dear Mrs. Gonzalez-Kirwin:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the ASPIRA Bilingual Cyber CS the week of January 21, 2019.

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 Dr. Beth Marvin, 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,

Ann Hinkson-Herrmann
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 ASPIRA Bilingual Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of January 21, 2019, the ASPIRA Bilingual Cyber 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, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	0	1
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

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

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

2. **FILE REVIEW** (Student case studies)

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

The status of compliance of the ASPIRA Bilingual Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	86	3	71
Evaluation/Reevaluation: Process and Content	234	17	529
Individualized Education Program: Process and Content	466	36	298
Procedural Safeguards: Process and Content	114	4	2
TOTALS	900	60	900

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	180	27	129
Program Implementation: Special Ed Teacher Interviews	304	9	136
Program Implementation: Parent Interviews	184	24	91
TOTALS	668	60	356

4. **CLASSROOM OBSERVATIONS**

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

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

5. **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 are 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.

Special Education Guidebook

Aspira Bilingual Cyber Charter School 2023 - 2024



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[Scheduling - 30 and 10 day Rules](#)

[Procedures for Creating the IEP](#)

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[Requesting Teacher Input](#)

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Scheduling - Procedures for Scheduling IEP and Reevaluation Meetings

1. Send out the first invite for IEP Meeting for one month prior to the IEP Out of compliance date. This meeting should be more than three weeks prior to due date of the IEP.
 - a. Call the parent beforehand to attempt to find a date and time that works.
 - b. If the parent is not able to be reached, send home a copy of the invite with the student with instructions to bring it back signed.
 - c. IEP is due to the LEA 2 business days prior to the 1st meeting date.
Example: If the IEP meeting date/time is 8:30 on a Monday, the IEP is due to your LEA at 8:30 on the prior Thursday.
2. If the parent does not show up for the 1st meeting, schedule the 2nd meeting one week later.
 - a. Call the parent beforehand to attempt to find a date and time the works.
 - b. If the parent is not able to be reached, send home a copy of the invite with the student with instructions to bring back.
3. If the parent does not show up for the 2nd meeting, schedule a 3rd meeting another week later. Send out this invitation by certified mail.
4. If the parent does not show up for the 3rd meeting:
 - a. Hold the IEP meeting without the parent. The child may be taken from class to participate in their own meeting (High School Only).
 - b. Attempt to still have the parent come in to review the document, get their input, and create a plan that has buy in from all team members.

Notes

- If the parents have a history of not attending IEP meetings, send the last invitation by certified mail.
- Try to work with the parent as much as possible to find a time that they can come in.
- Make sure to invite advocates, BSCs, BHTs, Parole Officers, IDS Supports Coordinators, OVR Counselor, and other community agencies that work with the student such as case managers from Individual Service Plan Provider Agencies.
- **There may be times when a Psychologist's Reevaluation and IEP Coincide at roughly the same time. It saves time to have both the IEP and Reevaluation Meeting at the same time...if the parent consents. If so, speak with your LEA to see if you can hold off on having the IEP until the re-evaluation is complete...as long as it does not go out of compliance.**



Scheduling - 30 and 10 day Rules

30 Day Rule

The 30 day rule states that the school has 30 days to complete a new or revised IEP for any document that meets the following criteria:

- Student was just enrolled at the school
- An evaluation was completed including:
 - Psychoeducational evaluation
 - Functional Behavioral Analysis

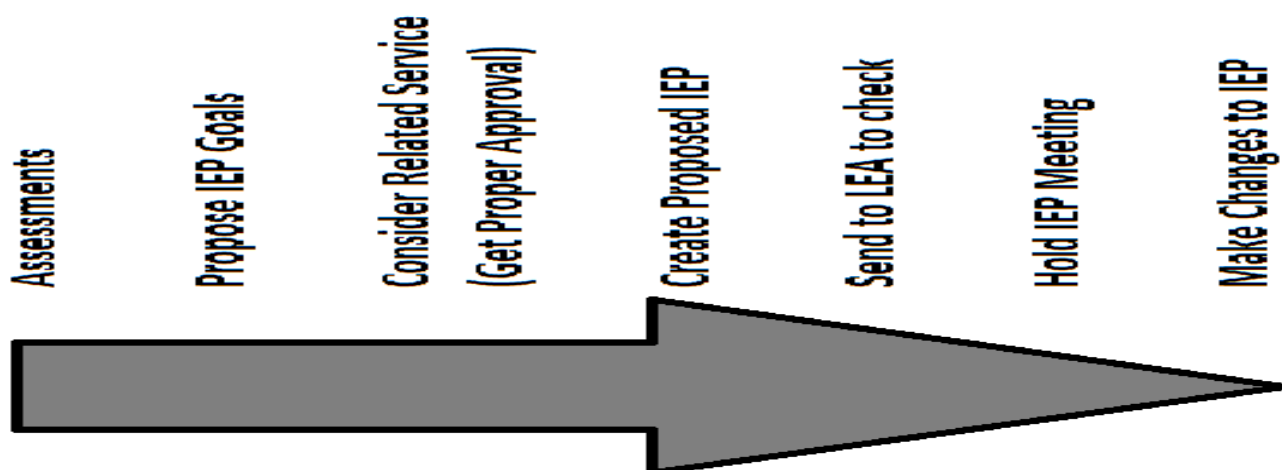
10 Day Rule

The 10 day rule states the school has 10 days to hold an IEP meeting for a student if the following conditions are met:

- Student is suspended for a period exceeding:
 - 5 Consecutive Days
 - 10 Consecutive Days
 - 15 Cumulative Days
- Student is physically restrained by a staff member:
 - This includes STWs putting handcuffs on a student.
 - This includes CPI or Handle with Care restraint holds
 - This does not include "guiding a student"
 - There needs to be an immediate report filed as to the circumstances around the restraint and the length of the restraint.
- Any Incident in which a manifestation determination needs to be completed.

IEP Meetings for these incidents need to also take into consideration that there may need to be multiple invites. If there are any questions, ask your LEA.

Procedures for Creating the IEP



Assessments

○ Required Assessments

- Reading Assessment
 - Woodcock Reading Mastery Tests - III (WRMT-III)
- Math Assessment
 - Key-Math 3 Diagnostic Assessment

DISCLAIMER: If the student is having a psychoeducational evaluation/reevaluation done at the same time as the IEP, the psychologist will have already completed both the math and reading assessments. In this case, the case manager can use those results rather than having to administer the assessment themselves.

- [Transition Assessments](#) (1 Formal and 1 Informal) (Age 14+)
 - [Transition Informal Assessment By Grade Level](#)
 - Brigance Assessment (STAR)
 - [Transition Planning Inventory \(TPI\)](#)
 - Home Version or School Version
- Assessments for IEP goals and Progress Monitoring
 - All IEP goals must have progress monitoring. However the IEP is going to be measured, the progress monitoring assessment tool must first be given to the student to establish a baseline and support the wording of the IEP goal.
 - Common Assessments include:

<ul style="list-style-type: none"> • Curriculum Based Measures • Baselines from FBAs • Attendance and Behavior Records 	<ul style="list-style-type: none"> • Teacher Made Assessments • Work rubrics • Transition probes
---	---
- Teacher Input
 - Have as many teachers as possible complete.
 - Teachers completing forms.
- Input from related Services
 - This will need to have present levels, new goals, and a recommendation

for of frequency of services.

- Behavior Records
 - Reach out to Behavioral Specialists and you LEA for incident reports
- Attendance Records
 - Get from PowerSchool
- Academic Records
 - Get from PowerSchool
- Other Assessments
 - Related Service Assessments
 - Functional Behavioral Analysis

Interpreting and Including Evaluations/Reevaluations

- The reevaluation is a document completed by a psychologist:
 - Once for a student with a gifted IEP
 - Every 2 years for a student who has an Intellectual Disability
 - Every 3 years for all other diagnoses
- What to include in the IEP
 - Cognitive, Adaptive, and Behavioral Assessments (Present Levels - Page 1)
 - Achievement Assessments (Note – You still need to complete new achievement assessments every year) (Present Levels - Page 1).
 - Summary of Evaluation (Eligibility status from Conclusion section - Present Levels - Page 1)
 - Strengths & Needs (Present Levels - Page 3)
 - Recommendations (become SDIs)

NOTE – All needs and recommendations need to be addressed in the IEP. If there is not a goal/service/SDI/related service/assistive technology not directly implementing this, it needs to be addressed in the present levels why not.

Requesting Teacher Input

- Input from at least two teachers is essential. The more the better. While not every teacher's input is required, teachers should be encouraged to participate and contribute in this process. To support this, please speak to the teacher to make the request for them to complete the form.
 - [Sample Teacher Input Form](#) (email Davison to become a collaborate - MUST MAKE A COPY!) - feel free to then customize this to your classes/the student's needs.
- If the teacher does not complete the form, send the Teacher an email asking them to complete the form using the language below:
 - Dear _____,
In order to best serve our student and make a meaningful Special Education Plan, we would like your input on the _____'s present levels, strengths, weaknesses, and general progress in class. I have previously given you a copy of the official form, but I have additional copies and an online one if that would help. The department needs your input by close of business tomorrow. Please let me know if there are any barrier are difficulties that would present an issue

with this.

Thank you in advance for your time and work with this.

Sincerely,

- If the teacher still does not complete the form, please send out the message below and Cc the Special Education Coordinator and Director of Specialized Services.

Dear _____,

Did you send over a copy of the student input form for _____? If not, could you please take care of completing that form by close of business tomorrow? It is essential that the IEP team have your input to create quality data and information for this student's IEP. Please reach out to me and let me know if there is anything that I can do to support this. The form should only take a few minutes to complete.

Thank you for your work with this.

Sincerely,

- If the form is still not completed, please speak to the Special Education Coordinator and/or Director of Specialized Services for next steps.

Drafting IEP Goals

- See Section Below: [5 point IEP Goal](#).
- Required materials for an IEP Goal
 - Progress Monitoring Assessment – This is needed to create a baseline and a wording for the assessment.
 - Baseline Data – For goals that related to things that are recorded naturally, such as attendance, the background data can be downloaded from powerschools.

Related Services

- See the section under [related services](#)
- There must be approval from the LEA and the related service provider prior to them being added into the IEP.
- Related Service Options

Transportation (Transpass or Curb to Curb)	Psychological Services
Speech and Language Therapy	Counseling
Occupational Therapy	Audiologist
Physical Therapy	Teacher for the Blind or Visually Impaired
1:1 Personal Care Assistant	Teacher of the Hearing Impaired
Nursing	Orientation and Mobility Training

Send to LEA to check

- Send a draft copy of the IEP and NOREP to the LEA to review. **This should be done at least 2 business days prior to when the IEP meeting is being held.**
- If the IEP is not completed by this time, send the LEA:
 - A draft of the document (it will be incomplete)
 - A list of the items that are missing
 - Your plan for the week with getting each of the missing items complete.

Creating an

Individual

Education

Plan

Demographics

- Double check the data and information to make sure that it is correct.
- During IEP Meetings, ask the parents and team members to confirm the information. Any issues can be corrected immediately by the LEA in IEP Writer.
- Under “Other”, list disabilities
 - Example:
 - Primary Disability: Specific Learning Disability
 - Secondary Disability: Speech and Language Impairment
- For signatures – *At the very least, must include:*
 - Student
 - Parent
 - Special Education Teacher
 - General Education Teacher
 - LEA – Sean London/Designee

Special Considerations – Do not check any of these boxes unless you have considered the following:

Box Checked	Prerequisite Requirements	Follow Ups
Is the student blind or visually impaired?	Should be identified in either the evaluation/ reevaluation or by a Teacher of the Blind or Visually Impaired.	Have the Teacher of the Blind or Visually Impaired create: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Is the student deaf or hard of hearing?	Should be identified in either the evaluation/ reevaluation or by an audiologist.	Have the audiologist create: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Does the student have a communication need?	Should be identified in either the evaluation/ reevaluation or appropriate related service provider.	Have the related service provider create: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Does the student need an assistive technology	Should be identified in either the evaluation/ reevaluation or appropriate related service	Have the related service provider create: <ul style="list-style-type: none"> ● Present Levels

and/or service	provider.	<ul style="list-style-type: none"> ● Goals (if Appropriate) ● SDIs ● Related Services <p>See Section VI for examples</p>
Does the student have limited English proficiency	Should be identified by the ELL Coordinator.	<ul style="list-style-type: none"> ● Get Input from the ELL teacher on present levels and how this affects educational outcome. ● In Present Levels, note ELL status and how it is being addressed. ● <u>The ELL Teacher or Coordinator is a mandatory participant in this meeting.</u>
Does the student exhibit a behavior that impedes his/her learning or others?	Should be supported by the LEA.	<ul style="list-style-type: none"> ● A Functional Behavioral Analysis and Positive Behavior Improvement Plan must be created. ● The Behavior Plans becomes part of the IEP and must be noted in present levels, have an IEP goal, appropriate SDIs, and consideration of related services.

II Present Levels

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT: (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals) Include the following information related to the student:

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Information on Student's present levels of performance was collected from a variety of sources including in-class diagnostics, his/her most recent evaluation, math probes, and reading evaluations. This information is presented below.

- List Math, Reading, and Writing Assessments and results.
 - This year's and last year's
 - Summary results and comparing Progress
- List Adaptive Behavior, IQ, and Behavioral Assessments
- List of Grades
 - This year's and last year's
 - Summary results and comparing Progress
- List of Standardized Assessments
 - PSSA
 - KEYSTONES
 - PASA
- Career and Technology
 - Ability
 - Progress in class

PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:

(e.g., results from a functional performance behavioral assessment, results of ecological assessments, progress toward current goals)

- Attendance Record
- Behavioral Records
 - Can include the FBA
- Teacher's Input: List skills and abilities with Math, Reading, and Writing. Strengths and Needs.
- Friday Work Supervisor Input (STAR)
- Anecdotal Notes from Math and Reading Teachers is appropriate.
- Low Incidence/STAR Domain Instruction: (e.g., domestic maintenance, interpersonal communication, personal maintenance, vocation, recreation/leisure, and CBI)
- Community Independence and Travel

PRESENT LEVELS RELATED TO CURRENT POSTSECONDARY TRANSITION GOALS:

if the student's age is 14 or younger if determined appropriate by the IEP team

(e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

- List assessments that the student has taken and their results (This can be academic if they are related to their ability for transition).
- List classes, grades, and general progress related to transition.
 - Career & Technology Education (CTE), Dual Enrollment, Culinary Arts, etc.
 - STAR High School - Community Based Instruction
 - [CBI Sample Input](#)
 - STAR High School - School Based Vocational Training (SBVT) or Community Based Vocational Training (CBVT)
 - [ABCCS SBVT/CBVT Job Responsibilities](#)
 - [ABCCS SBVT/CBVT Input & Performance Evaluation Example](#)
- List any organizations that the student is involved with to support them or organizations that the student can potentially be involved with in the future
 - OVR, IDS, AHEDD, etc.
 - [Intellectual Disability Services](#) - Any student with an Intellectual Disability should be registered with IDS as soon as possible. Case Managers need to get a records release signed (ask Jodie Alicea for a copy) and request a copy of the birth certificate, medical card and social security card. All docs should be provided to our Transition Coordinator, Jodie Alicea, jodalicea@aspirapa.org
 - [Office of Vocational Rehabilitation](#)- students can register for this their 11th grade year if graduating during their 12th grade year. If students are remaining longer, they should get registered the school year prior to their graduation or final year.
 - [AHEDD](#), working age students can register at any time if they receive SSI or

SSDI and want to work without fear of losing their supplemental income.

- List of any services completed:
 - College Assessments, exploration events, etc.
- Include Post secondary education, employment interest, community participation, and independent living.

PARENTAL CONCERNS FOR ENHANCING THE EDUCATION OF THE STUDENT:

- List what the parent is concerned about.
- If the parent does not list a concern, ask one of the following two questions:
 - Do you have a concern about your child graduating on time?
 - Do you have a concern about your child transitioning into adulthood after they graduate?

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM

- State the student's disability
- How does that disability affect his/her ability in general education
- What is the student's current placement and how does this placement benefit the student
- Example for Learning Support:
 - Although of an average/above average IQ, without the support of accommodations and modifications, their difficulty with reading/math will make it difficult for them to access the general curriculum. Their written language, while functional, would be greatly improved by consistent use of a strategies. Student's skills deficits, if not improved, could also impact their independent living skills.
- Example for Life Skills Support (LSS):
 - Student is a student who has previously been diagnosed with an Intellectual Disability. Their disability inhibits their ability to master prerequisite skills required for them to progress in a general education curriculum. Their current placement in a life skills support classroom does not require them to participate in the general education curriculum. Student benefits from small group instruction in vocational training, domestic maintenance, personal maintenance, interpersonal communications, healthy relationships, and functional academics that make up the life skills curriculum.

Strengths:

- These can be academic, behavioral, attendance, and social. These can also be relative. If a student has a reading level of 1st grade, a math level of 6th grade, and is an 11th grader, than math is a "relative strength"
- This can be taken from:
 - Re-evaluation
 - Teacher Input Forms
 - Parent Input

Academic, Developmental, Functional Needs Related to Child's Disability:

- Make sure that it relates to academic, behavioral, attendance, and social needs related to their disability.

- All of these should be addressed in goals, SDIs, or services.
- Should include what was in the last evaluation/reevaluation

III Transition Services (Age 14+)

The following document will serve as a guide for staff when writing transition-based IEPs for students ages 14 and older. All IEPs must be individualized; however, this resource is meant to be used as a road map to ensure that all staff are writing compliant, transition-based IEPs. All sections in the IEP where transition is addressed are outlined in this document: [Transition Services in the IEP: Guide for Staff \(Updated 2023\)](#).

Below are links to all sections of the IEP where transition is addressed. Detailed instructions on how to ensure compliance as per the Indicator 13 guidelines are provided in each section.

1. [INVITATION TO PARTICIPATE](#)
2. [IEP: SECTION II. PRESENT LEVELS OF PERFORMANCE](#)
3. [IEP: SECTION III. TRANSITION SERVICES \(THE TRANSITION GRID\)](#)
4. [IEP: SECTION V. GOALS AND OBJECTIVES](#)

Additional resources for Transition Services in the IEP are located in the [Indicator 13 Google Folder](#). These resources include: formal and informal transition assessments, functional skills resources (e.g. budgeting, domestic maintenance, job applications, etc.), outside agency resources, previous staff trainings to review, senior paperwork resources, SEPTA travel training resources, and transition IEP goals and progress monitoring assessments.

IV Participation in State and Local Assessments

In this section, we indicate:
<ul style="list-style-type: none"> • Which assessments our students will participate in. • What appropriate accommodations should be in place for them.
Kinds of Testing Accommodations
<ul style="list-style-type: none"> • Multiple Testing Sessions • Extended time to complete test • Small Group Setting • Preferential Seating • Special Lighting • Special Acoustics • In a location with minimum distractions • Large Print

- Braille Editions
- Directions read aloud by test administrator
- Test items read aloud by test administrator (Math and Science Only)
- Test given by person familiar to child
- Directions given in simplified language
- Student Cued to remain on task
- Stimuli reduced
- FM or other type of assistive listening device

Not Assessed (Please select if student is not being assessed by a state assessment this year)

- ☐ Assessment is not administered at this student's grade level
 - Check with your LEA to see if the student is OFFICIALLY in the appropriate grade for PSSA or PASA

Reading (PSSA grades 3-8, 11; PSSA-M grades 4-8, 11)

- ☐ Student will participate in the PSSA without accommodations
- ☐ Student will participate in the PSSA with the following appropriate accommodations:
- ☐ Student will participate in the PSSA-Modified without accommodations
- ☐ Student will participate in the PSSA-Modified with the following appropriate

accommodations:

Math (PSSA grades 3-8, 11; PSSA-M grades 4-8, 11)

- ☐ Student will participate in the PSSA without accommodations
- ☐ Student will participate in the PSSA with the following appropriate accommodations:
- ☐ Student will participate in the PSSA-Modified without accommodations
- ☐ Student will participate in the PSSA-Modified with the following appropriate

accommodations:

Science (PSSA grades 4, 8, 11; PSSA-M grades 8, 11)

- ☐ Student will participate in the PSSA without accommodations
- ☐ Student will participate in the PSSA with the following appropriate accommodations:
- ☐ Student will participate in the PSSA-Modified without accommodations
- ☐ Student will participate in the PSSA-Modified with the following appropriate

accommodations:

Writing (PSSA grades 5, 8, 11)

- ☐ Student will participate in the PSSA without accommodations
- ☐ Student will participate in the PSSA with the following appropriate accommodations:

PASA (PASA grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

- ☐ Student will participate in the PASA

Explain why the child cannot participate in the PSSA or the PSSA-M for Reading, Math or Science:

- The IEP team has determined that the student has a very severe cognitive disability, requires very intensive instruction to learn, requires very extensive adaptation and support to perform and participate meaningfully and productively in everyday life activities, requires substantial modification in the general education curriculum, and the student's participation in the general education curriculum differs very substantially in form and substance from that of most other students.

Explain why the PASA is appropriate:

- If the Answer is yes, work it as such.
 - The IEP team has determined that the student has a very severe cognitive disability, requires very intensive instruction to learn, requires very extensive adaptation and support to perform and participate meaningfully and productively in everyday life activities, requires substantial modification in the general education curriculum, and the student's participation in the general education curriculum differs very substantially in form and substance from that of most other students.

LOCAL ASSESSMENTS

- ☐ Local assessment is not administered at this student's grade level; OR
- ☐ Student will participate in the local assessments without accommodations; OR
- ☐ Student will participate in the local assessments with the following accommodations; OR
- ☐ The student will take an alternate local assessment.

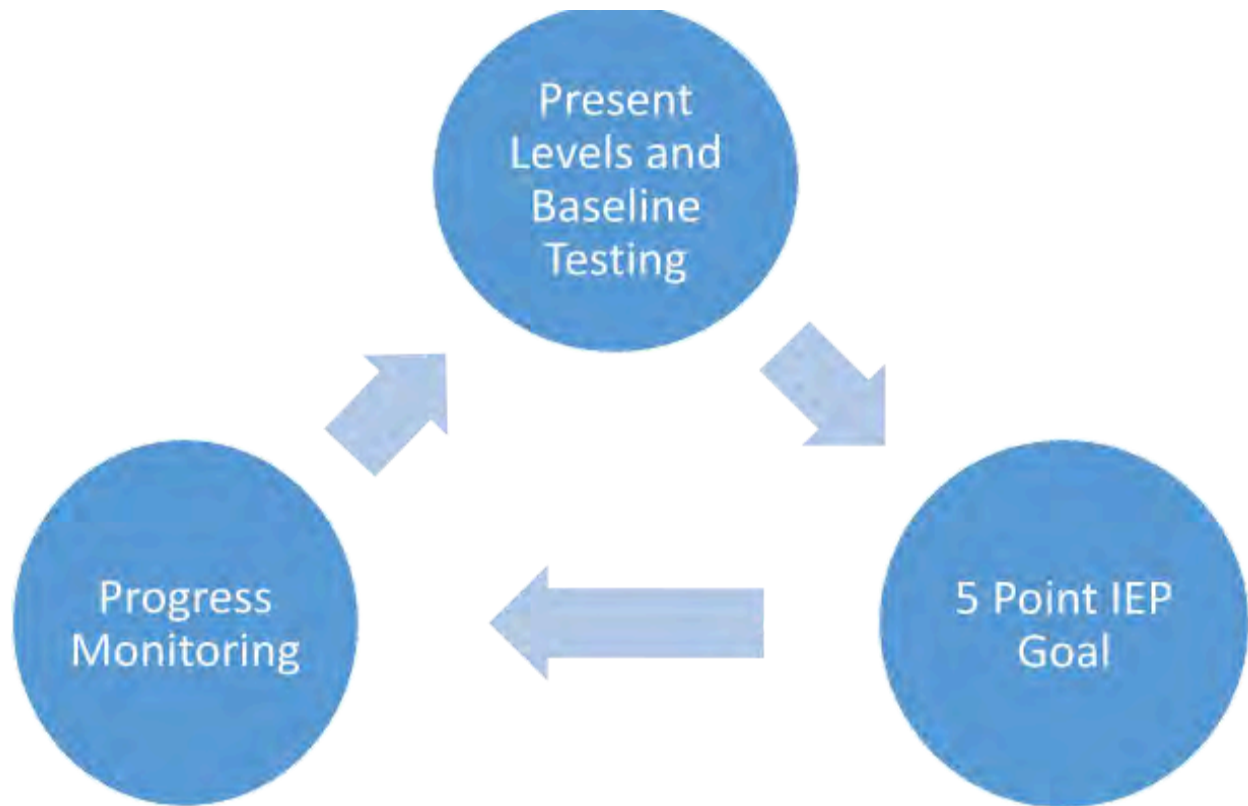
Explain why the child cannot participate in the regular assessment:

- If "The student will take an alternate local assessment":
 - An alternate assessment is appropriate for Timothy. An alternate assessment will allow for a more accurate assessment of Timothy's development and progress.

Explain why the alternate assessment is appropriate:

- If "The student will take an alternate local assessment":
 - Due to Timothy's intellectual disability, regular local assessments do not match his functional level and would not provide for accurate tracking of his progress.

V Goals and Objectives



- Step 1: Which goals should I choose?
 - Achievement: Choose whatever specific area on the assessment has a standard score under 80. There should be a goal in that area.
 - Behavioral:
 - Behavior – Goal should be supported by an FBA and focus on the **Target Behavior**.
 - Attendance – Every student who has more than 6 absences should have an attendance goal.
 - Related Service: any student who receives related services in the following should have an IEP goal for it:
 - Speech and Language
 - Occupational Therapy
 - Physical Therapy
 - Counseling
 - Psychological Services
 - Teacher for the Visually Impaired
 - Orientation and Mobility Training
 - Assistive Technology
 - Functional: This is mostly seen in low incidence/STAR goals and usually related to a need in one of the following areas:
 - Personal Maintenance

- Domestic Maintenance
- Recreation and Leisure
- Functional Academics (Often Math or Reading Goals)
- Vocational Skills
- Interpersonal Communication and Social Skills
- Assistive Technology: If the student has an assistive technology written into their IEP, it needs to have a goal related to it. Further detail is provided in the assistive technology section.

See Appendix for more details.

- Step 2: Progress Monitoring and Baseline Testing
 - *Before you can measure how far to go, you have to know where you are starting.*
 - **Use whatever Assessment you are going to use for Progress Monitoring to give the initial baseline.**
 - Once you have a baseline, you can write out your IEP goal.
- Step 3: Write a 5 point IEP Goal

IEP Goals – A 5 Point IEP Goal

All IEP goals should have 5 points: The Condition, Student Name, Action, Criteria, and Baseline.

MEASURABLE ANNUAL GOAL <small>Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)</small>	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Condition + Student Name = Action + Criteria (Baseline)	Kind of Assessments	How often – Usually Quarterly but does not have to be.	

Short term objectives/benchmarks
<ul style="list-style-type: none"> ● Required for all students who take the PASA & those with an Intellectual Disability. ● These should be stepping stones in getting from the baseline to the Goal ● There should be at least 1 ● DO NOT JUST PUT A PERCENTAGE TOWARDS THE GOAL.

- Should address the deficits and concerns brought up in present levels.
- Should have a math, reading, and writing goal (unless there is not deficit in one specific area)
- If there is a behavior plan, should include the behavior goal.

Examples

- Given a double digit multiplication problem involving only whole numbers (Condition), Jimmy (Name) will be able to correctly solve it (Action) at 100% accuracy on 8 out of 10 trials (Criteria). Baseline: 1 out of 10 problems (Baseline).
- Given a curriculum based assessment consisting of whole double or single digit numbers divided by single digit numbers (Condition), Jimmy (Name) will be able to correctly solve (Action) them on 16 out of 20 trials (Criteria). (Baseline: 3 out of 20 trials) (Baseline)

- o Given a passage on a 7th grade reading level (Condition), Jane (Name) will increase (Action) her reading speed to 120 words correct per a minute (Criteria) (Baseline: 98 words correct per a minute) (Baseline)
- o Given a reading passage at an 8th grade reading level (Condition), Jane (Name) will be able to answer (Action) 17 out of 20 multiple choice answers correctly (Criteria). (Baseline: 10 out of 20 multiple choice answer complete). (Baseline)
- o Given a typical school day (Condition), Tommy (Name) will increase (Action) his number of days in attendance to 36 out of 40 (Criteria). (Baseline: 25 out of 40). (Baseline)
- o Given a typical school day (Condition), Tommy (Name) will reduce (Action) the number of acts of defiance to no more than 2 on 4 out of 5 trials (Criteria). (Baseline: Over 4 on 5 out of 5 trials). (Baseline)

Objectives

- o Objectives should clarify and give definition to the exact goal. Mastering an objective is mastering part of the IEP goal. This can be done giving an objective that:
 - Masters a needed strategy to complete the goal.
 - Describes each part of the assessment/tracker (This is especially true with workplace evaluations and rubrics).
 - Describe each area that will be assessed (This is effective in areas of writing).
 - Give benchmarks that will support the overall outcome of the goal.
 - Examples
- o Given a curriculum based assessment consisting of whole double or single digit numbers divided by single digit numbers (Condition), Jimmy (Name) will be able to correctly solve (Action) them on 16 out of 20 trials (Criteria). (Baseline: 3 out of 20 trials) (Baseline)
 - Jimmy will be able to multiple single by double digits numbers less than 100.
 - Jimmy will be able to divide single by single digit numbers.
- o Given a passage on a 7th grade reading level (Condition), Jane (Name) will increase (Action) her reading speed to 40 words correct per a minute (Criteria) (Baseline: 26 words correct per a minute) (Baseline)
 - Jane will be able to identify all Grade Level 3 Dolch Sight Words.
- o Given a typical school day (Condition), Tommy (Name) will increase (Action) his number of days in attendance to 36 out of 40 (Criteria). (Baseline: 25 out of 40). (Baseline)
 - Tommy will complete an attendance contract.
 - Tommy will bring in a Doctor's note for every day that he is sick.
- o Given a typical school day (Condition), Tommy (Name) will reduce (Action) the number of acts of defiance to no more than 2 on 4 out of 5 trials (Criteria). (Baseline: Over 4 on 5 out of 5 trials). (Baseline)
 - Tommy will complete a daily tracker and have it signed by his teachers.
 - Tommy will request to see the counselor when agitated

VI Special Education/Related Services/Supplementary Aids and Services/ Program Modifications

- Specifically Designed Instruction

- o *Teaching Strategies and methods used by teachers to instruct students with disabilities.*
- o **Use teacher input for what has been most effective with the student.**
- o Do not just include what you believe may work, check and see what has worked.
- o **For examples, see [appendix 1](#).**
- Assistive Technology
 - o See [Appendix 2](#) for the list of Assistive Technologies and the PA Access Bill Codes
- Related Services
 - o Who to Consult?
 - o How to Write?

Related Service – <i>How to Write</i>	How Often	Process for Approval
Curb to Curb Bus Transport	2 times Daily	Approved by LEA
Transpass	Provided Daily	Approved by LEA
Speech and Language Therapy (Must specify Individual or Group)	30 minutes per a session, 36 sessions per annual IEP (Frequency may vary based on recommendation by the Speech and Language Therapist)	Approved by Speech and Language Therapist & LEA
Occupational Therapy (Must specify Individual or Group)	30 minutes per a session, 36 sessions per annual IEP (Frequency may vary based on recommendation by the Occupational Therapist)	Approved by Occupational Therapist & LEA
Physical Therapy (Must specify Individual or Group)	30 minutes per a session, 36 sessions per annual IEP (Frequency may vary based on recommendation by the Physical Therapist)	Approved by LEA & Physical Therapist.
1:1 Paraprofessional Support	Daily (Frequency may vary)	Approved by LEA
Counseling	30 minutes per a session, 10 sessions per annual IEP (Frequency may vary based on recommendation by the Counselor or agreed to by the LEA)	Approved by the LEA after consulting with the counselor
Audiology Services (Must specify Individual or Group)	30 minutes per session, 18 sessions per annual IEP (Frequency may vary based on recommendation by the Audiologist or agreed to by the LEA)	Approved by the LEA after consulting with the Audiologist

Support for School Personnel:

School personnel who provide support to a student with a disability may need assistance in implementing the IEP. This section provides an opportunity for the team to discuss and articulate those specific supports or training necessary for school personnel to provide FAPE.

This could include:

- Aids
- Resource materials
- Training or
- Equipment

Directions for completing the grid: For each support, the team must list the school personnel to receive the support, the support, location and the frequency of the support to be provided. Location refers to where school personnel will be receiving the support. Frequency refers to how often school personnel will be receiving the support. The projected beginning date and the anticipated duration of the support must be listed. Duration refers to the anticipated ending date for support.

Example:

Projected Beginning Date: October 2023

Anticipated Duration: April 2024

ESY Consideration

ESY consideration must be completed based on an [ESY Checklist](#). If the IEP team agrees that the child does, based on a completed ESY Checklist, qualify the IEP must complete the following:

E. EXTENDED SCHOOL YEAR (ESY)-

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

The IEP team reviewed their academic development, reevaluation record, previous IEP goals, and school records. There is specific concern about student regression, prolong period of recoupment (recover) of the skills and behavior patterns that will be lost during a break in educational programming, pattern of difficulties with regression and recoupment that indicate that it is unlikely that a student will maintain the skills and behaviors relevant to IEP goals and objectives, a lapse in a certain service could substantially reduce the chances of ever learning a critical life skill or behavior related to the IEP, the student is at a crucial state in mastering a life skill that is related to the IEP goals of self sufficiency and independence from caregivers, or if the student has a severe disability.

1. Then specifically site which of the following Criteria made the team decide on ESY:

- Regression
- Prolong period of recoupment (recover) of the skills and behavior patterns that will be lost during a break in educational programming
- Pattern of difficulties with regression and recoupment that indicate that it is unlikely that a student will maintain the skills and behaviors relevant to IEP goals and objectives
- A lapse in a certain service could substantially reduce the chances of ever learning a critical life skill or behavior related to the IEP
- The student is at a crucial state in mastering a life skill that is related to the IEP goals of self-sufficiency and independence from caregivers
- If the student has a severe disability such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities.

2. Site specific available data with any of the criteria

3. Finish by making the following statement:

The combination of the above factors leads the IEP team to conclude that the student requires Extended School Year Services in order to access a Free and Appropriate Public Education (FAPE).

4. In the next section, put in the goals that will be specifically addressed over ESY.

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

Check ESY Goal in IEPWriter in Section V. (Goals and Objectives) for each goal you would like addressed during ESY. Then will then automatically appear in this section.

5. List all supports & related services that will be addressed over ESY.

ESY Placement	Location	Frequency	Projected Beginning Date	Anticipated Duration
Ex: Learning Support	ABCCS	Tuesday - Thursday, 8:30 - 2:30	6/25/24	7/25/24
Ex: Speech and Language Therapy	ABCCS	1x per week, 30 min.	6/25/24	7/25/24

6. Make sure that there is an [ESY Checklist](#) in each student's file regardless of ESY recommendation.

OR

If the IEP team decides that the child does not, based on a completed ESY Checklist, qualify the IEP must complete the following:

1. Make the following statement:

As of the date of the IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The IEP team reviewed their academic development, reevaluation record, previous IEP goals, and school records. The team specifically discussed any concerns about student regression, prolong period of recoupment (recover) of the skills and behavior patterns that will be lost during a break in educational programming, pattern of difficulties with regression and recoupment that indicate that it is unlikely that a student will maintain the skills and behaviors relevant to IEP goals and objectives, a lapse in a certain service could substantially reduce the chances of ever learning a critical life skill or behavior related to the IEP, the student is at a crucial state in mastering a life skill that is related to the IEP goals of self sufficiency and independence from caregivers, or if the student has a severe disability.

At this time, the IEP team has determined that Extended School Year Services is not needed in order to access a Free and Appropriate Public Education (FAPE).

2. You DO NOT have to complete the section below:

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

--

ESY Placement	Location	Frequency	Projected Beginning Date	Anticipated Duration

3. Make sure that there is an [ESY Checklist](#) in each student's file regardless of ESY recommendation.

VII Questions for the IEP Team

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

LS Itinerant

The student will fully participate with students without disabilities in all of their class (If the student has one special education class, note that they will participate in that one special education class only.)

LS Supplemental

The student will fully participate with students without disabilities for a majority of the day while receiving a modified curriculum for the areas of deficit identified in the IEP.

LSS

The student does not participate with students without disabilities in their Life Skills Support Classes. They do participate with regular education students during lunch, elective courses, and community based instruction.

AS

The student does not participate with students without disabilities in their Autism Support Classes. They does participate with regular education students during lunch, elective courses, and community based instruction.

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

LS Itinerant

The student will fully participate with students without disabilities in the general education curriculum (If the student has one special education class, note that they will participate in that one special education class only.)

LS Supplemental

The student will fully participate with students without disabilities for a majority of the day while receiving a modified curriculum for the areas of deficit identified in the IEP.

LSS

The student does not participate in the regular education curriculum in their Life Skills Support Classes. They do participate in the regular education curriculum during elective courses, and community based instruction.

AS

The student does not participate in the regular education curriculum in their Autism Support Classes. They do participate in the regular education curriculum during elective courses, and community based instruction.

Type of Support

- **Amount of Support**
 - Itinerant
 - Supplemental
 - Full Time - No student should be listed as full-time unless approved by your LEA
- **Type of Supports**
 - Autistic Support
 - Blind-Visually Impaired Support
 - Deaf and Hard of Hearing Support
 - Emotional Support
 - Learning Support
 - Life Skills Support
 - Multiple Disabilities Support
 - Physical Support
 - Speech and Language Support
- **Location of Supports**
 - District
 - School Building
 - Is this the neighborhood school? You can determine the student's neighborhood school by entering their home address here: https://webapps1.philasd.org/school_finder/

VIII Penn Data Reporting

ABCCS LRE PERCENTAGE BREAKDOWN SPREADSHEET

High School

High Incidence – Learning Support

What are Special Education Classes?

General Education Classrooms	Special Education Classroom
Regular Education Class	Adaptive Class (ADP)
Co-Taught Classes (CT)	Classes that are also related services

STAR Academy High School – AS and LSS

- [STAR Sample IEP](#)
- Community Based Instruction (CBI) is considered to be inclusion. Currently, for CBIs, we have:
 - Larger Community Based instruction events: 4 Hours Monthly (1 hours weekly average, 60 Minutes)
 - Walking Community Based instruction events: 1 hour monthly (15 Minutes)
 - Vocational Internship: 3 hours weekly (180 Minutes)
 - Lunch: 30 Minutes per Day (150 Minutes per Week)
 - Transition Between Classes: 30 Minutes per Day (150 Minutes per Week)

- Total per a week: 11.92 hours

Elementary School

High Incidence K-5 – Learning Support

What are Special Education Classes?

General Education Classrooms	Special Education Classroom
Any class not with a SPED Teacher	India Santiago (All Classes) Lisandra Jimenez (All Classes) Melissa Martinez-Toledo (All Classes)

High Incidence 6-8 – Learning Support

What are Special Education Classes?

General Education Classrooms	Special Education Classroom
Any class not with a SPED Teacher	Chelsea Kahana, Periods 1, 2, 3 Jose Tejada, Periods 2, 3, 4

STAR Lower House (LH) – Learning Support

Hours in Regular Education Classroom	Hours in the Day	% to use in PennData Section of IEP
2.85	7.00	41%

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN)

Child's
Name:

STUDENT INFO

Date Sent
(mm/dd/yy):

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

For LEA Use Only:

Date of Receipt of Signed
NOREP/PWN

Dear _____ :

This is to notify you of the Local Education Agency's (LEA's) action regarding your child's educational program.

1. Type of action taken:

- ☐ Proposes initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
- ☐ Refusal to initiate an evaluation (Must issue *Procedural Safeguards Notice*)
- ☐ Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Refusal to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Change of placement for disciplinary reasons (Must issue *Procedural Safeguards Notice*)
- ☐ Due process hearing, or an expedited due process hearing, initiated by LEA
- ☐ Graduation from high school
- ☐ Exiting special education
- ☐ Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
- ☐ Extended School Year (ESY) services
- ☐ Response to request for an independent educational evaluation (IEE) at public expense
- ☒ Other: Annual IEP Meeting

2. A description of the action proposed or refused by the LEA:

"The LEA proposes the educational placement of [insert level & type of support: Itinerant, Supplemental, Full time AND Learning, Emotional, Life Skills, Autistic support] with related services of [List the related Services] to [choose 1: initiate OR continue] the provision of a free appropriate public education (FAPE)."

3. An explanation of why the LEA proposed or refused to take the action:

- A. *Use for annual IEPs:*
Your child has a disability that affects [his/her] ability to learn and attain developmental milestones at the rate and in the manner that non-disabled children of the same age would. [He/She] requires special education services of the sort described in [his/her] current IEP to learn and develop at an appropriate rate and to an appropriate level.
- B. *Use for annual IEPs:*
The recommended change(s) described in your child's current IEP will enable [him/her] to make meaningful progress toward the attainment of the goals and objectives described in that IEP.
- C. *Use for change in placement (more or less restrictive):*
The recommended change in educational placement will enable your child to make meaningful progress toward the attainment of the goals and objectives described in the attached IEP.
- D. *Use for movement to a less restrictive environment:*
The recommended change in educational placement is warranted in light of the present levels of educational performance that your child is exhibiting and because [he/she] would benefit from increased participation in programming with non-disabled peers.
- E. *Use for movement to a less restrictive environment:*
The recommended change(s) described in your child's current IEP will enable [him/her] to participate in developmentally appropriate activities to a greater extent with non-disabled peers.

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at www.pattan.net):

Options Considered	Reason for Rejection
Regular Education with supplementary aids and services (LRE>80%).	<p>This educational placement does not provide the supports necessary for your child to attain [his/her] current IEP goals.</p> <p style="text-align: center;">OR</p> <p>This placement does not provide your child with an educational placement in the Least Restrictive Environment (LRE).</p>
Separate instruction outside of the general education class, individually or with other students with disabilities (LRE = 79%-40%).	
Separate instruction outside of the general education class, individually or with other students with disabilities (LRE <39%).	

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Current Evaluation Report dated: [00/00/00], benchmark assessments, progress monitoring teacher observation reports, behavior reports, etc.

6. A description of other factors that were relevant to the LEA's proposal or refusal:

Parent and teacher input

7. The educational placement recommended for your child is (State the amount and type of special education supports, e.g., Itinerant Learning Support, Supplemental Autistic Support, Full-Time Emotional Support):

[Insert Level & Type of Support]
 Itinerant, Supplemental, OR Full time
 Learning support, Emotional support, Life Skills support, OR Autistic support

Sean London/Designee School District Superintendent/Designee Charter School CEO	Signature	Date (mm/dd/yy)
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You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title: Christopher Jennings Phone: 267-297-1883
 Email Address: 6301 N. 2nd Street. Phila. PA 19120

8. PARENTAL CONSENT

Directions for Parent/Guardian/Surrogate: Please check one of the options, sign this form, and return it within 10 calendar days. In circumstances when this form is NOT completed and parental consent is NOT required, the school will proceed as proposed after 10 calendar days.

☐ I request an informal meeting with school personnel to discuss this recommendation.

☐ I approve this action/recommendation.

☐ I do not approve this action/recommendation.* My reason for disapproval is:

I request (Contact the Office for Dispute Resolution at 800-360-7282 for information on Mediation and Due Process Hearing):

☐ Mediation

☐ Due Process Hearing

* Except for placement in an interim alternative educational setting due to drugs, weapons, or serious bodily injury (§300.530(g), §300.530(i), and §300.531), if you do not approve the action/recommendation, your child will remain in the current program/placement only if you request a due process hearing or mediation through the Office for Dispute Resolution. If you do not request Due Process or Mediation through the Office for Dispute Resolution, the LEA will implement the action/recommendation.

SIGN HERE:

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

Daytime Phone

Student Files

Student files in each Special Education office should be up to date at all times. There are many different audits that happen throughout the year and files can be pulled at any time. Once the IEP meeting is held, paperwork needs to be filed in the Special Education office within two weeks of the IEP meeting date.

Signatures can be obtained in person from all IEP team members. The basic team is the Student, Parent, Sean London/Designee (LEA), Special Education Teacher & Regular Education teacher for IEPs and Evaluations/Re-evaluations. If a student is being evaluated the School Psychologist needs to be on the signature pages. Any related service providers should also be on the signature pages. Signature pages should be in black or blue ink. If the parent uses a certain ink color and you are filing in the date for them, be sure to use the same ink color. White out should never be used on signature pages.

If the meeting is held via phone or video conference, documents need to be sent out via Docusign within 48 hours of the IEP meeting. Please reach out to Christopher Jennings at cjennings@aspirapa.org if you need a Docusign account. If using Docusign, the Certificate of Completion must be filed with the IEP and/or RR as your proof of signatures or proof that it was sent for signatures (For those who didn't sign).

Docusign

- [How to Send a Docusign Envelope](#)
- [How to Sign a Document](#)
- [How to Download or Print Documents](#)

Final Closeout:

- Once you are done with your annual documents, be sure to update all columns to the Masterlists with new RR/IEP meeting dates and any other changes such FBA/PBSP dates, ESY recommendation, & changes or additions to related services.
 - [K-8 Masterlist](#)
 - [9 - 12 Masterlist](#)
- [Infinite Campus Form](#) (Make a Copy)
 - LEAs must update the Infinite Campus platform by the end of each month to remain in compliance.
 - The IC Form must be completed and submitted to your LEA within one week of the IEP meeting (ASAP if IEP is due near the end of the month)

Annual Documents to be filed within two weeks of the IEP meeting by the case manager (or emailed to Maryellen if you are fully virtual):

- Stapled invite (s) to the IEP meeting and any certified attempts (Certified mail receipt or Docusign Certificate of Completion)
- Individualized Education Plan (IEP)
- Stapled Notice of Recommended Educational Placement (NOREP)
- Medical Assistance Billing Form
- [ESY Checklist](#)
- Stapled Formal and Information Transition Assessments (14+ years)
- Stapled PTRE for ER/RR, Evaluation/Re-evaluation Report, 10 day waiver (if applicable)
- Stapled PTRE for FBA, Functional Behavior Assessment and/or Positive Behavior Support Plan (if applicable)

IEP Revisions

- Any IEP revisions with all signatures need be filed no later than two weeks after the IEP meeting date. If there are any changes to Educational Placement or related services, be sure to complete a new Infinite Campus form so it can be updated.

Progress Monitoring Reports

- Progress Monitoring reports need be filed no later than two weeks after the due date each marking period.

Functional Behavioral Analysis (FBA) & Positive Behavior Support Plan (PBSP)

Permission to Reevaluate

Complete Interview Forms

(Parent, Student, Teacher)

Complete Other Forms

(Reinforcers, Social, etc.)

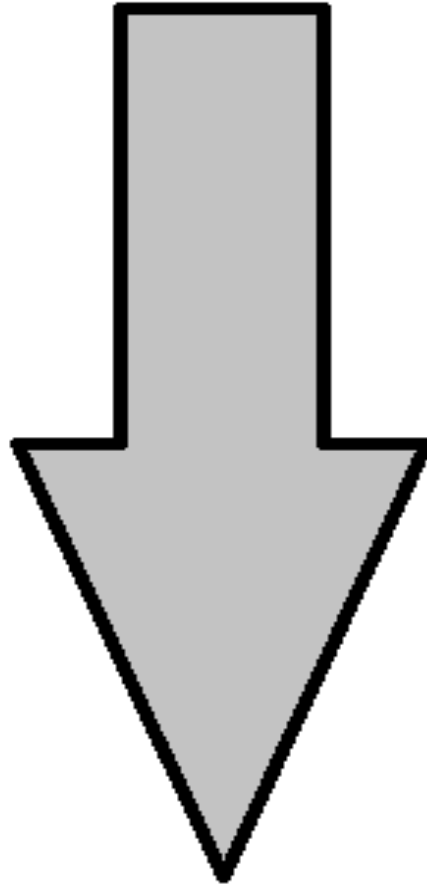
Complete 3 Observations - Data Tracker (Low vs. High Frequency)

Functional Behavioral Analysis -

Function of the Behavior and Identify a replacement.

Positive Behavior Improvement

Plan - Rewarding replacement, reduction, or non-compatible behaviors.



Definition and Purpose of Functional Behavior Assessment

Functional behavior Assessment (FBA) is a method for identifying the variables that reliably predict and maintain problem behavior. Variables that predict, or trigger, behavior are called antecedents. Variables that maintain behavior are considered reinforcers.

FBA involves an examination of how the student interacts with the environment and attempts to determine specifically where, when, and why the problems arise. It includes an assessment of the student's strengths and interests. It also involves an assessment of how skill deficits may contribute to the problem behavior.

Information gathered through the FBA process is summarized, and hypothesis statements are developed regarding the factors that might be influencing the behavior of concern.

A behavioral intervention plan (BIP) is then designed based upon the information gathered in the functional assessment. Interventions should directly match the results of the FBA.

FBA is best considered as an on-going process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and

reviewed by the team. Data should be used to evaluate the effectiveness of the interventions, and the intervention plan should be modified as necessary.

Collaboration in Conducting the FBA

Determining the need for and conducting a FBA requires a collaborative team effort. The team should include the following:

- Student's teacher(s)
- Student's parents
- Student, if appropriate
- Support Staff
- Administrators
- Persons who know the student well
- Staff who have expertise in positive behavior support

The Behavior intervention team performs several planning functions including:

- Identifying and discussing problem behaviors
- Gathering background information
- Determining what additional information is needed
- What methods will be used to collect the information
- Who will be collecting the information

Developing and Implementing the Behavior Intervention Plan

Behavior Intervention Plans should match the results of the FBA. If the FBA found that writing difficulties lead to problem behavior, then the BIP should include support strategies to the student in the area of writing. If the FBA found that the student's problem behavior was driven by poor functional communication skills, then the BIP should include functional communication training. If the FBA found that the student performed best with hourly reinforcement, then that schedule should be reflected in the BIP.

The behavior intervention team should meet to discuss the results of the FBA and develop the behavior intervention plan.... content should be discussed and agreed upon by all team members.

BIP Essentials:

- For behavioral practices to be effective, implemented widely, and sustained over time, they need to be manageable for teachers.
- The BIP provides important documentation regarding the student and represents an agreement between those involved in its development. One of its primary functions is to

serve as an action plan for those who work directly with the student. Keep it simple and easy to read. Strategies should be written in clear language and enough detail for staff to know what to do.

- Strategies or interventions found in the BIP should be written specific to the student and the content of the school environment e.g., “Student will go to room 225 to take a break when needed.”
- Do not use vague language e.g., “Student may receive a reward.” Use language that specifies what will happen e.g., “Student will receive 3 sessions of replacement behavior instruction per week”
- The student should be informed and/or instructed regarding the plan, as appropriate.
- The plan should be discussed with all staff, as appropriate, prior to implementation
- Any time a BIP is developed for a student, the parent should be informed and encouraged to partner with the school in development of that plan.
- Every person who implements the BIP should have access to a copy of the plan.
- Any specialized training necessary to implement the plan should occur as soon as possible. Data collection procedures should be reviewed with staff.
- Unless otherwise indicated, behavior intervention plans should be implemented throughout the school day. Collaboration and effective communication between team members are essential to maintain a high level of consistency in implementing the plan
- The review process should help determine how the plan is actually being implemented. This process should bring any problems to the attention of those responsible for monitoring the plan in a timely manner, so that modifications or adjustments can be made as soon as possible.
- Continue to use data collection and FBA to evaluate the interventions, and continue to collaborate as a team. Behavioral data should be summarized for members of the intervention team and be made available to assist the team in the decision making process.
- Behavior intervention plans promote generalization when they involve all the individuals who interact with that child, both at home and school. The child should experience consistency from one environment to the next in terms of behavioral expectations, prompts and reinforcers, and consequences.
- Maintenance of the behavior change can be enhanced through BIPs by ensuring that transitions to new classrooms, teachers, schools, programs, or other environments are done with adequate planning and training for new staff.

Simple behavior intervention plans typically involve one or few interventions. The selection and design of these interventions should be based on an FBA. For example, the plan may consist of some specific replacement behavior instruction (e.g., anger control), or a positive reinforcement plan. It could involve changing something in the environment found to trigger the behavior e.g.,

put the student in a different group of students, or adding a specific consequence for the behavior. A simple home/ school behavior intervention plan may involve creating common expectations around a target behavior e.g., define acceptable and unacceptable language.

Intensive behavior intervention plans are typically multi-component, incorporating individualized strategies in the area of:

- Prevention
- Replacement behavior instruction
- Positive reinforcement
- Planned consequences
- Emergency interventions, if appropriate
- Home/school collaboration

Specific interventions are more likely to be individually designed and detailed. For example, the exact manner in which a replacement behavior is taught, the specific prompting and reinforcement procedures may need to be detailed.

-University of Michigan Social

1. Permission to Reevaluate

- a. **First, Identify a target behavior that impedes the learning of the child.**
- b. **A Functional Behavioral Analysis requires a signed permission to reevaluate prior to starting Data Collection.**
- c. **Language for the Permission to Reevaluate:**

- i. **We are planning to reevaluate your child for the following reason(s):***

A review of patterns of behavior, student interests, and the underlying function of targeted behaviors. The LEA would like to conduct a functional behavioral assessment to inform future IEPs and a Positive Behavior Improvement Plan.

- ii. **In the proposed re-evaluation, we will use the following types of assessment tools, tests and procedure:***

Teacher records, school records, observations, student interview, parent interview, teacher interviews.

2. Gathering Data for the Functional Behavior Assessment (FBA)

- a. **Complete Interview Forms: Interview Forms are a good source of information that can be completed right after the form is signed by the parent.**
 - i. **Suggested Forms:**
 1. Student Interview Form
 2. Parent Interview Form
 3. Teacher Interview Form

- b. **Complete Other Forms:** There are other probes for other factors that will support the development of a functional behavioral analysis and/or a behavior improvement plan. These include:
 - i. **Behavior Rating Scale or Questionnaire (i.e. BASC - see School Psych)**
 - 1. [Social Skills Checklist](#)
 - 2. [Setting Events Checklist](#)
 - 3. [Classroom Management Checklist](#)
 - 4. [Reinforcer Assessment or Checklist](#)
- c. **3 Observations**
 - i. There need to be at least three separate observations of the target behavior in three separate events.
 - 1. **High Frequency vs. Low Frequency Behaviors**
 - a. High Frequency behaviors are likely to occur at least once over a given classroom period. These can include defiance, off task behavior, socializing, etc. These observations should take place in three separate environments recording frequency in these environments, and direct antecedents and consequences.
 - ii. [Observation Forms](#)

3. Writing the Functional Behavior Analysis (FBA)

Section-I.

Educational Program Description

- Specifically describe the placement and type of support the student is receiving. You can also note the related services the student is receiving as well. Feel free to include any other details about the student's services.

Description of the behavior of Concern

- Specifically describe what the behavior looks and sounds like.
- Example: The student exhibits off- task behavior which looks like getting out of his seat, looking out of the window, or talking to other students during instruction. The student may also say; "I'm not doing this assignment or this work is bullsh**t."

Section II. Physiological and Medical Factors:

- 1. Could the behavior be the result of a medical or psychiatric condition or any form of discomfort? Yes or No. I**
 - In order to answer “yes” in this section, there must be a documented medical or psychiatric condition. If “yes” describe.
- 2. Could the behavior be related to a side effect of medication? Yes or No.**
 - In order to answer “yes” to this question the student’s doctor needs to make this determination. If “yes” describe.
- 3. Could the behavior be the result of some physical deprivation condition (thirst, hunger, lack of rest, etc).**
 - In order to answer “yes” to this question, there needs to be documented physical deprivation from outside agency or social workers or counselors. If “yes” describe.

III. Antecedent Events: (This section can only be filled out after observations or teacher input. The observations should be in 3 different settings)

- 1. Are there circumstances in which the behavior ALWAYS occurs? Yes or No.**
 - If you answer “yes” describe
- 2. Are there circumstance in which the behavior NEVER occurs? Yes or No.**
 - If you answer “yes” describe.
- 3. Does the behavior occur only (or more often) during particular activities? Yes or No.**
 - If you answer “yes” describe.
- 4. Does the behavior occur only with (or more likely with) certain people? Yes or No.**
 - If you answer “yes” describe.
- 5. Does the behavior occur in response to certain stimuli? (Demands, termination of preferred activities, tone of voice, noise level, ignoring, change in routine, transitions, number of people in the room, etc). Yes or No.**
 - If you answer “yes” describe.
- 6. Does the behavior occur only (or more likely) during certain time of day? (morning, afternoon, end of the school day, evening) Yes or No.**
 - If you answer “yes” describe.

IV. Skill Deficits Related to Behavior of Concern: This information can be gathered through observation, review of records, behavior rating scales, progress monitoring, etc)

Could the behavior be related to any skill deficits? (check* all that apply)

***If checked, please refer for further assessment or complete the further assessment (i.e. Speech & Language evaluation, Occupational Therapy evaluation, curriculum-based assessments, specific skills assessments)**

Academic Skills: Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing. **Participation Skills:** The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction.

Social Skills: The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.

Communication Skills: The student has difficulties with requesting what they need, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding non-verbal or verbal language, or following directions.

Organizational Skills: The student has difficulty with organizing school supplies, study area, time, or projects, organizing class notes, or dividing assignments into task.

Self-Regulation Skills: The student has difficulties with staying on-task, completing work assignments, handling stressful situations, calming self when agitated, following rules, or difficulty transitioning between activities/places or people. Difficulty with problem solving.

Study Skills: The student has difficulty with studying for tests, taking tests, taking notes from lectures, or using studying techniques.

Motor Skills: The student has difficulty with gross motor skills (e.g. running, raising arms, putting feet together, squatting, bending at waist, etc.) or fine motor skills (e.g. pointing, counting with fingers, holding a pencil/pen, holding a fork/spoon, pressing a computer key, using a mouse, etc.). S/he has difficulty with imitating others' actions.

Functional Skills: The student has difficulty with performing activities of daily living (e.g. eating, dressing, toileting, grooming). **Play Skills:** The student has difficulty with actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities.

V. Consequence Factors: (This information is also gained through classroom observations and teacher input)

1. Does the behavior allow the student to gain something?

A. Preferred activities or items?

Indicators: The behavior often occurs when the student sometimes or always regains an item or activity that has been taken away or terminated. The behavior often occurs when the student sometimes or always gains access to an activity or item that he was told he couldn't have. The behavior rarely occurs when the student is given free access to his or her favorite items or activities.

- If you answer "yes" describe.

B. Peer or adult attention?

Indicators: The student frequently approaches others. The student frequently initiates social interaction. When the behavior occurs, someone usually responds by interacting with the student in some way (i.e. verbal reprimand, redirection, comforting statements). The behavior rarely occurs when the student is receiving attention.

- If you answer "yes" describe. Example: Based on the behavioral analysis, the team hypothesizes that the student's off task behavior appears to be a function of a need for attention from his peers; a need to control the situation or task; and fear of failing among his peers, in the eyes of adults, to perform a task, in a situation, and an activity.

2. Does the behavior allow the student to postpone, avoid, or escape something such as task demands, social interaction, etc.?

Indicators: The behavior often occurs when the student sometimes or always postpones or escapes the task demands placed upon him. The behavior rarely occurs when few demands are placed on the student or when the student is left alone. The student is often noncompliant when asked to complete tasks and the student sometimes or always postpones or escapes the tasks. The behavior often occurs prior to predictable demands and the student sometimes or always avoids or postpones the tasks.

- If you answer "yes" describe.

3. Does the behavior provide stimulation as an alternative to the student's lack of active engagement in activities?

Indicators: The behavior occurs frequently when the student is alone or unoccupied. The student seems to have few known reinforcers or rarely engages in social interaction activities. When the student engages in the behavior, others usually respond by not attending to the behavior.

- If you answer "yes" describe.

STEP 2: DIRECT OBSERVATION

The FBA interview results in a measurable description of the behavior of concern and information that leads to direct observation with data collection and analysis Direct observation

- Serves to clearly define the behavior
- Supports or refutes interview information
- Allows for assessment of behavioral events in the student's natural environment
- Leads to an hypothesis regarding the function(s) of the student's behavior of concern
 - Serves as a baseline to measure the frequency, duration, and/or intensity of the behavior prior to intervention
- Provides information that is necessary to build a Behavioral Intervention Plan • Supplies the team with progress monitoring data to evaluate the implemented interventions and guide adjustments to the BIP.

Data collection

- Define the behavior in observable and measurable terms.
- Determine the purpose for data collection-the type of information needed from each data collection session (i.e. frequency counts, identifying antecedents and/or consequences).
- Outline the schedule including where, when, how often, and who will collect data. • Design tools that will result in the collection of the type of data needed and that are functional with clear coding systems. • Transfer the data to a visual representation (graph) and analyze it for trend, level and variability.

Data collection methods (Appendix A)

- Record frequency and/or duration indicating time of day, location, activities occurring, and people present.
- Write a description of the student's behavior as well as the antecedents and consequences using an Antecedent - Behavior - Consequence (A-B-C) format. This type of data must be collected multiple times across settings when the behavior of concern occurs as well as when the behavior of concern does not occur.

Appendix A contains sample data collection tools for use during direct observation followed by a graphic (visual) representation of the data to facilitate data analysis.

Appendix B contains blank data collection forms for you to use directly or adapt to fit your needs.

STEP 3: SUMMARY History of interventions for Current Behavior of Concern

<p>Antecedent (prevention strategies):</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Planned ignoring. ● Private re-directions. ● Acknowledge the student's power. ● Positive narration. ● Provide student choice activities. ● Incentive system such as the Griffin Ratings Scale. ● Act unconcerned. ● Allow students to decide between appropriate choices. ● Apply consequences without conversation. ● Attend to another appropriate student. ● Begin a fun activity with others ● Do not comply with the student's demands. ● Distract the student with a direct question or ask a favor of the student. ● Give consequences to other students who attend to the inappropriate student. ● Generalize appropriate behavior to more situations. ● Proximity control - stand near the student ● Reinforce student for demonstrating appropriate behavior. ● Reinforce the desired appropriate behavior immediately. ● Reward other students for ignoring. 	<p>Consequence strategies:</p> <p>Example:</p> <ul style="list-style-type: none"> ● Verbal/non-verbal re-directions. ● Detentions. ● Phone calls home. ● Neutral/Needs Improvement on Griffin Ratings Scale ● The teacher issues a warning to the student, implements a response cost technique, ignores the behavior, implements a time-out procedure, notifies the student's parents, or sends the student to the school dean. In response to the off task behavior, his peers ignore him, communicate their disapproval to him, or laugh at the situation.
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Direct Observation Summary (attach graphic representation of observation data collected)

1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs?

- Example: The off task behavior occurs 5 times per 5 minutes. The intensity of the behavior results in interruption of teaching. Each incident lasts between 30 seconds and 3 minutes and the problem has existed since September 6, 2023.

2. Describe any patterns to the occurrence of the behavior of concern.

- Example: When the student is redirected in front of their peers, they shut down and refuse to comply with re-directives.
- Example: When the student is challenged by academic tasks, they make disruptive comments to the class.

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.

- Example: Prior to demonstrating the off task behavior, the student appears to be in an extreme emotional state. The off task behavior appears to occur during or immediately after an academic task is assigned. The off task behavior often occurs during or immediately after the student interacts with peers, feels ignored by peers or has negative social interactions with his peers.

2. Describe the consequences that appear to be maintaining the behavior of concern.

- Examples: Time away from group, Loss of points, Redirection, Moved seat, Loss of rewards, Detention

Hypothesis Regarding Function of the Behavior of Concern

(The team may identify more than one hypothesis.)

- Example: When the student is in an extreme emotional state, (antecedent to behavior of concern), the student (student name) exhibits off task behavior, (behavior of concern) in order to in order to gain attention from his peers (perceived function of the behavior).

4. Writing the Positive Behavior Support Plan (PBSP)

If you conduct the Functional Behavior Assessment and determine that behaviors are impeding the student's learning, then a Positive Behavior Support Plan must be written into the IEP. If the student already has an IEP in IEPWriter, you can add the plan right into the IEP by checking 'Yes' under Special Considerations (Section I). If they do not have an IEP in IEPWriter yet, you can

create one under the Positive Behavior Support Plan.

When behavior is checked as a special consideration on the IEP (Section 1), assessment data should be added to the Present Levels section of the IEP (Section 2). Assessment data should include identification of antecedents, measurable description of behavior of concern, consequences, function, and hypothesis. Baseline data from functional behavior assessment or informal behavior assessment should be included in this section of the IEP. All components of the Present Levels section should also include information relevant to the student's behavior of concern.

Antecedents to the Behavior of Concern:

- Identify what happens before the behavior of concern: (Consider medical factors, social variables, activity demands, environmental stimuli, etc.)

Behavior of Concern:

- Describe the behavior using measurable, observable terms.

Consequences Maintaining the Behavior of Concern:

- Identify what happens after the behavior of concern: (What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)

PBSP - Perceived Function of the Behavior of Concern

To get: Attention, Items, Activities and/or Sensory Stimulation

- Check any that apply and provide a brief description in the text box.

To postpone, avoid or escape: Attention, Items/Activities, and/or Sensory Stimulation

- Check any that apply and provide a brief description in the text box.

Hypothesis Regarding Function of the Behavior of Concern

(The team may identify more than one hypothesis.)

- Example: When the student is in an extreme emotional state, (antecedent to behavior of concern), the student (student name) exhibits off task behavior, (behavior of concern) in order to in order to gain attention from his peers (perceived function of the behavior).

PBSP - Skills & Deficits

Identify educational (skill) deficit(s) related to the behavior of concern (Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits):

Refer for further assessment (check here and describe your plan for assessment if skill deficits have not previously been assessed and identified).

- [Describe the Assessment Plan](#)

Educational deficits addressed in other areas of the IEP (check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP):

- [Areas of IEP that address the identified skill deficit\(s\)](#)

PBSP - Goals and Objectives

Formulating a Behavior Goal:

- The goal:
 - Identifies the behavior to change
 - States the anticipated and reasonable change in behavior from baseline data.
 - States the amount of growth or level of proficiency so that it can be measured.

Key Considerations for Writing Behavior Goals:

- Decrease problem behavior AND increase in desired behavior
- Focus on student's behavior, not adults!
 - NON example: "Given 5 or fewer prompts the student will..."
- Behavior = Observable AND Measurable
- Ease of data collection
- Realistic expectations

Examples:

- When given the instructional direction by staff, Rachael **will initiate tasks** for all staff members in the classroom, across a variety of setting **4 out of 5 opportunities from a baseline of 2 out of 5 opportunities for 4 consecutive weeks (as measured by self-monitoring checklist)**.
- Given a verbal direction to transition from a preferred activity to a non-preferred activity, Rachael **will stop a preferred activity and move to a non-preferred activity 5 out of 5 opportunities from a baseline of 3 out of 5 opportunities for 4 consecutive**

weeks (as measured by daily behavior ratings).

*See the [Goals and Objectives](#) Section of this Guidebook for more support on how to write behavior goals.

PBSP - Specially Designed Instruction

1. Prevention (antecedent) strategies:

Design strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior.

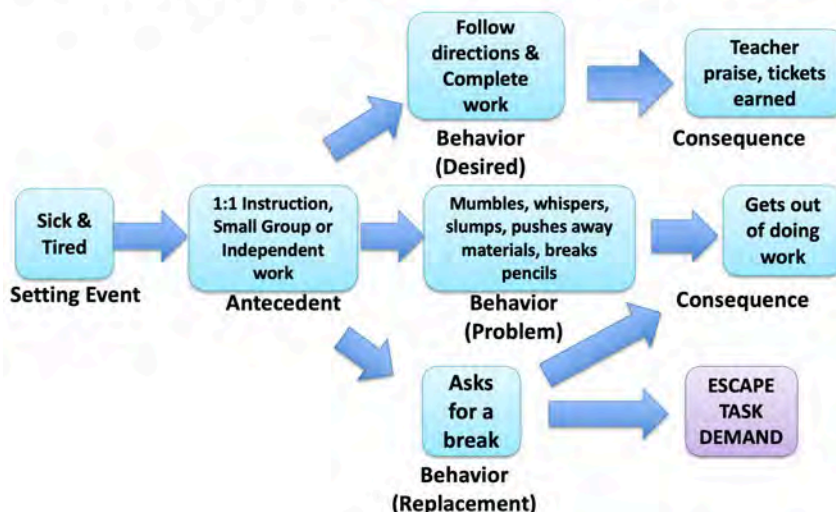
- Outline strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior. This may include a description of environmental adjustments, or adjustments to type of content or instruction presented to the student.

2. Replacement Behavior (achieving the same function):

Identify the behavior that you will teach the student to perform that will efficiently achieve the same function as the behavior of concern. Include the plan for instruction including prompts, and your plan for systematically adjusting the replacement behavior requirements over time (based on data).

- Identify the behavior that will be taught to the student as a replacement to the behavior of concern. The replacement behavior should efficiently achieve the same function as the behavior of concern. Include the plan for instruction including prompts, and systematic adjustment of behavior requirements over time (based on data).

Competing Behavior Model Example



3. Consequences (reinforcement) for when the student performs the Replacement Behavior

Describe the method to ensure that the replacement behavior will be effective and efficient for the student in achieving the same function. What will happen when the student performs the replacement behavior? Also, include your plan for systematic thinning of the reinforcement schedule over time (based on data).

- Describe specific procedures for providing reinforcement when the student performs the replacement behavior, so that the replacement behavior will be effective and efficient for the student in achieving the same function. Reinforcement should increase the likelihood that the student will continue or increase the replacement behavior. Also, include a plan for systematically thinning the reinforcement schedule over time (based on data).

4. Consequences (procedures to follow) when the student performs the behavior of concern:

Describe how you will ensure that the behavior of concern will no longer be effective and efficient in achieving the function (this weakens the strength of the behavior of concern). What will happen when the student performs the behavior of concern? Include the order of progression of specific procedures to follow.

- Describe specific procedures to follow when the student performs the behavior of concern. Procedures should ensure that the behavior of concern will no longer be effective and efficient in achieving the function, thus weakening the behavior of concern. Include the order of progression of specific procedures to follow, and crisis plan, if appropriate.

PBSP - SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS:

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION

- Add any Specially Designed Instruction (SDIs) in order to best support the student with getting them to the replacement behavior. If you need ideas, there is the Pre-Referral Intervention Manual (PRIM) in the High School Special Education Office (Room 326). You can look up the student's behavior and then it provides possible SDIs to help support the student.
- When adding these to the IEP, be sure to check PBSP SDI.

B. RELATED SERVICES

- Only add if applicable and check off yes as being a PBSP goal. An example of a related service to address behaviors would be counseling. Be sure to communicate with your

LEA prior to adding in any related services to the IEP.

C. SUPPORTS FOR SCHOOL PERSONNEL

- Add any support for school personnel if applicable.
- When adding these to the IEP, be sure to check PBSP Support.

Assistive Technologies

Considerations	Check the box for Assistive Technology
Present Levels	<ul style="list-style-type: none"> ● Ask the following Questions and place the answers under present levels of functional performance: <ul style="list-style-type: none"> ○ Does the student need assistive technology: <ul style="list-style-type: none"> · To meaningfully participate in the general curriculum? · To participate in academic or functional activities? · To access print materials? · To access auditory information? · For written communication and/or computer access? · For augmentative/alternative communication (AAC)? · To participate in state and local assessments (is it addressed in Section VI of the IEP (SDI))? Does the student require AT services for: <ul style="list-style-type: none"> · Evaluation of needs? · Purchasing, leasing, or providing for acquisition? · Selecting, designing, fitting, customizing, adapting, etc. AT devices? · Coordinating and using other therapies, interventions, or services with AT devices; i.e. who will charge/maintain device and provide updates? ● Consider the AT already in place if it is being changed. ● Under present levels of functional performance, specifically address the student's ability level in this area through: <ul style="list-style-type: none"> ○ Data and Trials from a specialist ○ Ecological observations ○ Any recommendations ● Determine if the IEP Team requires additional information. ● Conclusion: State if the IEP team agrees or not to the AT. There can also be a conclusion of a need for additional information. ● Under the transition section, list how the AT affects their progress towards transition goals. ● List learning to utilize the device as a need
Participation in State and Local Assessments	<ul style="list-style-type: none"> ● Will the device be utilized in local or state assessments? ● If so, how?
Transition	<ul style="list-style-type: none"> ● List as a service under independent living and/or post secondary as this

	<p>device is a something that allows them to access their environment and education.</p> <ul style="list-style-type: none"> ● List any additional services in learning to use this device.
Annual IEP goals	<p>Must have at least one annual goal</p> <ul style="list-style-type: none"> ● Needs to be measurable. ● Needs to be based on information in the present levels. ● Needs to be recommended and supported by a specialist. ● Needs to be quantitative and have a baseline.
Specifically Designed Instruction	<ul style="list-style-type: none"> ● Include the Device ● SDIs, accommodations, and modifications around the devices
Support for School Personnel	<ul style="list-style-type: none"> ● Identify and list the support for school staff from the specialist in how to use this assistive technology.
Additional Plan	<ul style="list-style-type: none"> ● For communication or audiological devices, there must be a specifically written plan for how this device will be utilized, reinforced, and supported.
Progress Monitoring	<ul style="list-style-type: none"> ● Progress Monitor based on the annual IEP goal.

English Language Learners and IEPs

<p><i>English proficiency is considered part of a student's educational programing. Students who qualify for an individual education plan require that all the needs of the students be addressed, including language proficiency and development.</i></p>	
<i>Additions</i>	<ul style="list-style-type: none"> ● ELL Teacher is part of the IEP Team
<i>Additional Steps</i>	<ul style="list-style-type: none"> ● Check the Box in section 2 stating that the student is an English language learner ● Currently levels related to ELL are in present levels of academic and functional performance. This should include: <ul style="list-style-type: none"> ○ ACCESS Scores ○ ELL Teacher Input ● Give CAN DO descriptors and design long term goals and short term objectives related to this ● Describe participation for ACCESS, PSSA, and PASA for them ● There is collaboration between ESL teacher, general ed teacher, and SPED teacher scheduled under personnel support.

	<ul style="list-style-type: none"> • There may need to be an IEP goal specifically related to language acquisition.
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Revising an IEP

<i>Revising the IEP needs to happen with every new IEP meeting. If there are no changes to programing, simply note in present levels that the meeting occurred and the content of the discussion.</i>	
<i>Steps to Revise the Document</i>	<ul style="list-style-type: none"> • Previous IEP • Previous Re-evaluation
<i>Steps to Revise an IEP</i>	<ul style="list-style-type: none"> • Create an invitation to participate for the parent and student. • Hold an IEP team meeting to review new data. New data can include: <ul style="list-style-type: none"> ○ New Assessments such as a Functional Behavioral Assessments, new evaluation, difficulty behavior, major incident, struggling in a specific area. • Come to a conclusion about adjustments made to this student's individual plan. • Document the following conclusion and changes that have resulted from this meeting. IEP Revision Template (if IEP is not in IEPWriter) <ul style="list-style-type: none"> ○ Write in a description of the meeting, conclusions reached, and sections of the IEP that have had changes made to it.
<i>Items to Document</i>	<ul style="list-style-type: none"> • Invitation to Participate to the IEP Team Meeting • Front Page should have the date and description of the IEP meeting, conclusions reached, and sections that the IEP has had changes made to it. • Sign In Sheet for all participants. • Parents signs that they have received a copy of the procedural safeguards. • Present Levels of Performance – Should document the IEP team meeting, what was discussed, and a description of conclusions. • Changes – should be made in the appropriate part of the IEP. • Note – Remember that class changes need to be noted in the Transition Section and may impact a student's level of placement. • NOREP – if the student is going to be changed in placement or a change in the level of services, a new NOREP must be issued and agreed to by the parent.

Failure Revisions

<i>Failure revisions need to occur for students who are in danger of failing a course(s) for the school year. For Elementary Students, failure revisions need to occur for any student on your caseload who is failing at the end of the 1st trimester. For High School Students, failure revisions need to occur for any student on your caseload who is failing at the end of the 3rd Quarter.</i>
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<i>Steps to Amend the Document</i>	<ul style="list-style-type: none"> ● Review Grades & Attendance in PowerSchool ● Previous IEP
<i>Steps to Amend an IEP</i>	<ul style="list-style-type: none"> ● Create an invitation to participate for the parent and student. ● Hold an IEP team meeting to review student grades. Review of data can include: <ul style="list-style-type: none"> ○ Screenshot of grades from PowerSchool ○ Review of progress monitoring reports ● Document the following conclusion and changes that have resulted from this meeting. IEP Revision Template (if IEP is not in IEPWriter) <ul style="list-style-type: none"> ○ Write in a description of the meeting, conclusions reached, and sections of the IEP that have had changes made to it. ○ SDIs that have been implemented to support the student ○ Further support for the student to help them pass (i.e. office hours, after school tutoring, etc.). ○ Amendments to IEP goals if the student is not making progress towards them.
<i>Items to Document</i>	<ul style="list-style-type: none"> ● Invitation to Participate to the IEP Team Meeting ● Front Page should have the date and description of the IEP meeting, conclusions reached, and sections that the IEP has had changes made to it. ● Sign In Sheet for all participants. ● Parent signs that they have received a copy of the procedural safeguards. ● Present Levels of Performance – Should document the IEP team meeting, what was discussed, and a description of conclusions. <ul style="list-style-type: none"> ○ Example: <p>Failure Revision 02-24-2024</p> <p>STUDENT NAME is currently in danger of failing Physical Science and Physical Education for the 2nd Semester. Additionally, HE/SHE did not pass their Algebra 2 & English 1 course, during Semester 1 and did not earn the credit for these classes as part of HIS/HER graduation requirements. HE/SHE will have the opportunity to take up to 3 credits during summer 2024 credit recovery to make up for missing credits. STUDENT NAME has had ____ absences for the school year. They need to improve their attendance to help improve their grades.</p> <p>STUDENT NAME’s teachers report that they have implemented the following SDIs: Class schedule with Zoom links, work provided at the student’s instructional level, scaffolded material, extended time on assessments and assignments, office hours & phone calls home.</p> <p>To earn credits for the semester 2 courses, HE/SHE will need to complete assignments and participate in class activities on a daily basis. HE/SHE would greatly benefit from attending the live synchronous lessons provided by the teachers four times per week. HE/SHE is encouraged to attend teachers' office hours which occur twice a week on Wednesday mornings and Friday</p>

	<p>afternoons. During these office hours, HE/SHE will have the opportunity to receive small group instruction or one on one support from teachers. If daytime sessions conflict with their schedule, evening tutoring hours are also available via zoom on zoom Mondays, Tuesdays, Wednesdays, and Thursdays between the hours of 6:00 PM and 8:00 PM. (Zoom Link). Below are HIS/HER grades for semester 1: (insert screenshot of grades).</p> <ul style="list-style-type: none"> • Changes – should be made in the appropriate part of the IEP. • NOREP – if the student is going to be changed in placement or a change in the level of services, a new NOREP must be issued and agreed to by the parent.
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Adopting an IEP

Adopting an IEP must be done within 30 days of enrollment from another school or district. The purpose of this is to accept a current (in compliance) IEP. The school then has the option of keeping all parts of the IEP as is or to give a 30 day period to reconvene and hold an new IEP meeting.

<i>Documents Needed</i>	<ul style="list-style-type: none"> • Previous IEP • Previous Re-evaluation
<i>Steps to Adopt the Document</i>	<ul style="list-style-type: none"> • Create an invitation to participate for the parent and student. • Utilize the ABCCS Adoption Template to document any revisions to IEPs not in IEPWriter. • On the front page, describe the team's action <ul style="list-style-type: none"> o The team agrees to adopt the IEP for a period of no longer than 30 days and will reconvene to conduct a new IEP annual review. The IEP team also agrees to adopt the Re-evaluation/Evaluation Report from the previous school. o The team agrees to adopt the IEP reconvene to conduct a new IEP annual review no later than 364 days from the previous Annual IEP meeting. The IEP team also agrees to adopt the Re-evaluation/Evaluation Report from the previous school. • If we are accepting the IEP, but amending different sections (we should): <ul style="list-style-type: none"> o Describe the amendment on the front page with the above statement. o Write in the amendment on the pages that will be changed. Have all present IEP team members sign the amended pages to confirm that they have seen and agree to that change. • Adoption IEP PowerPoint
<i>Documents that Need to be Signed or included</i>	<ul style="list-style-type: none"> • Parent and Student Invitation • ABCCS Adoption Template <ul style="list-style-type: none"> o Including the Procedural Safeguards Signature • NOREP describing placement • Pages on which amendments have been made • Medical Assistance Billing Form

Progressive Discipline for Staff Who Manage Compliance Documents

Action	1st Offense	2nd Offense	3rd Offense
Copy and Pasting IEP	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
IEP goes out of compliance (IEP meetings should be scheduled with the expectation that the meeting will not take place until the 3rd attempt)	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.	
Deadlines for completion of IEP components not met. Examples: <ul style="list-style-type: none"> First Meeting not scheduled at least a week and a half prior to due date. Not submitting a completed draft copy of the FBA, PBSP, IEP and NOREP two business days prior to the first IEP meeting date) 	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Two Missed Check-ins (not showing up nor communicating that these will be missed to reschedule)	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Feedback and Corrections to SPED paperwork not completed accurately prior to meeting date.	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Progress Monitoring not Submitted on Time	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Not completing an assigned	Verbal warning	Written Warning	Corrective Action

documentation, evaluation, intervention assigned by coordinator by assigned date.			Plan that outlines supports and conditions should the CAP not be met.
<p>Not completing appropriate testing for IEP including:</p> <ul style="list-style-type: none"> • Achievement Testing (WRMT & Key Math - 3) • Baselines for IEP goals • Functional Behavior Assessment (if required) • Formal and Informal Transition Assessments • Data collection from related services and their input (reach out to them at least 15 business days prior to IEP due date) • Data collection from teachers and their input (reach out to them at least 15 business days prior to IEP due date) 	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Not updating an IEP with 30 days of an evaluation including a functional behavioral assessment, psychoeducational evaluation, or evaluation by a related service provider	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.	
Not adoption an IEP within 30 days of a student's enrollment.	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.	

Appendix 1 Examples of Specifically Designed Instruction and Accommodations

COMMUNICATION: Nonverbal

SDI

- Instruction of signed English
- Cued Speech
- System of least prompts
- Speech
- Visual, written, picture prompts/cues
- Instruction of American Sign Language (ASL)
- Computer assisted instruction

ACCOMMODATIONS or MODIFICATIONS

- ◇ Communication boards/books/cards
- ◇ Communication boards/books/cards
- ◇ Picture based communication
- ◇ Switch activated devices
- ◇ Augmentative communication systems
- ◇ High technology communication devices
- ◇ Dynamic screen
- ◇ Switch accessible
- ◇ Scan accessible
- ◇ Educational interpreter
- ◇ American Sign Language (ASL)
- ◇ Communication systems
- ◇ Assistive technology

COMMUNICATION; Listening Comprehension

SDI

- Modeling
- Chunking
- Written prompts
- Preview – teach – review
- Outline Skills
- Teach note taking/identification of relevant information
- Repeat what is heard (student)
- Visual prompts/cues
- Paraphrasing / summarizing
- Mnemonic strategies

ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow wait time
- ◇ Previewing questions
- ◇ Preferential seating
- ◇ Outline skills
- ◇ Paraphrasing (student or teacher)
- ◇ Slow rate of presentation
- ◇ Advance organizer
- ◇ Short statements / to the point (avoid use of abstract language)
- ◇ Adequate voice volume
- ◇ Frequent comprehension checks
- ◇ Note taking
- ◇ Reduce noise level
- ◇ Rephrase / simplify
- ◇ Repeat phrases
- ◇ Visual aids
- ◇ Assistive technology

COMMUNICATION: Oral Expression

SDI

- Modeling (peer/teacher)
- Verbal, picture, visual, written prompts/cues
- Guided repetition

- Rehearsal, use of scripts
- Time Delay Strategies
- Sentence Strips (sentence builders)
- Role playing

ACCOMMODATIONS or MODIFICATIONS

- ◇ Extended response time
- ◇ Written as opposed to oral tests
- ◇ Preferential seating
- ◇ Structured environment
- ◇ Oral reading on volunteer basis
- ◇ Rehearsal, use of scripts
- ◇ Substitute display for oral report

- ◇ Sufficient wait time for student to begin responding
- ◇ Tape recorder
- ◇ Sentence strips
- ◇ Assistive technology

COMMUNICATION: Voice

SDI

- Model
- Vocal practice
- Social stories
- Self monitoring techniques
- Visualization techniques
- Relaxation exercises (i.e. yawn-sign)

- Visual prompts/cues
- Role playing
- Tactile stimulation
- Digital manipulation
- Direct teaching of replacement behaviors

ACCOMMODATIONS or MODIFICATIONS

- ◇ Behavior management plan
- ◇ Limit amount of talking time
- ◇ Develop signal system so student will know when abusive patterns are being used
- ◇ Control environment to eliminate

- opportunities for vocal abuse
- ◇ Tape recorder
- ◇ Assistive technology

COMMUNICATION: Fluency

SDI

- Modeling
- Starter techniques
- Relaxation techniques
- Auditory cues

- Chunking of words or sentences
- Easy onset
- Prolongation
- Breathing techniques

- Counseling techniques
- Role playing
- Tactile cues
- Self-monitoring techniques

- Visualization
- Choral reading
- Choral speaking

ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow adequate response time
- ◇ Allow wait time
- ◇ Allow student to speak first in oral group situations
- ◇ Group presentations instead of individual
- ◇ Peer buddy
- ◇ Modeling

- ◇ Calming techniques
- ◇ Only call on student to answer questions when student volunteers
- ◇ Chunking
- ◇ Assistive technology
- ◇ Assistance with speaking task

COMMUNICATION: Receptive Language

SDI

- Visual, written, picture prompts/cues
- Modeling
- System of least prompts
- Simultaneous prompting
- Time delay
- Verbal cues
- Verbal rehearsal

- Visualization
- Cloze procedures
- Direct instruction
- Auditory bombardment of language targets
- Verbal repetition
- Mnemonic strategies

ACCOMMODATIONS or MODIFICATIONS

- ◇ Preferential seating
- ◇ State restate directions (repeat directions)
- ◇ Speak with slow rate of speech
- ◇ Keep directions simple
- ◇ Use gestures and visual cues
- ◇ Rephrase directions
- ◇ Establish routine to obtain student

- attention
- ◇ Use picture schedule
- ◇ Use picture cues
- ◇ Sentence strips – (sentence builders)
- ◇ Tape recorder
- ◇ Simplify directions
- ◇ Paraphrase direction

COMMUNICATION: Pragmatics

SDI

- Social scripts
- Social stories
- Written prompts
- Role playing

- Modeling
- Verbal prompts
- Guided responding
- Environmental prompts

- Chaining
- Shaping

- Video self modeling

ACCOMMODATIONS or MODIFICATIONS

- ◇ Monitor and provide feedback
- ◇ Peer buddy monitoring
- ◇ Providing / addressing sensory issues
- ◇ Provide opportunities for: turn taking, initiating/terminating conversation,

- commenting,
asking questions
- ◇ Sensory diet
- ◇ Assistive technology

COMMUNICATION: Articulation /Phonology

SDI

- Auditory Discrimination Training
- Modeling
- Mirror training
- Oral motor exercise
- Visual prompts
- Repetitive drill / trials
- Touch prompts/cues
- Time Delay
- Minimal pair drills
- Auditory bombardment
- Guided Rehearsal
- Phoneme placement cues

- Tactile prompts/cues
- Visual prompts/cues
- Discrete phoneme production training
- Oral motor desensitization/stimulation
- Cued Speech
- Oral prompts
- Vocal Practice
- Verbal Rehearsal
- Phonemic Awareness Training
- Direct instruction
- Closed Set Training
- Open Set Training

ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow adequate response time
- ◇ Allow appropriate wait time
- ◇ Provide correct speech samples
- ◇ Model correct speech patterns when student makes incorrect speech patterns
- ◇ Tape recorder
- ◇ Assistive technology
- ◇ Educational Interpreter-Signed English
- ◇ Educational Interpreter-Conceptually Correct English
- ◇ Educational Interpreter-Pigeon English

- ◇ Previewing questions
- ◇ Preferential seating
- ◇ Outline skills
- ◇ Paraphrasing
- ◇ Short statements (eliminate abstract language)
- ◇ Adequate voice volume
- ◇ Frequent comprehension checks
- ◇ Reduce noise level
- ◇ Repeat directions
- ◇ Picture cues

- ◇ Content-based vocabulary
- ◇ Personal directory
- ◇ Color-coded: key words
- ◇ Structured environment
- ◇ Computer support

- ◇ Monitor and provide feedback (oral, signed, etc.)
- ◇ Step-by-step instructions

ACADEMICS: Basic Reading

SDI

- | | |
|---|--|
| <ul style="list-style-type: none"> · Phonemic Awareness Training · Decoding Strategies · Blending with Visual Prompts · Use of Decodable Texts · Time Delay · Repeated Reading · Chunking · Modeling · Compare / contrast strategy · Direct Instruction | <ul style="list-style-type: none"> · Model-Lead-Test · Meta Linguistics · Picture prompts/cues · Multi-sensory teaching strategies · Choral reading · Paired reading · Neurological impress · Echo reading |
|---|--|

ACCOMMODATIONS or MODIFICATIONS

- | | |
|--|---|
| <ul style="list-style-type: none"> ◇ Student should read aloud ◇ Extended time ◇ Large print ◇ Highlighted material ◇ Tachistoscope | <ul style="list-style-type: none"> ◇ Braille ◇ Oral presentation of materials ◇ Assistive technology |
|--|---|

ACADEMICS: Reading Comprehension

SDI

- | | |
|--|---|
| <ul style="list-style-type: none"> · Graphic organizers · Modeling · “Cloze” procedures · Anticipation guides · Mnemonic strategies · Advance organizers · Visual prompts · Pre-teaching concepts / vocabulary · K-W-L strategy | <ul style="list-style-type: none"> · Verbal summarization · Open-ended stories · Recorded books with appropriate pacing · QAR – question, answer, response · Insert strategy · Choral Reading · Paired Reading · Neurological Impress · Echo Reading |
|--|---|

ACCOMMODATIONS or MODIFICATIONS

- ◇ Taped materials
- ◇ Highlighting
- ◇ Large print
- ◇ Braille
- ◇ Use of reader
- ◇ Paraphrasing

- ◇ Oral presentation of materials
- ◇ Assistive technology
- ◇ Advance organizers

ACADEMICS: Written Language

SDI

- | | |
|---|---|
| <ul style="list-style-type: none"> · Tracing handwriting · Picture prompts · Visual, physical prompts/cues · Modeling · Repetitive Practice · Guided practice · Small group instruction · System of least prompts · Graphic organizers | <ul style="list-style-type: none"> · Tactile kinesthetic tracing · Direct instruction · Mnemonic strategies · Error monitoring/self-monitoring/editing · Prewriting activities · Mnemonic strategies · Computer assisted instruction |
|---|---|

ACCOMMODATIONS or MODIFICATIONS

- | | |
|--|---|
| <ul style="list-style-type: none"> ◇ Modified tests and assignments ◇ Copies of overheads (directions, notes, etc.) ◇ Large print materials ◇ Finish task in alternate setting ◇ Story starters – prewriting and composition ◇ Scripted writing task – scaffolding ◇ Preferential seating for board work ◇ Highlighting ◇ Color coded direction words ◇ Student paraphrasing of directions | <ul style="list-style-type: none"> ◇ Raised line paper ◇ Paragraph with Cloze procedures ◇ Oral response to test questions ◇ Scribe ◇ Tape recorder to talk into/write from ◇ Pencil grips ◇ Brisk pacing in presentation ◇ Advance organizers ◇ Prewriting ◇ Assistive technology ◇ Allow test retaking |
|--|---|

ACADEMICS: Math (Math Calculation and Reasoning)

SDI

- | | |
|---|---|
| <ul style="list-style-type: none"> · Direct Instruction · Multi-sensory teaching strategies · Next dollar · Time delay · Most to least prompts | <ul style="list-style-type: none"> · Modeling · Guided practice · Mnemonic strategies · Chunking · Word problem strategies |
|---|---|

- Small group instruction
- Touch five coin counting strategy
- Visual, picture, written prompts/cues
- Model-Lead-Test
- Repetitive practice

ACCOMMODATIONS or MODIFICATIONS

- ◇ Modified tests/assignments
- ◇ Note taking (photocopies)
- ◇ Extended time
- ◇ Graph paper / vertical lined paper
- ◇ Manipulatives
- ◇ Calculator
- ◇ Use of a number line
- ◇ Study guides
- ◇ Peer buddy / peer tutoring
- ◇ Repetitive practice
- ◇ Practice and use of a calculator
- ◇ Oral presentation of materials/assessments
- ◇ Assistive technology
- ◇ Advance organizers

VOCATIONAL: Task Completion/On Task

SDI

- Modeling
- Partial participation
- Self-talk
- Video self modeling
- Differential reinforcement
- Self-monitoring/evaluation
- Task analysis (student)
- Ecological inventory
- Graphic organizer
- System of least prompts
- Simultaneous prompting
- Cueing (verbal, nonverbal, visual, picture, photo, etc.)

ACCOMMODATIONS OR MODIFICATIONS

- ◇ Modified tests/assignments
- ◇ Use of timer
- ◇ Dual set of materials for school and home
- ◇ Paraphrasing
- ◇ Extended time
- ◇ Rubric
- ◇ Peer tutor
- ◇ Mentors
- ◇ Oral presentation of materials
- ◇ Redirection/corrective feedback
- ◇ Behavior contract
- ◇ Environmental modifications
- ◇ Assistive technology
- ◇ Work systems

VOCATIONAL: Follow Directions

SDI

- Task analysis
- Self monitoring

- Verbal prompts or cues
- Differential reinforcement
- System of least prompts
- Role playing
- Modeling
- Self-talk

- Time delay
- Mnemonics
- Advance organizers
- Video self modeling

MODIFICATIONS

- ◇ Paraphrase
- ◇ Endless loop tape
- ◇ Alternate modes for giving directions (pictures, photos, etc.)
- ◇ Contracts

- ◇ Oral presentation of materials
- ◇ Visual supports
- ◇ Assistive technology

VOCATIONAL: Rate/Speed Work

SDI

- Direct instruction
- Verbal prompts
- Self monitoring
- Differential reinforcement
- Role playing
- Modeling

ACCOMMODATIONS or MODIFICATIONS

- ◇ Timer
- ◇ Schedule
- ◇ Checklist
- ◇ Pictorial representation of task
- ◇ Audio stimulation to support rhythmic
- pace
- ◇ Repeated practice
- ◇ Work systems
- ◇ Assistive technology

VOCATIONAL: Follow Schedule

SDI

- Direct instruction
- Graduated guidance
- Picture agenda
- Task analysis
- Verbal practice/prompts
- Repeated practice
- Modeling
- Role playing
- System of least prompts

ACCOMMODATIONS or MODIFICATIONS

- ◇ Color coding
- ◇ Highlighting

- ◇ Timer
- ◇ Map
- ◇ Picture schedules
- ◇ Object schedules

- ◇ Picture agenda
- ◇ Repeated practice

VOCATIONAL: Attendance

SDI

- Differential reinforcement
- Token economy
- Verbal prompts/cues
- Visual Prompts

ACCOMMODATIONS or MODIFICATIONS

- ◇ Contracts
- ◇ Escort to class
- ◇ Proximity to classroom
- ◇ Alternate dismissal

VOCATIONAL: Working Independently

SDI

- Graduated guidance
- Differential reinforcement
- Verbal prompts/cues
- Task analysis

ACCOMMODATIONS or MODIFICATIONS

- ◇ Shortened assignment
- ◇ Study Carrel
- ◇ Alternate environment
- ◇ Work systems

VOCATIONAL: Decision Making

SDI

- Self-talk
- Mnemonic Strategies
- Role playing
- Modeling
- Visual prompts/cues
- Direct instruction
- Social stories
- Verbal prompts/cues

ACCOMMODATIONS or MODIFICATIONS

- ◇ Pictures
- ◇ Assistive Technology

VOCATIONAL: Self-Evaluation

SDI

- Error monitoring
- Modeling
- Task analysis
- Self monitoring
- Mnemonic strategies
- Video Self Modeling
- Visual prompts/cues

ACCOMMODATIONS or MODIFICATIONS

- ◇ Pictures
- ◇ Work systems
- ◇ Rubric
- ◇ Progress graph
- ◇ Checklists
- ◇ Peer editing

VOCATIONAL: SOCIAL COMPETENCE

SDI

- Differential reinforcement
- Corrective feedback with Re-teaching
- Student repeats directions/paraphrases
- Student study teams
- Planned ignoring
- Behavior Intervention Plan
- Direct teaching of replacement behaviors
- Explicit Social Skill Instruction
- Modeling
- Role plays
- Visual, written, vocal prompts/cues
- Social Stories
- De-escalation strategies
- Relaxation strategies
- Direct instruction

ACCOMMODATIONS or MODIFICATIONS

- ◇ Frequent, positive feedback/specific praise
- ◇ Daily/weekly home contact
- ◇ Contracts
- ◇ Student created reinforcement menu
- ◇ Sequential directions
- ◇ Short, concise directions
- ◇ Frequent breaks
- ◇ Provide opportunity for movement
- ◇ Signal, inference cues
- ◇ Proximity control
- ◇ Structured transitions
- ◇ Use of a timer
- ◇ Reinforcement menu
- ◇ Peer tutor/buddy

VOCATIONAL: PHYSICAL FUNCTIONING

SDI

- Differential reinforcement
- Corrective feedback with Re-teaching
- Student repeats directions/paraphrases
- Direct Instruction
- Hand-over-hand guidance
- Modeling

- One-on-one instruction
- Redirection
- Self-instruction
- Self-monitoring
- Self-talk
- Small group instruction
- System of least prompts
- Verbal prompts
- Video Self-Modeling
- Visualization
- Visual, written, vocal, physical prompts/cues
- Social stories

ACCOMMODATIONS or MODIFICATIONS

- ◇ Partial participation
- ◇ Modified equipment
- ◇ Modified rules
- ◇ Modified tests, activities and assignments

Appendix 2 – Sample NOREPs: ESY, Graduation, and Aging Out

ESY NOREP (can include with your annual NOREP):

NOTICE OF RECOMMENDED EDUCATIONAL
PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN) _____ School Age _____

Child's Name: _____ STUDENT INFO

Date Sent (mm/dd/yy): _____

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

For LEA Use Only:
Date of Receipt of Signed
NOREP/PWN

Dear _____ :

This is to notify you of the Local Education Agency's (LEA's) action regarding your child's educational program.

1. Type of action taken:

- ☐ Proposes initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
- ☐ Refusal to initiate an evaluation (Must issue *Procedural Safeguards Notice*)
- ☐ Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Refusal to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Change of placement for disciplinary reasons (Must issue *Procedural Safeguards Notice*)

- ☐ Due process hearing, or an expedited due process hearing, initiated by LEA
- ☐ Graduation from high school
- ☐ Exiting special education
- ☐ Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
- ☒ Extended School Year (ESY) services
- ☐ Response to request for an independent educational evaluation (IEE) at public expense
- ☐ Other

2. A description of the action proposed or refused by the LEA:

The LEA has proposed that STUDENT NAME attend the Extended School Year (ESY) program at SCHOOL NAME from June 25, 2024 to July 25, 2024, Tuesday through Thursday.

STUDENT NAME will receive the following services during the ESY program in addition to academic support: [list related services and frequency] *Ex. Speech Therapy 30min/wk, OT 30min/wk, transportation daily*

3. An explanation of why the LEA proposed or refused to take the action:

The IEP team has determined that STUDENT NAME is eligible for ESY services and the proposed ESY program was determined to be appropriate for STUDENT NAME.

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at www.pattan.net):

Options Considered	Reason for Rejection
The regular educational environment with supplementary aids and services was considered as an option.	Regular summer school programming would not provide the supports necessary for the student to make progress towards attainment of his/her IEP goals.
No ESY programming	A lack of ESY services may cause the student to have difficulty retaining progress made on IEP goals and/or demonstrate regression or extended recoupment of learned skills.
ESY programming at an alternative location	This option does not provide the student with an opportunity for ESY programming in the least restrictive environment.

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Review of current evaluation, progress monitoring data, and present levels indicated in current IEP.

6. A description of other factors that were relevant to the LEA's proposal or refusal:

Parent and teacher input

7. The educational placement recommended for your child is (State the amount and type of special education

supports, e.g., Itinerant Learning Support, Supplemental Autistic Support, Full-Time Emotional Support):

[SAME TYPE OF SUPPORT PROVIDED DURING THE SCHOOL YEAR]

School District Superintendent/Designee
Charter School CEO

Signature

Date
(mm/dd/yy)

You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title: _____ LEA INFO Phone: _____

Email Address: _____

GRADUATION NOREP:

NOTICE OF RECOMMENDED EDUCATIONAL
PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN) _____ School Age

Child's Name: _____ STUDENT NAME

Date Sent (mm/dd/yy): _____ DATE ISSUED

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

For LEA Use Only:
Date of Receipt of Signed
NOREP/PWN

PARENT/STUDENT :

Dear

This is to notify you of the Local Education Agency's (LEA's) action regarding your child's educational program.

1. Type of action taken:

- ☐ Proposes initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
- ☐ Refusal to initiate an evaluation (Must issue *Procedural Safeguards Notice*)
- ☐ Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Refusal to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Change of placement for disciplinary reasons (Must issue *Procedural Safeguards Notice*)
- ☐ Due process hearing, or an expedited due process hearing, initiated by LEA
- ☒ Graduation from high school

☒ Exiting special education

☐ Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)

☐ Extended School Year (ESY) services

☐ Response to request for an independent educational evaluation (IEE) at public expense

☐ Other

2. A description of the action proposed or refused by the LEA:

The LEA proposes that STUDENT NAME graduate with a regular diploma from Aspira Bilingual Cyber Charter School on June 7, 2024.

3. An explanation of why the LEA proposed or refused to take the action:

STUDENT NAME has earned all necessary credits and has met all graduation requirements.

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at www.pattan.net):

Options Considered	Reason for Rejection
Graduating on IEP goals	Student will be graduating with a regular diploma.
Remaining at ABCCS until the age of 21	Parent rejected this option.

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Review of quarterly report cards, transcripts, completion of senior requirements and progress monitoring reports

6. A description of other factors that were relevant to the LEA's proposal or refusal:

Parent input

7. The educational placement recommended for your child is (State the amount and type of special education supports, e.g., Itinerant Learning Support, Supplemental Autistic Support, Full-Time Emotional Support):

The LEA proposes that STUDENT NAME graduate with a regular diploma from Aspira Bilingual Cyber Charter School on June 7, 2024.

School District Superintendent/Designee
Charter School CEO

Signature

Date
(mm/dd/yy)

You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title: _____ LEA INFO Phone: _____
Email Address: _____

AGING OUT NOREP:

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN) _____ School Age

Child's Name: _____ STUDENT NAME

Date Sent (mm/dd/yy): _____ DATE ISSUED

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

For LEA Use Only:
Date of Receipt of Signed
NOREP/PWN

PARENT/STUDENT :

Dear

This is to notify you of the Local Education Agency's (LEA's) action regarding your child's educational program.

1. Type of action taken:

- ☐ Proposes initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
- ☐ Refusal to initiate an evaluation (Must issue *Procedural Safeguards Notice*)
- ☐ Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Refusal to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Change of placement for disciplinary reasons (Must issue *Procedural Safeguards Notice*)
- ☐ Due process hearing, or an expedited due process hearing, initiated by LEA
- ☐ Graduation from high school
- ☐ Exiting special education
- ☒ Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
- ☐ Extended School Year (ESY) services
- ☐ Response to request for an independent educational evaluation (IEE) at public expense
- ☐ Other

2. A description of the action proposed or refused by the LEA:

The LEA proposes that STUDENT NAME graduate from Oney Charter High School on June 19, 2013.

3. An explanation of why the LEA proposed or refused to take the action:

STUDENT NAME is 21 years of age. They no longer qualify for Special Education services under the Individuals with disabilities education act.

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at www.pattan.net):

Options Considered	Reason for Rejection
Graduating from ABCCS	Student will be aging out at the end of this academic year.

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Review of quarterly report cards, transcript, and progress monitoring reports

6. A description of other factors that were relevant to the LEA's proposal or refusal:

Parent input

7. The educational placement recommended for your child is (State the amount and type of special education supports, e.g., Itinerant Learning Support, Supplemental Autistic Support, Full-Time Emotional Support):

School District Superintendent/Designee
Charter School CEO

Signature

Date
(mm/dd/yy)

You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title: _____ LEA INFO Phone: _____
Email Address: _____

Appendix 3 –Examples of Behavioral Interventions

Tier 3 Interventions – Assessment Based and High Intensity
<ul style="list-style-type: none"> ● Suspension ● Removal of privileges – supervised lunches, loss off extra curricular, loss of a school trip. ● Use of social stories. ● Required Community Service to the Community or School over a longer period of time ● Token Economy tied to weekly contingency goals ● Individual Counseling Sessions Focusing on a Target Behavior
Tier 2 Interventions – High Efficiency and Rapid Response – May require an IEP Meeting
<ul style="list-style-type: none"> ● In School Suspension ● Accommodation Room ● Required Community Service or Service to the School – One instance ● Peer Mediation ● Token Economy ● Required Group Counseling Series – Different Focuses for Different Behaviors <ul style="list-style-type: none"> ○ Aggression ○ Social Skills ○ Role Playing Expected Behaviors
Tier 1 Interventions – All Settings
<ul style="list-style-type: none"> ● Detentions ● Phone Calls Home ● Parent Meetings ● Check In's with Case Managers and the Counselor ● Required Reflective Essays on Misbehaviors ● Praise for on task positive behaviors ● Initially use non-verbal and less invasive redirection (group reminders, indirect reminders, non-verbal prompts) ● Directions should given in a specific, sequential, observable, and concrete manner.

Antecedent Strategies
<p>Avoid large or noisy crowds</p> <p>Avoid Long Delays</p> <p>Avoid Repetitive tasks</p> <p>Avoid Power struggles</p> <p>Avoid Long periods of desk work</p>

<p>Avoid seating arrangement next to instigating peers</p> <p>Avoid negative language, such as “no” or “stop”</p> <p>Avoid reprimands</p> <p>Avoid talking about the student’s problem behavior in their presence.</p>
Environmental Engineering
<p>Post all classroom rules and daily schedules in prominent locations</p> <p>Preferential Seating</p> <p>Needed materials are easily accessible</p> <p>Rearrange the room or furniture</p> <p>Create separate or designated work areas</p> <p>Quiet Areas</p> <p>Change lighting</p> <p>Adjust sound</p> <p>Minimize or eliminate distracting materials</p>
Provide Structure
<p>Set Clear Expectations and Rules</p> <p>Preview Rules and Behavioral Expectations</p> <p>Structured Daily Schedule</p> <p>Visual Schedule</p> <p>Preview Schedule</p> <p>Preferred Activities scheduled in daily routines</p> <p>Schedule adjustment</p> <p>Non-preferred activities scheduled among preferred activities</p> <p>Student involved in planning</p> <p>Planned activities for transition times</p> <p>Routines or signals to prepare for transition</p> <p>Minimize down time</p> <p>Predictability</p> <p>Structuring non-instructional periods, including recess</p>
Provide Strategies to Increase Compliance
<p>Offer Choices</p> <p>5-10 second compliance window</p> <p>Effective commands</p> <p>Prompting</p> <p>Precision requests</p> <p>Proximity control</p> <p>Quiet start requests</p> <p>Allow flexible seating positions</p>
Design Social Supports
<p>Positive Peer role models</p> <p>High rate of positive responses</p> <p>Peer mentor/tutor opportunities</p>

Peer involvement and influence Progress reporting Parent-teacher communication system Monitoring Personal connection with student Participation in extracurricular activities Positive Peer Reporting Transition Support Meaningful work projects
Promote Self Regulation
Allow the student to take frequent breaks during difficult work activities Provide time alone or time to regroup after a negative event Self Monitoring

Decreasing Inappropriate Behavior
Prompts
Redirection Verbal Prompt Visual prompt Gestural Prompt Physical Prompt Corrective Feedback Verbal rehearsal Rule Review
Withholding access to “Pay Offs”
Extinction <ul style="list-style-type: none"> ● Planned Ignoring ● Eliminate audience ● Peering Ignoring ● In-class time out Follow Through

Problem Behavior Persist Despite Least Restrictive Intervention
Conference with student Parent contact Parent Conference Offering student choices Reflection center Response cost Detention In school suspension Restitution Positive Practice

Peer Consequences
Reflective Essay
Required Relaxation

Appendix 4 – Summary of Academic Achievement and Functional Performance, [Resource Folder Here \(Click\)](#)

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE School Age

Student Name: Student
District/School Name: District
Date Summary Issued to Student (mm/dd/yy): 05/22/24

Student Name :
Dear

Now that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into four parts. Part 1 provides information we currently maintain about you. Part 2 summarizes your academic achievement and functional performance in school. Part 3 provides recommendations for assistance you may need to meet your postsecondary goals. Part 4, which is optional, gives you a chance to provide information related to your achievement and performance.

Part 1: Student Information

Student Name: Student Date of Birth: _____
Year of Graduation/Exit: 2024
Student Address: _____
City, State, Zip: _____
Student Phone: _____
Current School: _____ Current School Phone: _____

Part 2: Summary of Student Performance

ACADEMIC ACHIEVEMENT (if appropriate)	ACCOMMODATIONS	RECOMMENDATIONS
Academically, you are functioning at the 7 th grade level in reading and math. You are fully involved in the general education curriculum and can produce work with support, accommodations and specially designed instruction. You have completed all of your graduation requirements and will be earning your high school diploma.	<ul style="list-style-type: none">• Simplified directions• Graphic organizers• Extended time• Preferential Seating Arrangements - Front of Classroom/Reduce Distractions• Small Group Testing	<p>Your goal is to attend a 2-year college or junior college. You need to review college catalogs, sign up to take the SAT Exam and apply to colleges of your choice.</p> <p>Career planning websites: pacareerzone.org pacareerstandards.com educationplanner.org</p> <p>You need to apply to:</p>

		Office of Vocational Rehabilitation 444 N. 3 rd Street, 5 th Floor Philadelphia, PA 19123 (215) 560- 1900
FUNCTIONAL PERFORMANCE (if appropriate)	ACCOMMODATIONS	RECOMMENDATIONS
<p>Career/Vocational:</p> <p>Student completed Career Clusters Interest Survey on March 16, 2012. This survey identified three different career clusters that may interest Student: Arts/A-V Technology/Communication, Hospitality/Tourism, and Law/Public Safety/Corrections/Security.</p>	<ul style="list-style-type: none"> • Simplified directions • Graphic organizers • Extended time • Preferential Seating Arrangements - Front of Classroom/Reduce Distractions • Small Group Testing 	<p>Career planning websites: pacareerzone.org pacareerstandards.com educationplanner.org</p> <p>You need to apply to:</p> <p>Office of Vocational Rehabilitation 444 N. 3rd Street, 5th Floor Philadelphia, PA 19123 (215) 560- 1900</p>
<p>Social Skills and Behavior:</p> <p>Student usually displays behavior that is appropriate for school. He is respectful to his peers and teachers. Student, however, is inconsistent in regards to attending school regularly. In addition, he often reports to school late.</p>	<ul style="list-style-type: none"> • Simplified directions • Graphic organizers • Extended time • Preferential Seating Arrangements - Front of Classroom/Reduce Distractions • Small Group Testing 	<p>Student needs to understand the importance of schedule keeping. Student also needs to report to commitments on time and on a regular basis.</p>
<p>Independent Living Skills:</p> <p>N/A</p>	N/A	N/A

Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals

POSTSECONDARY GOALS	NEXT STEPS	OFFICE/AGENCY	CONTACT INFORMATION	REASON FOR CONTACT
<p>Postsecondary Education and Training:</p> <p>Given the necessary material, Student will prepare for an appropriate two-year or junior college with teacher conferences at 80%</p>	<p>Student should to consider Community College of Philadelphia as an option.</p>	<p>Community College of Philadelphia (CCP): Center of Disability</p>	<p>1700 Spring Garden St, Room M1-22, Philadelphia, PA 19130 215-751-8050</p>	<p>Center of Disability at CCCP will effectively help Student enroll and prepare for the upcoming semester.</p>

Employment: With provided assistance, Student will prepare for competitive employment at 80%.	Student should begin to look for employment in areas that interest him. He should also begin completing job applications and preparing for interviews	Office of Vocational Rehabilitation (OVR)	444 N. 3 rd Street, 5 th Floor Philadelphia, PA 19123 (215) 560-1900	OVR provides vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment.
Independent Living: The IEP team considered this transition area and determined there is no need for specially designed instruction at this time.	N/A	N/A	N/A	N/A

Part 4: Student Perspective (Optional)

Please answer the following questions based upon your high school experiences:	
In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?	
Which of these accommodations and supports has worked best for you?	
What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?	

We have enclosed a copy of this document for you to share with your parents. We also will place a copy in our records. If you have questions concerning this document, please contact:

Name: _____

Phone: _____

Email Address: _____

For help in understanding this form, an annotated *Summary of Academic Achievement and Functional Performance* is available at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

6301 N. 2nd Street, 3rd Floor

Philadelphia, PA 19120

Progress Monitoring – Report of Progress

Student Name:		Current School Assignment:	ABCCS
ID:		Grade:	12
D.OB:		Age:	19

_____ progress toward his or her annual goals and the extent to which annual goals can be achieved by the end of the IEP year are provided below.

Goal:
Date
Comments:

Goal:
Date
Comments:

Goal:
Date
Comments:

Goal:
Date
Comments:

ESY Checklist

Student's Name: _____ **Date:** _____

Data Collector's Name: _____

1. Did the student receive ESY services in the past? [Review previous IEPs, section IV.(D.)]

_____ Yes _____ No Dates: _____

Progress on goals and consecutive IEPs

2. Do the present education levels between the student's current IEP and previous IEPs indicate progress toward goals? [Review the last and current IEPs, section II]

_____ Yes _____ No

3. Do the goals and objectives between the student's current IEP and previous IEPs indicate progress toward the goals? [Review the last and current IEPs, section III]

_____ Yes _____ No

4. Did the student master any of his/her goals from the previous or current IEP? [Review the last and current IEPs, section III]

_____ Yes _____ No

5. Does the student's IEP progress report indicate progress made on current goals and objectives? [Review the current IEP, section III, or other appropriate documentation]

_____ Yes _____ No

6. Has the student demonstrated self-sufficiency and independence from caretakers on any of his/her goals, if appropriate? [Review the current IEP, section III]

_____ Yes _____ No _____ Not Applicable

Progress reports maintained by therapists

7. If the student received therapy, do reports of therapist indicate the student made progress? [Consult with therapist(s) involved and check cumulative record file for reports]

_____ Yes _____ No _____ Not Applicable

Reports by parents

8. Are there any reports by parent(s) regarding negative changes in adaptive behaviors or in other skill areas? [Check files for letters or notes, assignment book, parent comment section or report cards, etc.]

_____ Yes _____ No

Medical Reports

9. Are there any medical or other agency reports indicating degenerative-type difficulties which become exacerbated during breaks in educational services? [Consult nurse and check cumulative folder]

_____ Yes _____ No

Observation and opinions of educators

10. Has information from other school staff who work with this student been provided regarding the relevant factors (i.e., regression/recoupment, mastery, self-sufficiency, or successive interruption) that indicates any concerns in one or more of these areas? [Check report card comments, interview staff]

_____ Yes [information indicates concern]
_____ No [information indicates no concern]
_____ NA [no information provided]

11. Is there data indicating that successive interruptions in educational programming (e.g., winter break, summer vacation, etc.) resulted in a consistent pattern of withdrawal from the learning process? [Check baseline data, anecdotal records or interview staff]

_____ Yes _____ No

Results of tests

12. Do the student's grades and report card indicate progress? [Check grade book, report cards, interview other staff]

_____ Yes _____ No

13. Do results of tests such as criterion-referenced tests, curriculum-based assessments, ecological life skills assessments, or other equivalent measures (e.g., portfolio assessment, end of unit tests, etc.) indicate progress? [Check report cards, cumulative folders, and other staff]

_____ Yes _____ No

Glossary of terms

Regression – whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming.

Recoupment – whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.

Target groups – students with severe disabilities, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental retardation involvement and severe multiple disabilities.

Self-sufficiency – the ability to function as independently as possible. The goal of instruction related to basic life skills is to reduce the student's reliance on caregivers.

Appendix 7 – Low Incidence/STAR Curricular Domains

CURRICULAR DOMAINS AND GOAL AREAS

Secondary

Personal Maintenance	Domestic Maintenance	Recreation & Leisure	Functional Academics	Vocational Skills	Interpersonal Communication & Social Skills
Assisted Eating Skills	Grocery Shopping	Spectator Activities	Sight Reading	Job Search Skills	Responding to the environment
Independent Eating Skills	General Shopping	Game Activities	Reading – Word Analysis Skills	Work Habits	Responding to Others
Toileting	Food Handling	Individual Sports	Reading Comprehension	Job Related Behavior	Following Directions/Routines
Grooming	Use of Tools and Appliances	Travel	Writing	Housekeeping and Janitorial Skills	Assuming Responsibility for Self
Dressing	Cooking	Hobbies	Mathematics	Manipulative, A & P Skills	Initiating an Interaction
Health Care	Meal Preparation	Physical Fitness	Measurement Skills	Stocking and Warehousing Skills	Indicating Preferences
	After Meal Clean-Up	Team Sports	Calendar Skills	Use of Tools and Equipment	Expressing Self to Others
	Cleaning Skills		Time Skills	Office and Clerical Skills	Helping/Requesting
	Laundry Skills		Money Handling Skills	Restaurant and Kitchen Skills	Coping with Negatives
	Sewing and Mending		Telephone Skills	Customer Service	
	Gardening			Household Repair	
	Basic Home Maintenance			Maintenance	

Community Based Instruction: Part 3

October 25th, 2023

CBI Part 2 (Review)

Shopping - Task Analysis Level B

<i>Student Name:</i>	Mckell		Xianali		Kaseem	
<i>Objectives for CHECKOUT:</i>	Trial 1	Trial 2	Trial 1	Trial 2	Trial 1	Trial 2
Waits appropriately in line	6		6		Before: N/A	After purchase: 1
Counts out correct amount of money	3		3			
Hands money to cashier	4		6		2	

Notes

<i>Student Name:</i>	Mckell	Xianali	Kaseem
Collects change and receipt			
Makes sure money and items are secure before moving from cashier/leaving store	<ul style="list-style-type: none"> - Looks at Teacher twice - Teacher - Do you have enough money? - Teacher - gestures to the cashier x2 - T tell him to put his change in his envelope 	<ul style="list-style-type: none"> - Prompt from cashier for more money - Looks at IA for help - IA: What do you need? - IA hands Xianali the money 	<p>Handing money to cashier:</p> <ul style="list-style-type: none"> - Teacher puts hand up as a physical pause - T: How much are you giving him? - T: Puts money at eye level <p>Waiting in line:</p> <ul style="list-style-type: none"> - T: You have to wait. - T takes his hand and walks him to the end of the register - T: Turn around - Hand over hand so score of 1 <p>Securing money/items:</p> <ul style="list-style-type: none"> - 1:1 prompts Kaseem in line: Here you go, here's your envelope to put your money back in - Teacher: Looks, turn around. - Teacher: The man has to give you what? - Physically stands next to him to wait for his change so he doesn't walk off

CBI Grading Follow-Up

- How did you feel grading at the Linvilla CBI following our last PD (CBI Part 2)? (more comfortable, less comfortable, more critical, etc.)
- The expectation was for each staff member to take at least 1 video of themselves while on the Linvilla CBI. How did it feel filming yourself?

Breakout Session: 1:30-2:00

1. Join your CBI group and head to one teacher's classroom. (CBI groups on the next slide)
2. While in the classroom, choose 1 video to watch of each person in your CBI group as a team. (e.g., approximately 10 minutes per person)
3. While watching each video, all team members should be:
 - a. Using a blank task analysis from the Linvilla trip to grade the student(s) over again. (re-print a blank form)
 - b. Compare your grading from watching the video to your grading from on the trip (if you scored on site)
 - c. Reflect on your prompting, wait time, etc.

CBI Part 3 Breakout Groups

1. Jean Anne English, Sonia Hernandez, Abraham Leonard
2. Erin English, Veronica Jimenez, Jaselly Figueroa, and Nydia Martes
3. Liz Wolff, Annie Droulliard, Linda Williams,
4. Dara Smith, Tiffany Lopez, and Mr. V
5. Katrina Burton, Tanairis Martes-Alvarado, Tiffanie Miles
6. Jocelyn Melendez, Ayanna Witherspoon, and Joy Waldinger

Return to Room 328 at 2:00 p.m.

Video Reflection

- What questions about prompting do you still have?
- Is there anything you need to be more clear about when it comes to grading on CBIs? (e.g., the rubric, grading on-site, use of videos, etc.)
- Sharing out:
 - Glows
 - Grows

Exit Ticket

Complete the [Exit Ticket](#) and [Sign-In Sheet](#)

Aspira Schools of PA

Professional Development Sign-In Sheet

Date: 9/13/23

Session: Community Based Instruction

Duration: 1:15 - 2:15pm

Led by: Lauren Davison

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Aspira Schools of PA Professional Development Sign-In Sheet

Date: 10/25/23

Session: CBI PD Part 3

Duration: 1:15-2:15 p.m.

Led by: Jodie Alicea & Chris Jennings

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Aspira Bilingual Cyber Charter School

Title: Satchel Pulse SEL Program

Date: 8/22/23 & 8/23/23

Time: 11:00am-1:00pm

Participants: All teachers and Instructional Assistants

Teachers First Program

Satchel Pulse Educational Consultants support your teachers for a successful soft rollout with our Skills Solution.

Benefits

- Supports teacher knowledge of the 5 CASEL competencies.
- Assists teachers with using the Satchel Pulse software.
- Assists teachers with how to screen their students.
- Provide teachers with the supports needed to help increase their students' life skills.

Needs Addressed

- Teachers lack background in the CASEL framework to feel confident screening students. Administrators experience a lot of pushback from staff who don't understand what they are screening for or how the screening process works.
- Whole school rollouts often magnify pain points when implemented too quickly.

Implementation Process

Pilot & building teacher capacity with a slow and measured implementation

- Focus on building teacher capacity in and awareness of the CASEL Framework.
- Provide teacher PD to support knowledge and understanding.
- Leads will conduct a small pilot screener with selected individuals



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 08/22/23

Session: SEL Program Part 1

Duration: 11:00 - 12:00

Led by: Satchel Pulse

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Aspira Schools of PA Professional Development Sign-In Sheet

Date: 08/23/23

Session: SEL Program Part 2

Duration: 9:45 - 10:45

Led by: Satchel Pulse

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Behavior Management Systems

ABCCS, 2023-2024

Connection Before Content

KAHOOT IT!

Goals

- To establish effective classroom management strategies – both proactive and reactive.
- To affirm the things you are already doing well and come up with some ideas for new strategies to try.
- Begin developing a classroom management plan for your class.

Proactive Strategies

Practices that lead to a
safe, positive learning
environment

Take Time to Build Relationships

*They don't care
what you know until
they know that you
care*

- This may sound cheesy, but experienced teachers will tell you it's true.
- Until you build a **relationship** with your students in which they know that you care about them, you cannot expect them to care to engage in your subject matter.

Be Confident and Authentic

- Come in expecting the best – it's your classroom and you get to create the fun, safe space your kids need.
- Find your voice and be **authentic** – don't try to impress or scare students. They will know right away if you aren't being real.

Maintain Professional Boundaries

- Your role is to be an educational **professional**. That can be kind, gentle, funny, serious, inspiring, motivating... true to you.
- But you are not their friend. It's not your job to be liked. It's your job to keep them safe and help them learn.

Go Slow to Go Fast

- Take the time and emotional energy to invest in starting right. It will pay off all year long if you take a week or two to
 - Create an intentional seating arrangement
 - Establish efficient routines
 - Set goals with students
 - Build **community** and rapport

Discuss:
What is your
theory/
practice on
seating
arrangements?

Establish Routines

- We know that students respond to clear, consistent **routines**. So figure out what works for you and keep it up!

Brainstorm:

Where/when do things go awry in your classroom? During work time? When you're checking homework? When you take volunteers to write on the board? Could a more intentional routine help?

Include Students in the Process

- We're all more likely to adhere to goals and expectations that we create ourselves.
- If you know you are walking into a tense situation, address the elephant in the room and make a plan!

GOALS	NEGATIVES	COMMITMENTS
<small>WHY ARE WE HERE? WHAT DO WE WANT TO ACCOMPLISH?</small>	<small>WHAT COULD HAPPEN TO GET IN THE WAY? WHAT HAS BEEN AN ISSUE IN THE PAST? (NO NAMES, PLEASE)</small>	<small>WHAT CAN WE AGREE TO DO TO MAKE SURE THOSE NEGATIVE THINGS DON'T HAPPEN?</small>

See Resource #1 – Reverse Psychology Activity

Keep Students Busy

- Rule of thumb: you can expect your **attention span** to last as many minutes as years you are old.


Do the math:
Given how old your students are, how many different activities should you have ready each day to keep their attention engaged?

Catch Students Doing Good

- When students do something positive, call it out!
- Better yet, call home! Or send an email.
- Contacting parents with good news puts you on the **same team**. That idea can impact both your relationship with the student and with their parents.

Wait For It

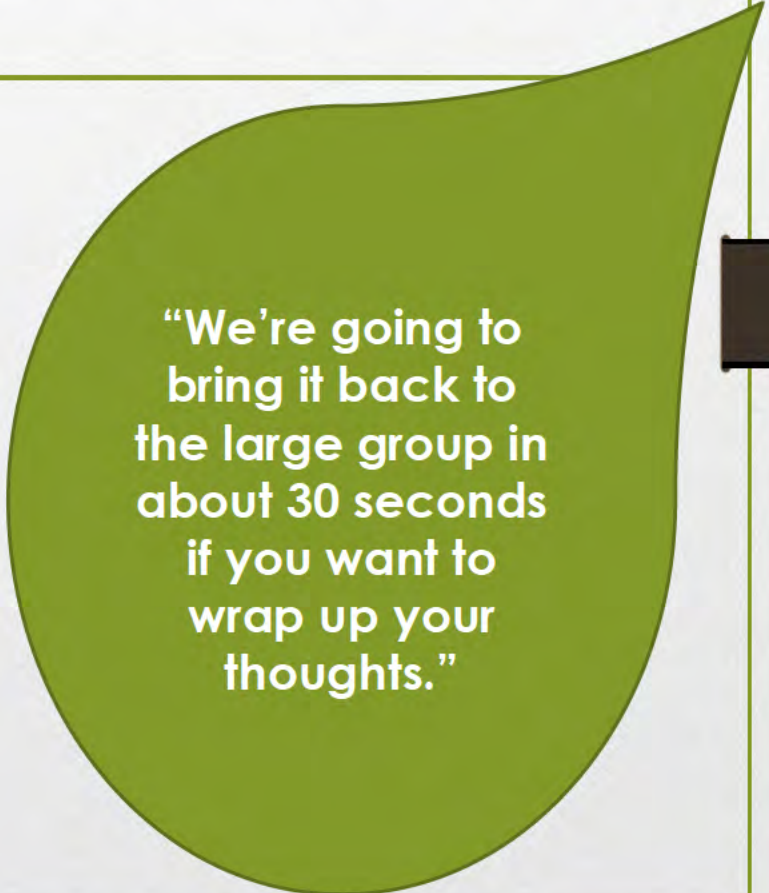
- Don't talk over students. It's not good for them, and it's not good for your vocal cords!
- Consider using **call backs** or signals to bring attention back.
- Whatever works for you, wait until they are listening before you speak.



Discuss:
How do
you feel
about call
backs
and
attention-
getting
routines?

Give Students Time

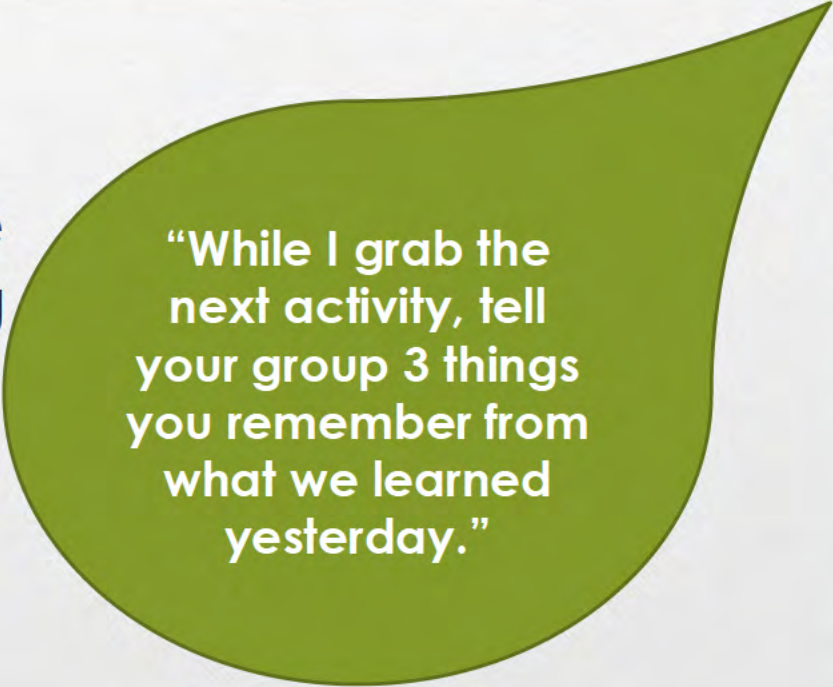
- If you ask students to discuss something, do a task, etc. make sure you give them the time they need to complete it.
- When it's time to talk again, don't demand that they immediately switch from their conversation to yours.
- Instead, give them a **heads up**.



“We’re going to bring it back to the large group in about 30 seconds if you want to wrap up your thoughts.”

Give Students a Task

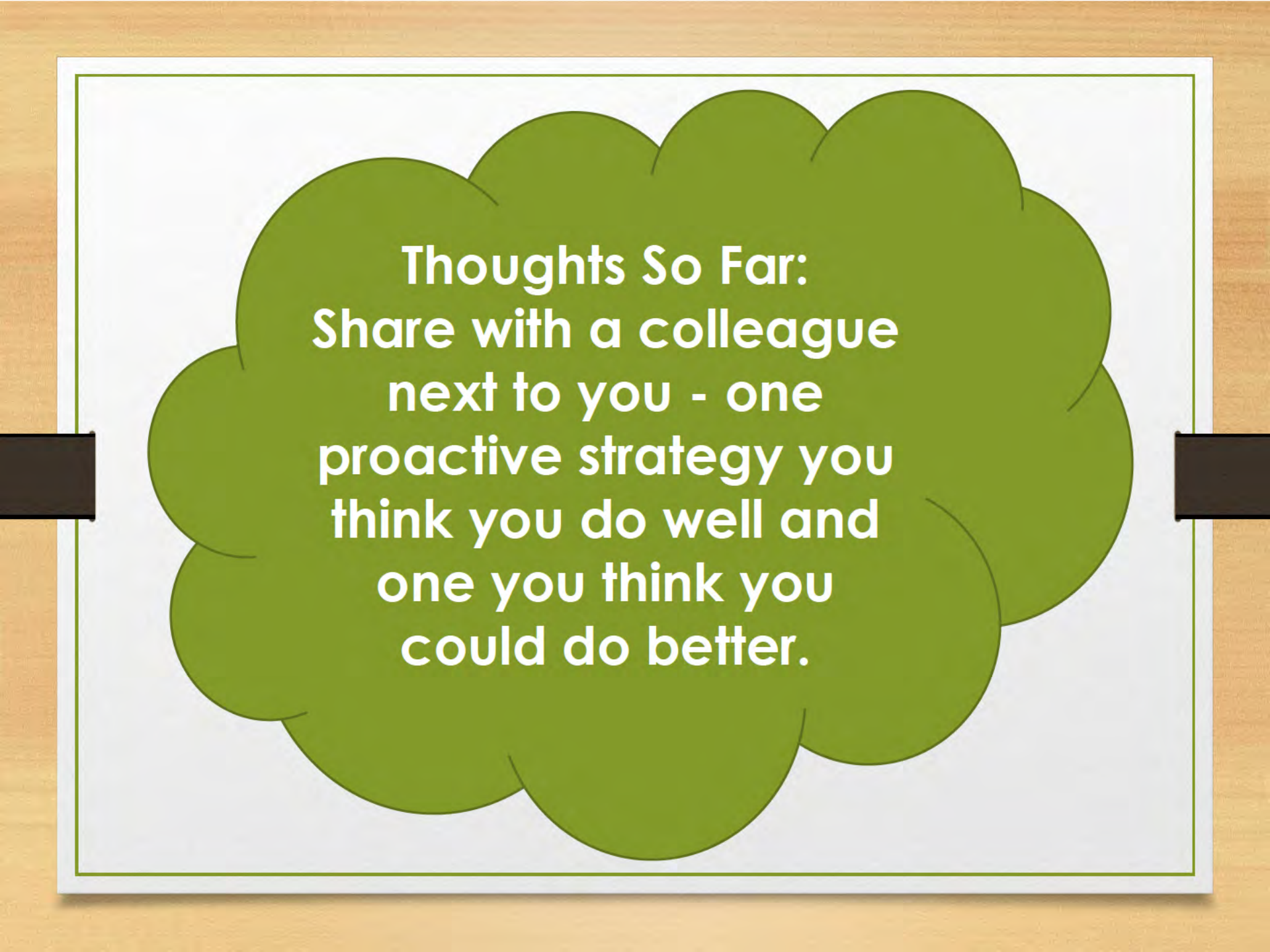
- If **transitions** between activities are a struggle, give students something to do!



“While I grab the next activity, tell your group 3 things you remember from what we learned yesterday.”

Maintain Accountability

- This is important for students and for the teacher!
 - If you say you're going to check an activity for accuracy, **check it!**
 - If you say students have to accomplish 4 station activities during the hour, make sure you actually track that and reward students appropriately.



**Thoughts So Far:
Share with a colleague
next to you - one
proactive strategy you
think you do well and
one you think you
could do better.**

Reactive Strategies

Ways to respond to
misbehaviors and concerns

Don't Take It Personally

- Remember that these are **kids**. Their behavior is not intended to make you feel... anything.
- The top 4 topics of teenage thinking are listed here - notice that you aren't on it!

**Appearance
Social
Acceptance
Family**

Give Students the Benefit of the Doubt

- If a student is sleeping, **ask if they are OK** or if they want to go to the nurse.
- If a student is swearing, ask if they are OK or in danger.
 - If there's actually a problem, you can help advocate for them.
 - If there's not actually a problem, your response may throw them off enough to fix the behavior.

Start With Least Disruptive Interventions

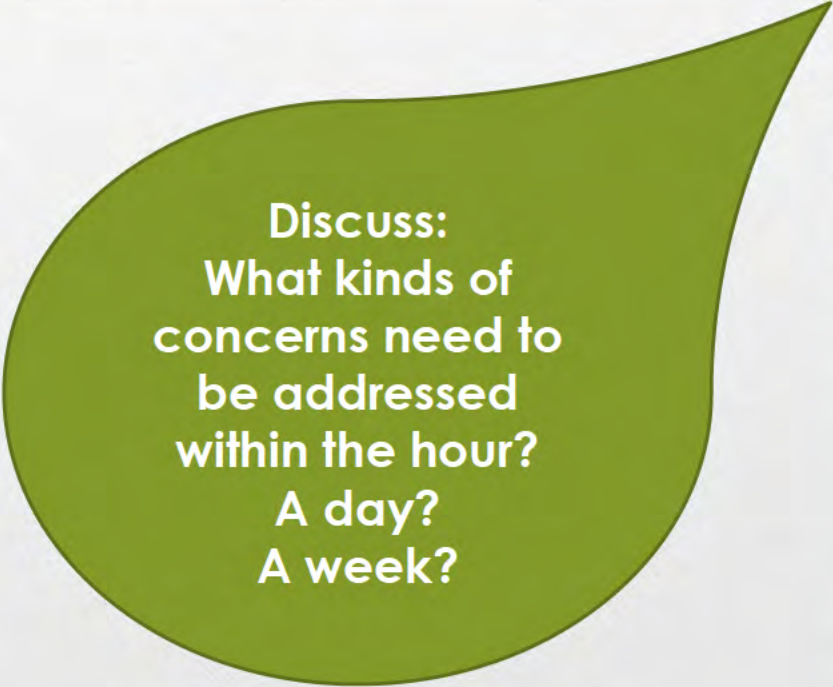
- If a student isn't listening, **start small**.
 - Pause in the middle of what you're saying
 - Drop his/her name in a sample sentence
 - Give him/her the "look" ever so briefly
 - Move closer to his/her seat
 - Touch his/her desk, point to the current activity

Use Relational Body Language

- If you need to redirect a student, kneel down **next to** their seat.
 - Being on eye level builds trust and relationship
 - Sitting next to him/her is less confrontational than direct eye contact

Respond in a Timely Manner

- If a student behavior needs to be addressed, try to do so within the hour or within the day.
- Addressing it **promptly** gives students context.



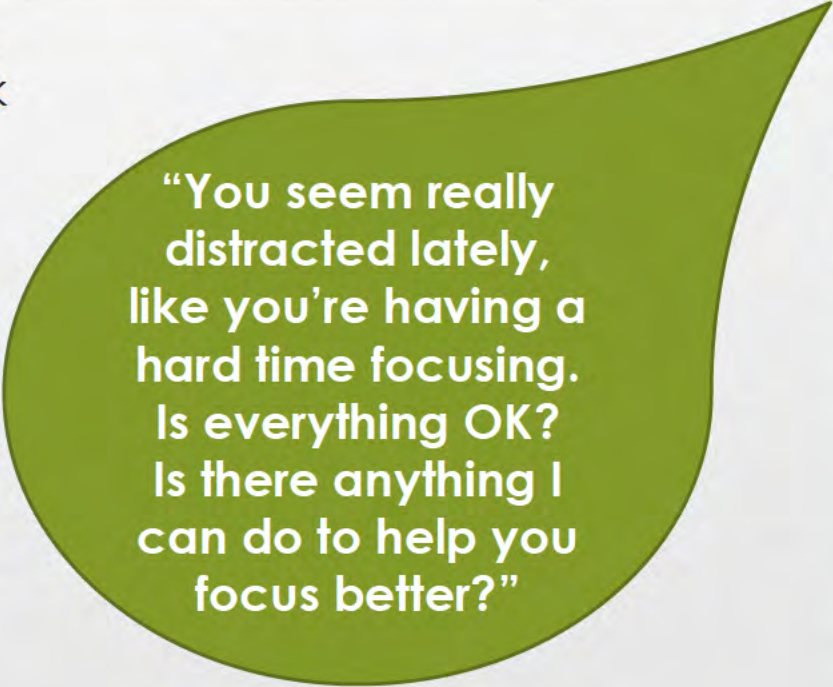
Discuss:
What kinds of
concerns need to
be addressed
within the hour?
A day?
A week?

Keep Issues Private

- If you need a serious conversation with a student, try to have that **one-one-one**.
 - This could be as simple as a 15-second reminder as they come in the door the next day.
 - This helps avoid power struggles and respects student privacy.
 - Don't give students an audience – they will play it better than you do!

Ask Questions

- Make an observation, then ask what's wrong. Then ask what they need.
- This allows them to own their issue and take **ownership** in the solution.
- It maintains the idea that you are on the same team and are there to advocate for them.
- You can still follow up with hard hitting facts and consequences, but this gives the student time to think through their actions.



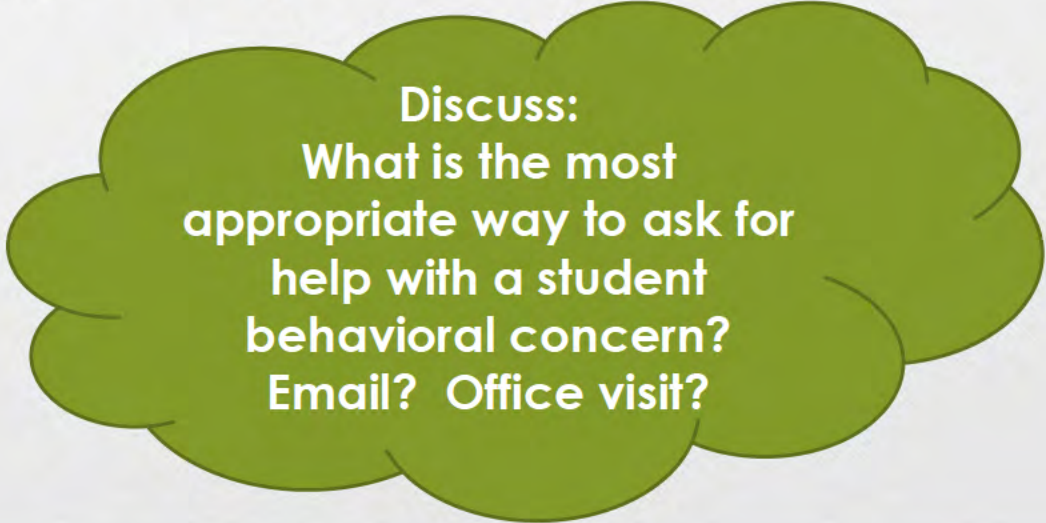
**"You seem really
distracted lately,
like you're having a
hard time focusing.
Is everything OK?
Is there anything I
can do to help you
focus better?"**

Be the Grown Up

- Keep your conversation **rational**.
- Explain how their behavior appears or impacts others – they might not realize it!
- Give them choices of alternative behaviors.

Use Your Resources

- If a student's behavior is a **repeated** concern, ask the dean, principal, or case manager for tips.



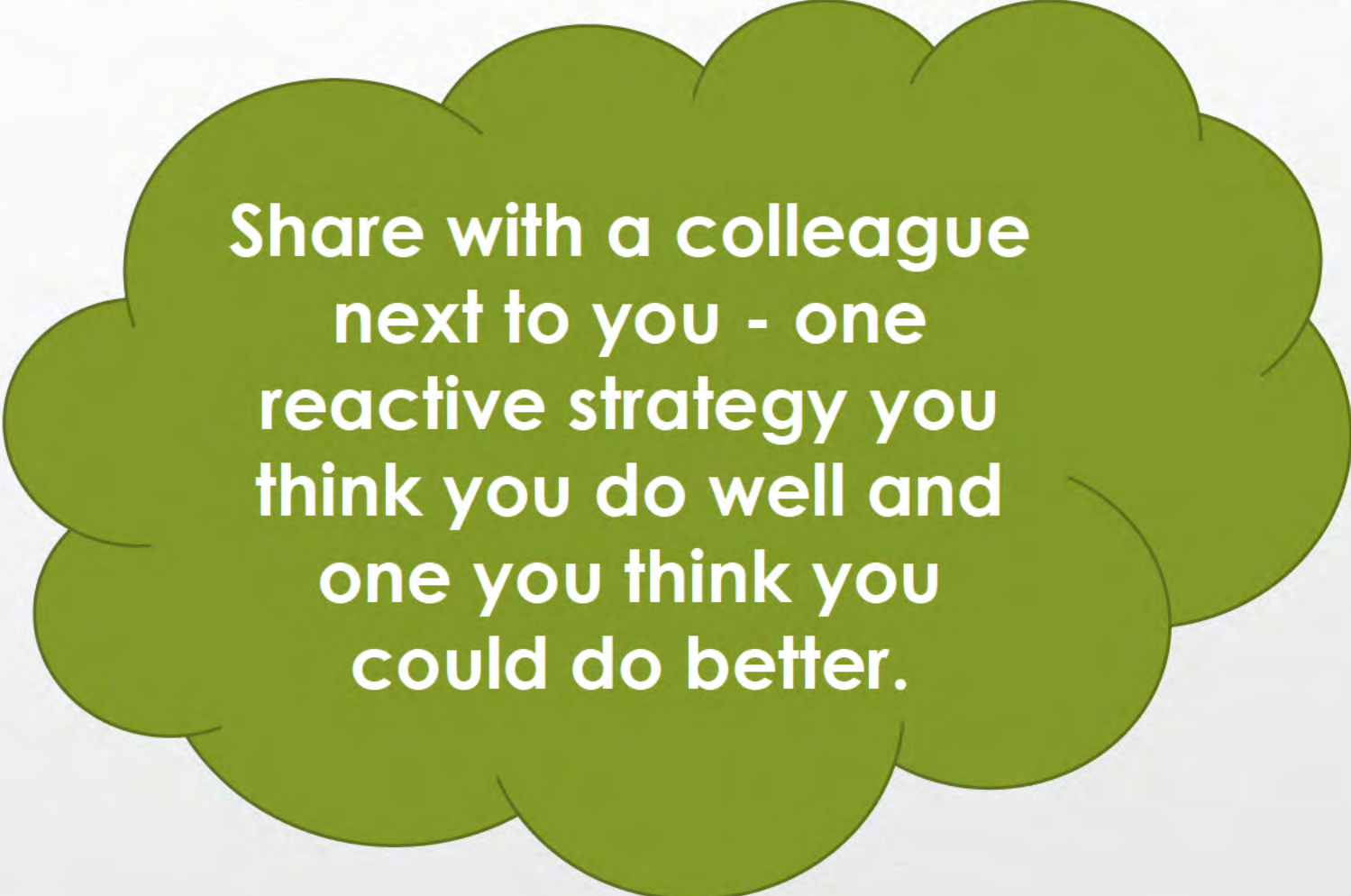
Discuss:
What is the most
appropriate way to ask for
help with a student
behavioral concern?
Email? Office visit?

Call for Backup

- If there's a major concern, it's best if the teacher contacts the dean/principal/case manager **before** the child or parent does.
 - Let the admin team know so they can support you and the student appropriately.
 - Make it clear that you are all on the same team to support the student.

Communicate With Parents

- If a behavioral concern is **significant**, it's appropriate for the parent/guardian to know about it.
 - Approach the conversation as positively as possible – you are on the same team, looking for ways to help the student succeed.
 - Call prepared with possible solutions and next steps forward.
 - If there is an issue of student dishonesty, you may want to make this call while s/he is present with you to make sure that all parties are on the same page.

A large, green, multi-lobed cloud shape is centered on a white background. Inside the cloud, the text "Share with a colleague next to you - one reactive strategy you think you do well and one you think you could do better." is written in white, bold, sans-serif font. The cloud has a thin black outline. On the left and right sides of the white background, there are dark grey rectangular tabs.

**Share with a colleague
next to you - one
reactive strategy you
think you do well and
one you think you
could do better.**

See Resource #2 –Strategy Reference List

Creating a Behavior Management System

A behavior management plan is a plan that a teacher puts in place to ensure that they are prepared for students to have an optimal learning environment.

Without proper classroom management, no learning will occur even if you have the best lesson plans on the planet. A behavior management plan includes what you will implement for whole/small group expectations, rules, and consequences when students choose not to follow them and rewards for when they do.

What Should Be Included in My Classroom Plan?

Core Components	Definition
Statement of Purpose	A brief, positive statement that conveys to educational professionals, parents, and students the reasons various aspects of the management plan are necessary
Rules	Explicit statements of how the teacher expects students to behave in her classroom
Procedures	A description of the steps required for students to successfully or correctly complete common daily routines (e.g., arriving at school, going to the restroom, turning in homework, going to and returning from recess, transitioning from one activity to another) and less-frequent activities (e.g., responding to fire drills)
Rewards and Consequences	Actions teachers take to respond to both appropriate and inappropriate student behavior

Final Thoughts

Building relationships, spending time teaching kids the expectations, and consistency are the three keys to making your year run smoothly!



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 08/21/23

Session: Creating a Behavior Management System

Duration: 12:30 - 1:30

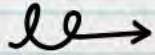
Led by: Travis Carson

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*Do not add a row/ scroll down to the next page.

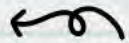
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IA & 1:1 PD

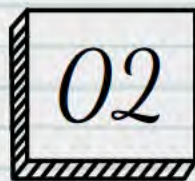
August 25th, 2023



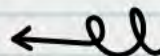
Today's Agenda



General
Expectations



Classroom
Expectations



PCA Logging
System



ACS Meeting

10:30-11:30 with Stacy
Brown



PARAPROFESSIONAL:

The heartfelt hero. Using their talents to help students discover their own. Dedicating their time and energy each day to the students in their care, and doing it all while meeting the individual needs of many.



#schoolheroes

TERESA KWANT




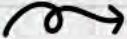


01

General

Expectations

Important Things to Remember



Don't forget

Punctuality

Your punctuality is critical to our entire school community!

When you are late,

- Your colleagues have to fill in for you.
- Your student(s) doesn't receive the consistency he/she deserves, which impedes student progress.

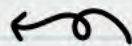
☺ **All STAR (HS/LH)** Instructional Assistants - 7:45 arrival time (report directly to cafeteria)

STAR (LH) 1:1s - 7:45 arrival time (report directly to cafeteria)

STAR (HS) 1:1's - 8:30 arrival time

Student arrival time **STAR (HS)** = 8:45

Student arrival time **STAR (LH)** = 7:30



Calling Out

STAR High School Staff - Call/Text/Email Jodie Alicea

- (267) 918-2176 or jodalicea@aspirapa.org

STAR Lower House Staff - Call/Text/Email Kate Macomber AND Andrew Paulsen

- (215) 354-7701 or kmacomber@cyber.aspirapa.org
- (267) 568-4178 or apaulsen@cyber.aspirapa.org

You must call out prior to 7:45 a.m.

- Best practice is to provide as much notice as possible (e.g., doctor's appointments, vacation, etc.).
- For emergencies, you must inform the above listed people as early as possible and prior to 7:45 to ensure that we have enough time to provide you with coverage.

1:1s: Students Leaving Early/Absent

- If your student is absent or leaving early, please report to Jodie (High School) or Kate Macomber and Andrew Paulsen (LH) as soon as possible for a reassignment. If you do not report for a reassignment, you will not be paid for the day.
- If an emergency arises and you need to leave early, you must contact both ACS/KES and Jodie/Kate/Andrew to inform them of your need to leave early. An email or text to Jodie/Kate/Andrew will suffice.

Dress Code Policy

- Aspira of PA Schools have a **Business Dress Policy** Monday through Friday.
- Business attire means clothing that allows employees to feel comfortable at work, yet appropriate for an office environment.
- Choose business clothing that communicates professionalism

GUIDELINES:

- NO jeans, leggings/tights, sweatpants, shorts, work out attire, spandex, halter tops, crop tops, tank tops, etc.
- You must always wear close-toed shoes; however, NO athletic shoes, thong sandals, or slippers
- NO offensive, distracting, or revealing clothing
- Any staff member who does not comply with Aspira's dress code policy and whose appearance is unduly distracting or clothing is unsafe may be subject to being sent home to correct the problem. Please be aware that you will not be paid for the time that you are not present in the building to change clothes.

Dress Code Policy (Cont.)

ABCCS Dress Down Policy - more information on this soon!

We have not received confirmation at this time that we will be allowed to dress down for free on Fridays like last year. Until Mr. London informs ABCCS staff of the new dress down procedures for the 2023-2024 school year, business dress is expected on Fridays.

Phone Use

- We have a no cell phone policy at ABCCS.
- No headphones/airpods (in classroom or during transitions)
- All phone calls must be made outside out of the classroom and for emergencies only
- Cell phones are a major distraction to the teacher and the students!

Be the Role Model!

If you're not engaged in the classroom, why should the students? It is our job to model appropriate work ready and attentive behaviors in the classroom at all times.

Breaks

- All staff has a designated break time on Monday/Tuesday/Thursday.
- Please note, the same schedule for Monday/Tuesday/Thursday will also be used in Cyber K-8 on Fridays, as we have a full day of school on Fridays.
- Should you need to change your break for any reason, please contact either Jodie or Kate to see if we can accommodate the change.
- ACS/KES 1:1 Staff - no breaks on Wednesday to maximize your hours
- All Instructional Assistants - breaks following student dismissal on Wednesdays and Fridays.

OTHER REMINDERS:

- Please utilize staff lounges (e.g. Aspire Room) for lunch breaks.
- Refrain from eating your lunch during instructional time. This is distracting to the students.
- If you're hungry (especially on a Wednesday/Fridays since breaks are later in day), please use the time where you are supervising students in the cafeteria to eat your lunch or breakfast. This is an appropriate time to model healthy eating habits.

Breaks (cont.)

- Should you need to use the bathroom during instructional time/at a time other than your allotted lunch break, please let the teacher know you are leaving the room.
- For all 1:1's, make sure there is someone who can support your student while you leave the room.
- We will not always have floaters to cover 1:1 breaks; however, 1:1's must take 30 minute break every Monday, Tuesday, and Thursday (and Fridays for Elementary staff) during instructional time. Please be sure to tag team to support the student in the 1:1's absence.
- 30 minute lunch breaks only.
- Please respect the specific break time that you were provided as it was designed to ensure that there is enough support in each classroom at all times.

Parent & Student Communication °

- We need to remember that we are professionals that represent Aspira at all times (both face-to-face conversations with parents and phone communication with parents). ↪
- No outside communication with the student at any point (e.g., no texting/calling the student's cell phone)
- Students should not have your personal cell phone number at any point.
- If an interaction with a student/parent makes you feel uncomfortable, reach out to leadership for support.



Person First Language

- "People with disabilities are – first and foremost – people who have individual abilities, interests and needs."
- People with disabilities are brothers, sisters, friends, neighbors, students, etc.
- 1 out of every 5 individuals has a disability
- "The language a society uses to refer to persons with disabilities shapes its beliefs and ideas about them." Words are very powerful and we need to be cognizant of the words we use with our students.
- Examples:
 - CORRECT: student with autism, student with an intellectual disability, student in low incidence
 - INCORRECT: autistic child, low inc student, ID kid
 - SUPER INCORRECT AND OFFENSIVE: the use of the "R" word

Other Reminders

• Under no circumstances should you be “friends” with any students from ABCCS on any social media platform (e.g., Instagram, Facebook, Twitter, TikTok, etc.)

• Under no circumstances should you ever have a student from ABCCS in your own personal vehicle.

• If you ever have had an interaction with either a staff member or student that makes you feel uncomfortable or witness/observe a situation with a staff member or a student that makes you feel uncomfortable, please report this to the following staff members:

- STAR LH: Andrew Paulsen or Kate Macomber
- STAR HS: Lauren Davison or Jodie Alicea
- Dr. Jennings - all STAR

Timesheets

ACS Employees:

- Cyber HS staff will continue to use the following link, and Jodie will approve weekly.
https://acsconsultantsinc.na2.echosign.com/public/esignWidget?wid=CBFCJ8AA3AAABLb1qZhBGk3v5lk74Fj1gXZT81kygUAq3Np0OxtcmpSftq37n8nJ6vHCviKWaUMNVAOhqAMY*
- Cyber Elementary staff will provide timesheets to Kate Macomber or Andrew Paulsen. This is the Elementary link:

[Elementary ACS Link](#)

KES Employees:

- Dr. Jennings will continue to approve timesheets for KES employees.

Timesheets - Additional Reminders •

****ALL Timesheets must be completed and sent for approval by COB on Fridays.****

- Please fill out your timesheet in its entirety! - total daily hours, total weekly hours
 - Monday/Tuesday/Thursday 8:30 - 3:30, 30 min break (6.5)
 - Wednesday 8:30-1:00, no break (4.5)
 - Friday 8:30-2:00, no break (5.5)
 - **TOTAL**: 29.5 hours
- Round up to the nearest quarter hour - arrive at 9:10 → 9:15 (**think of counting quarters for a dollar-25, 50, 75, 1 hour)
- You cannot bill prior to your assigned start time
- You cannot bill for hours you are not here, must be time you arrive at the building



Classroom Expectations

Your role as an JA, 1:1, or Floater



Instructional Assistant

- Assist and support the classroom teacher in implementing the educational program
- The teacher and the JA work together as a team to identify students' strengths and needs, establish instructional priorities, and carry out specific instructional tasks within the classroom, school, or community setting

Floater

- Assist and support the classroom teacher and instructional assistant in implementing the educational program
- The teacher, the JA, and the floater work together as a team to identify students' strengths and needs, establish instructional priorities, and carry out specific instructional tasks within the classroom, school, or community setting
- Assist the department in filling in for staff members while they are absent.

1:1s

- "Personal Care Assistants provide one to one support to individual students, which includes using medical equipment and augmentative and assistive technology, supporting activities of daily living, and monitoring health and behavior."
- Remember: your job is the student you are assigned to.
- You are to encourage and support the student to be successful in the educational environment.
- The goal is to make progress in some way or another with the student every day.
 - Progress is not always huge. Progress is progress
- The ultimate goal is for the student to eventually be able to not require 1:1 assistance

Whole Group Activity!

1. Intake/Dismissal
2. Breakfast/Lunch
3. Hallway Transitions
4. Community Based Instruction / Trips out of the Building
5. Vocational Training - Fridays for STAR High School
6. Instructional Time - During Lectures
7. Instructional Time - Small group activities
8. Electives (Art/Gym/Music)

We are going to break up into 8 groups

*In each group, you will use the chart paper and markers provided to write out expectations for the JA and 1:1 during these parts of the school day.

Questions to answer:

What should the JA/1:1 be doing at this time? How can he/she support his/her teacher/student?

Group sharing time!

1. Intake/Dismissal
2. Breakfast/Lunch
3. Hallway Transitions
4. Community Based Instruction / Trips out of the Building
5. Vocational Training - Fridays for STAR High School
6. Instructional Time - During Lectures
7. Instructional Time - Small group activities
8. Electives (Art/Gym)

A representative from each small group will share out with the entire group.

Walkthroughs

Walkthroughs are an opportunity for the leadership team to provide feedback and coaching to Instructional Assistants, Floaters, and 1:1s.

Instructional Assistant/Personal Care Assistant Walkthrough

Instructional Assistant/1:1:

Evaluator:

Date:

1. Preparation

	Not Observed	More Emphasis Needed		Neutral	Fully Accomplished	
IA or 1:1 is well-prepared and able to support academic needs.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Knows lesson material in text and presentations.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Problem solving techniques are consistent with the teacher and text	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Preps progress monitoring probes.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Walkthroughs

2. Presentation

	Not Observed	More Emphasis Needed		Neutral	Fully Accomplished	
Friendly and professional in manner.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Indicates the objectives for the day.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Communicates effectively so students can follow.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Goes step by step.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Emphasizes key points and concepts.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Uses class time effectively.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Walkthroughs

3. Student Interaction

	Not Observed	More Emphasis Needed		Neutral	Fully Accomplished	
Actively encourages student questions.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Listens to and responds to student questions.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Makes sure the class hears and understands questions	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Corrects misconceptions, sees that the correct answer is brought out.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Asks questions to monitor students' understanding	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Encourages students to solve problems.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Walkthroughs

4. Classroom Atmosphere

	Not Observed	More Emphasis Needed		Neutral	Fully Accomplished	
Establishes a positive rapport and mutual respect with the students.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Class atmosphere is conducive to learning.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Maintains eye contact.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Keeps students' attention including those who are not interacting.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Indicates availability for giving individual help.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>





Bus Attendants Needed!!



We need consistent attendants who can do both AM & PM

Attendant Responsibilities :

- Please be prompt with your report time.
- Please be sure to get on the van/bus when they are ready to depart in the afternoon.
- Your role is to supervise the students on the bus. If there are any behavioral concerns, please address them immediately with the students. You may need to sit in proximity to students who may be having a difficult time. You may also need to contact the student's family or an administrator if a problem escalates.
- Assist the bus driver as needed with phone calls to families on your route via their work phone.
- **If it is a corner stop, you MUST to get off of the bus and walk to the home address to pick up and/or drop off the student if a parent/guardian is not present.**

• Route 2, Bus #3 with Glenda, 7:15 report time - **NEED BUS ATTENDANT**

Route 3, Bus #9 with Vanessa, 6:40 report time - **NEED BUS ATTENDANT**

Route 4, Bus #6 with Yeidy, 7:20 report time - **NEED BUS ATTENDANT**

(:)

Route 5, Bus #8 with Netasha, 7:35 report time - **NEED BUS ATTENDANT**

NEED BUS ATTENDANT SUBSTITUTE AS WELL!



If you are an JA, you can leave at this time.

If you are an JA & an ACS employee,
please return to the Chapel by 10:30 for
your meeting with Stacy Brown.

Thank you!



ELECTIVES

1A

1:1

We Assist student

We Assit in class project

Assist teacher -

Participate in Exercise
in Gym

Model the exercise

Escort students
too class

Assist student

Encourage and

~~assist~~ with exercise

Encourage and Assist
student with exercise, ^{sport} and music

toileting

SMALL GROUPS

1A

1:1

- Be assigned to a specific group.

- Progress monitoring testing.

- Grading

- Helping with assignment

- Making sure students were on task

- Assist teacher with handouts or running other errands. (printing, etc.)

- Be a support

- If needed pull the child out if getting irritated

- Help with any confusion your assigned child may have.

- Support any emotional outburst.

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1A

Supports teacher and student

- Move around to make sure students are on task.

- Model how to complete vocational task

- Give students time to complete task (wait time)

- Help them to develop life skills (social, communication, patience)

1:1

Support with Specific Student

- Support Specific Student in job related task

- Model how to complete vocational task for student's needs

- Give student time to complete task (wait time)

- Work with the student to implement skills.

IA

- Supporting teacher/
- dismissal
- supervision (safety)
- communication
- Organization
- Keeping students on task
- engaging during trip/bus
- collecting data

I:I

- Supporting students
- making sure student is safe
- Communicating
- making sure student is on task
- Staying with student at all times
- Being involved
- Accommodating student/sensory

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1A

2

1:1

· looking after
the whole
class

· Make sure
students are
Following
direction

· staying with
their student

· Make sure their
student is
Following direction

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1A

Assist students
during breakfast
at the cafeteria
when they finish
we take them to
the classroom.

1:1

Assist their
assigned student
during breakfast/lunch
and take them to
their classroom when
they finish.

IN TASKS & DAILY

IA

1:1

- Help students Scan in
- ~~Putting cellphones away~~
- Make sure students are coming off the correct bus!
- Attendance
- Ask students about weekend/previous nights (Pulse Check)
- Ensuring we receive any important paperwork.
- Attendance is correct. Students on correct bus.
- Wishing them a good weekend/evening.
- ~~Handing out any important paperwork~~

- Helping students Scan in (Have IDs)
- Help put phones in pouches!
- Help students move towards breakfast.
- feelings check in 😊
- ~~making sure they have~~
- looking for any important Paper work.
- Put their students on the Correct Bus!!!!
- make sure they have all of their belongings.
- Wishing them a goodnight!



03

PCA Logging System

Daily Log Reporting



Logging System

What is this for?

- We participate in the School Based Access Program (SBAP)
- SBAP allows us to receive reimbursement funding to put back into our programs based on the services we provide students who receive insurance through medicaid.
- Documentation is important for all students; however, for students who have 1:1s, documentation is critical to determine progress/identify needs/communicate with parents.

Logging System

- A log must be completed each day even if you are absent or the student is absent.
- If you are absent, please write "1:1 was absent"
- If the student is absent, please write "Student was absent"
- See next slides for new logging system

Logging System

Service	Treatment			Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)

Start Time/ End Time for PCA Logs:

The start times and end times should be based on the PCA's daily schedule. For example, if the PCA's hours are 8:30-3:30 with a 30-minute break from 12:00-12:30, they should write two logs per day. See below of a detailed example.

EXAMPLE:

Date: 12/21/22, Start Time: 8:30, End Time: 12:00 (write log from first half of day)

Date: 12/21/22, Start Time: 12:30, End Time: 3:30 (write log from second half of day)



Logging System

Treatment Key:

1	Direct	Assisting the student to use equipment that is necessary due to student's disability
2	Direct	Assisting the student to use and maintain augmentative communication devices
3	Direct	Assisting the student to ambulate, position, and transfer
4	Direct	Assist with or carry out range of motion and other exercises
5	Direct	Assist with activities of daily living such as eating, grooming, bathing, toileting, etc.
6	Direct	Monitoring the incidence and prevalence of designated health problems or medical conditions, e.g., seizure precautions or extreme lethargy
7	Direct	Cueing, redirecting or monitoring to ensure the individual performs ADL tasks due to a cognitive impairment which prevents the individual from knowing when or how to carry out the task.
8	Direct	Observing and intervening to redirect inappropriate behavior
9	Direct	Cuing the student to pay attention, participate in activities, and complete tasks
10	Direct	Accompanying the student on school bus or other vehicle per the IEP. A PCA's presence is necessary because of a student's physical disability or mental health disability
11	Direct	Assist student to get on or off school bus or other vehicle upon arrival or departure from school, per the IEP
12	Direct	Other Direct Service

Service	Treatment			Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)

Logging System

Service		Treatment		Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)

Service Type:

D = Direct

DI = Direct: Telemedicine

PA = Provider Absent

SA = Student Absent

DM = Direct Session: Make-up Session

DTM = Direct: Make Up Telemedicine

PNA = Provider Not Available

SNA = Student Not Available



Logging System

Service		Treatment		Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)

Progress Indicator Type

Mn = Maintaining

Pr = Progressing

In = Inconsistent

Rg = Regressing

Ms = Mastering

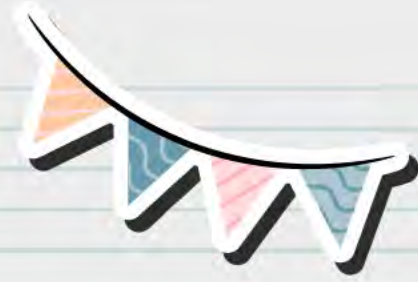


Log Expectations

- Logs must be detailed. You must state what you are doing with the student.
 - How are you supporting the student throughout the day?
 - I helped Jodie exit the school van and enter into the school building. During math class, I supported Jodie by using hand over hand to count manipulatives. During reading class, I supported Jodie by answering questions using her communication device.
- "Jodie had a great day" will not suffice
- Make sure to sign your name at the top of each log sheet.
- Please mark if you or the student left early and what time in the end time section.

Log Expectations

- Weekly logs are due to Jodie every Friday by 2:00 p.m.
 - Physically remove your logs from your binder. Your binder is yours to keep.
- Logs can be dropped off in Room 326 on top of Jodie's desk.
- I will review who has turned in logs every Friday.
- It is the professional expectation that you will drop off logs on your own.
- Please use black or blue pen—do not write in pencil or marker.



Questions?

“May you be proud of the work you do, the person you are, and the difference you make.”





ACS Meeting

10:30-11:30

Only ACS Employees Must Stay



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 8/25/23

Session: IA and 1:1 Training

Duration: 8:30-10:30 AM

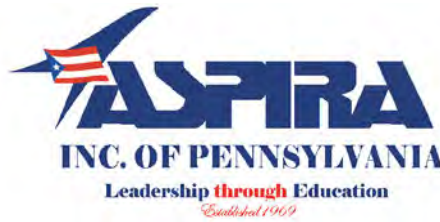
Led by: Lauren Davison and Jodie Alicea

Attendee's Name	Email	PPID
Lindsay Romeo	lromeo@olney.aspirapa.org	██████
Daphne Marcial	dmarcial@olney.aspirapa.org	██████
Elizabeth Wolff	ewolff@cyber.aspirapa.org	██████
Linda Williams	lwilliams@aspirapa.org	██
Daniel Pompile	dpompile@aspirapa.org	██
Kathryn Macomber	kmacomber@cyber.aspirapa.org	██████

*Do not add a row, scroll down to the next page.

Attendee's Name	Email	PPID
Katrina Burton	Kburton@cyber.aspirapa.org	████
Nydia Martes	nmartes@aspirapa.org	████
Jaselly Figueroa	jafigueroa@cyber.aspirapa.org	██████
Erin English	erin.english@cyber.aspirapa.org	██████
Chiamaka Browne	cbrowne@aspirapa.org	
Travis Carson	tcarson@aspirapa.org	██████
Tiffanie Miles		
Jean Anne English	jenglish@cyber.aspirapa.org	██████
Elizabeth Wolff	ewolff@cyber.aspirapa.org	██████
Cassandra Whitfield	cwhitfield@cyber.aspirapa.org	██████
Joy Waldinger	jwaldinger@cyber.aspirapa.org	██████
Andrew Paulsen	apaulsen@cyber.aspirapa.org	██████
ACS 1:1s	ACS Staff	
KES 1:1s	KES Staff	

*Do not add a row, scroll down to the next page.



Indicator 13:

Transition Compliance in the IEP

1. INVITATION TO PARTICIPATE	1
2. IEP: SECTION II. PRESENT LEVELS OF PERFORMANCE	5
3. IEP: SECTION III. TRANSITION SERVICES (THE TRANSITION GRID)	9
4. IEP: SECTION V. GOALS AND OBJECTIVES	19

This document will serve as a guide for staff when writing transition-based IEPs for students ages 14 and older. All IEPs must be individualized; however, this resource is meant to be used as a road map to ensure that all staff are writing compliant, transition-based IEPs. All sections in the IEP where transition is addressed are outlined in this document.

1. INVITATION TO PARTICIPATE

Invitation to Participate

Students who are 14 years and older **must be invited to the IEP meeting.**

There has to be documentation of this through the IEP invitations:

- One for parent/guardian with parent/guardian signature
- One for student with student signature

It is best practice for students to be present and engaged at their IEP meetings. Please do your best to ensure that the student is not only invited but is also in attendance.

Invitation to Participate for Account, Dummy

Address/generate letter to: ☐ Print only one letter for parents/guardians at the same address

Select	Student/Parent/Guardian Name	Address
Yes	Account, Jarred	1111 Rising Sun Ave, Philadelphia, PA 19128
<input checked="" type="checkbox"/>	Account, Dummy	

Date Sent: 06/28/2023

We would like to invite you to a meeting to talk about special education programs and services for your child.

The purpose of this meeting is to: (Check all that apply)*

- ☐ Develop an IEP, if your child is eligible, or continues to be eligible, for special education and related services.
- ☐ Discuss possible changes in your child's current IEP and revise it as needed.
- ☐ Transition Planning. If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.
- ☐ Transition Services. If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

Check Box: Transition Planning. If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post-school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

For annual IEP meetings for all students ages 14 and older, this box must be checked off. Transition planning must be discussed at all annual IEP meetings for students ages 14 and older.

Check Box: Transition Services. If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

For annual IEP meetings for all students ages 14 and older, this box must be checked off as well.

We should be inviting OVR to all IEP meetings for students in grades 9th-12th who are not currently registered with any outside agency that will provide for or pay for transition services following graduation.

- *OVR is no longer operating under "Order of Selection." This means that OVR can register any student with a disability regardless of the severity.*
- If a student is already connected with an agency such as IDS, mental health support, employment agency, advocate, military recruiter, etc., then you do not have to invite OVR until the student is in their 11th grade year or until the student has only 2 years left of school (STAR students).

We can only invite outside agencies to IEP meetings if we are provided permission from the parent/guardian.

- This means that we must ask parents/guardians if they would like us to invite OVR to the meeting before reaching out to OVR. This can be done when you are calling home to the parent to schedule the meeting.
- If you are unable to make contact with the parent before sending home the IEP invitation, you will not invite OVR. However, you must document this in the Transition Present Levels. You should write that you were unable to invite OVR due to a lack of permission from the parent. OVR should be discussed at the IEP meeting with the student and parent, and this must be documented in the present levels as well.

Scenario 1: The student is not registered with any outside agencies at this time. The parent has not provided permission for OVR to attend (either they expressed they do not want them present OR you were unable to get in touch with the parent prior to sending home the invitation).

- In the small text box under this transition services check box you will write: Permission for OVR to attend could not be obtained at this time. If the parent is interested and provide permission, a secondary meeting can be requested with The Office of Vocational Rehabilitation to discuss services for their son or daughter.
- You will not add an OVR representative as an attendee in the invitation

Dear Jarred Account:

We would like to invite you to a meeting to talk about special education programs and services for your child.

The purpose of this meeting is to: *(Check all that apply)*

- ☒ Develop an IEP, if your child is eligible, or continues to be eligible, for special education and related services.
- ☐ Discuss possible changes in your child's current IEP and revise it as needed.

☒ **Transition Planning.** If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

☒ **Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

Permission for OVR to attend could not be obtained at this time. If the parent is interested and provide permission, a secondary meeting can be requested with The Office of Vocational Rehabilitation to discuss services for their son or daughter.

☒ Other:

Annual IEP meeting

Scenario 2: The student is not registered with any outside agencies at this time. The parent has provided permission for OVR to attend.

- In the small text box under this transition services check box you will write: Permission to invite a representative from The Office of Vocational Rehabilitation has been obtained by the parent.
 - You will add the correct OVR representative as an attendee in the invitation. (9th/10th = just write OVR Representative, 11th/12th = Jamie Luthy)

Dear Jarred Account:

We would like to invite you to a meeting to talk about special education programs and services for your child.

The purpose of this meeting is to: (Check all that apply)

- ☒ Develop an IEP, if your child is eligible, or continues to be eligible, for special education and related services.
- ☐ Discuss possible changes in your child's current IEP and revise it as needed.

☒ **Transition Planning.** If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

☒ **Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

Permission to invite a representative from The Office of Vocational Rehabilitation has been obtained by the parent.

☒ Other:

Annual IEP meeting

IEP Team Meeting - Invited IEP Team Members

As the parent, you are a member of your child's IEP team, and we, the Local Education Agency (LEA) want you to attend the IEP team meeting. Listed below are the other team members, including your child, if 14 years or older, that we are inviting. In addition, you may bring other people to the IEP team meeting who have knowledge or expertise regarding your child. If you have any questions or comments about this, please contact the LEA as soon as possible.

Role	Name
Student	Dummy Account
Father	Jarred Account
Special Education Teacher	Jodie Alicea
Local Ed. Agency Rep. (Chair)	Sean London/LEA Designee
Regular Education Teacher	Lauren Davison
Vocational Rehabilitation Counselor	Jamie Luthy

* As required by federal and state regulations, the LEA invites your son/daughter to attend the IEP meeting when transition services and postsecondary goals will be considered. Transition

Scenario 3: The student is registered with an outside agency such as IDS, mental health services, employment agency, etc. and the student is not in 11th/12th grade.

- You must still obtain permission from the parent to invite the representative to the meeting.
- You must write in the box below the second transition box who will be attending the meeting.
- You must add that person as an attendee to the invitation.

Agency Involvement

An **agency** is invited if they are likely to provide for or pay for transition services; however, an outside agency can only be invited **with the parent's permission**.

When calling the families to invite them to their child's IEP meeting, ask the parent/guardian if the student is already receiving services from an outside agency (e.g., IDS supports coordinator, DHS workers, etc.). If the student is working with an outside agency, ask the parent/guardian for the agency contact information and for permission to invite that agency to their child's IEP meeting.

If they provide permission, determine if the parent/guardian will reach out or if you will be reaching out to the agency member. Then, write the agency and the representative's name in the text space below this checkbox.

As per the requirements of Indicator 13, it is our responsibility to inform parents of the importance of engaging with an agency and what services or supports they can provide (more information below). Agency involvement is based on individual needs, and students who are younger may not be involved with any outside agencies yet.

We fulfill agency involvement in Indicator 13 by providing the family with information about various outside agencies during the IEP meeting and documenting that we discussed this in the student's transition present levels.

Examples of Agencies

- The Office of Vocational Rehabilitation (OVR)
 - 9th & 10th grade: Early Reach Counselor: Jill Grossberg (all schools)
 - 11th & 12th Grade: Jamie Luthy VRC for Aspira Bilingual Cyber Charter School
- Intellectual DisAbility Services (IDS) & Supports Coordination Agencies (e.g., Quality Progressions)
- Bureau of Autism Services
- County of Mental Health (Outside therapist, Social Worker)
- Department of Human Services (DHS)
- Children and Youth Services (ex: HUNE)
- Juvenile Justice System
- Centers for Independent Living (e.g. Liberty Resources)
- Employment Providers (SPIN, CIS, etc.)
- AHEDD (Work Incentive Counseling)
- Asociación Puertorriqueños en Marcha (Employment/Independent Living)
- Pathways to Housing PA (Independent Living)
- Horizon House (Independent Living)

Agency Documentation

All outside agency involvement must be documented. This must be documented in both the IEP invitation (*only if you know that an agency will be in attendance*) **AND** the present levels for transition.

- Even if the outside agency member was not able to be present at the IEP meeting, it must be documented that the agency was invited.

- Document if a student is either already involved with an agency or if the student/family was provided information about an agency at the IEP meeting.
- Agency members can also attend the IEP meeting via phone conference or they can provide written input for the IEP.
- Document refusal of services. It is important to note that you provided the information to the family and the student, but they were not interested

Inviting OVR to an IEP Meeting (9th/10th Grade)

Please see the below scenarios for how to move forward with inviting OVR:

1. If you are **unable** to make contact with the parent prior to the IEP meeting, then you will not invite OVR to the meeting because the parent did not provide permission in advance. Please make sure to document this in the transition present levels. For example, “the IEP case manager was unable to make contact with the parent prior to the IEP meeting. Therefore, The Office of Vocational Rehabilitation was unable to be invited.”
2. If you are **able** to make contact with the parent and the parent states that they do not want OVR to attend the meeting, then you will not invite OVR to the meeting because of parent refusal. Please make sure to document this in the transition present levels. For example, “The IEP case manager asked the parent if he or she would like OVR to attend their child’s IEP meeting. The parent stated he or she did not want OVR to attend the IEP meeting.”
3. If you are **able** to make contact with the parent and the parent states that they do want OVR to attend the meeting, then you will invite an OVR Early Reach Coordinator.
 - Please send a separate email to RA-LIOVR-PBVERS-IEPIN@pa.gov with the IEP information (this email is not compatible with Google calendar invites).

In the email, state the following:

- Your Name/Title
- School Name
- Student Name/Grade Level
- Anticipated Year of Graduation
- IEP date and time (preferably the expected time you would want OVR to speak about their services)

EMAIL EXAMPLE:

Hi,

My name is Jodie Alicea, and I am a Case Manager at Aspira Bilingual Cyber Charter Schooll. I have an upcoming IEP meeting on October 2nd, 2023 at 10:00 a.m. for a student named Abel Alicea. Abel is in 9th grade, and it is expected that he will graduate in June 2026. The parent has provided permission for your attendance. Please let me know if an OVR representative is able to attend this meeting.

Thank you,
Jodie

- If an OVR representative is able to attend, they will more than likely attend either via phone conference or via Zoom. If they prefers to attend via phone, they will provide you with a number.

- If a representative attends the IEP meeting, please make sure to document this in the transition present levels.
- **If an OVR representative is unable to attend or does not respond to your email, please make sure to document that you invited OVR, but they were unable to attend the meeting in the transition present levels section of the IEP under agency involvement.**

Inviting OVR to an IEP Meeting (11th/12th Grade)

We should also be inviting OVR to ALL IEP meetings for students in 11th/12th grade.

ABCCS should be inviting Jamie Luthy (jluthy@pa.gov) to all 11th/12th grade IEP meetings.

Please follow the same protocols as was outlined for Jill Grossberg when it comes to the inviting process

2. PRESENT LEVELS OF PERFORMANCE

Section II. Present Levels of Performance (Page 2): **Transition Present Levels**

Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

In this section, we will summarize the student's current levels of performance in the area of transition. In order to gain information about your student's strengths and needs, **age appropriate assessments** must be conducted with the student prior to the IEP meeting in order for you to gather data.

The present levels section should be organized and clear to read/understand. Use headings to organize the various sections required to include.

What to include:

- Transition Assessments
- Transition Goals
- Agency Involvement/Participation
- It is best practice to get input from multiple stakeholders (student, teacher, case manager, parent, Transition Coordinator, IDS Supports Coordinator, OVR counselor, etc.)
- Transition Measurable Annual Goals

Other input to include:

- If the student is involved in Community Based Vocational Training or School Based Vocational Training through your school, make sure to include information about the student's assigned job. Also include the expectations of the job, and briefly describe the student's performance thus far. (reach out to the supervisor for specific information)
- If the student is working outside of school on his or her own, make sure to document where the student is working and how the student feels about the job.
- If the student is involved in a Work Based Learning Experience (WBLE) through OVR, make sure to include input about what that learning experience is and what it entails.

TYPES OF ASSESSMENTS

You must complete **at least 1 formal assessment and 1 informal assessment** for each student.

- **Formal assessments** typically involve using a standardized procedure, and the results can be compared to other students (e.g., TPI Home/School Form, Brigance).
- **Informal assessments** allow assessment of student performance over time. Data can be collected from a variety of individuals (e.g., transition interviews, Student Dream Sheet, interest surveys, etc.).

Assessment should not always look the same for all students. It should be a variety of what makes the most sense for each student. Utilize assessments that will allow you to get the most valuable information to collect information on students' needs, strengths, preferences, and interests as they relate to measurable postsecondary goals and the annual goals that will help facilitate attainment of those post-secondary goals.

AGENCY INVOLVEMENT

Questions to answer and document in present levels:

- Did an agency attend the IEP meeting?
- Was an agency invited but was unable to attend?
- What agency is the student already registered with? (OVR, IDS, etc.) Where are they in the registration process?
- Did a member of the agency provide input? If so, include that input here.
- The student is not involved with an agency yet, but were the parents provided the information at the IEP meeting? If so, what agency information was provided?
- Did we provide the family information about agencies and they refused services?

BEST PRACTICE EXAMPLE FOR THE TRANSITION PRESENT LEVELS SECTION OF THE IEP

Transition Assessments:

Formal Assessments: **(SUMMARIZE THE RESULTS)**

The PRO-ED Transition Planning Inventory (TPI) School form was completed by ---'s case manager on --- to determine --'s current level of competence in the following planning areas. Below is a summary of his case manager's ratings:

It is expected that following high school, --- will attend community based employment training or a vocational/technical school. It is also expected that --- will work competitively either full-time or part-time. Finally, it is expected that --- will live with parents or other relatives, live with others who are not related to him (without adult supervision), or live with others who are not related to him (with adult supervision). --'s case manager agrees that he demonstrates general job skills and has specific knowledge and skills needed to perform a skilled, semi-skilled, or entry-level job; however, --- can use support in knowing the requirements and demands of his preferred occupations and learn how to specifically get a job. --- can use support in knowing how to gain entry into a vocational/technical school; however, he can be successful in an appropriate post-secondary program. ---'s case manager believes he has relative strengths in the following areas of daily living, leisure activities, community participation, health, self-determination, communication, and interpersonal relationships. --- sets personal goals and participates as an active citizen. He can, however, use support in learning how to manage his own money, increasing his reading and writing skills, independent living skills, and how to obtain financial assistance.

The PRO-ED Transition Planning Inventory (TPI) Home Form was also completed by ---'s mother, ----, on ----. Below is a summary his mother's ratings:

Following high school, --- expects that --- will attend college/university and will continue to live with parents or other relatives. In the planning area of employment, --- strongly disagrees that --- has the work habits and attitudes for keeping a job or has the knowledge and skills needed for a specific job. In the planning area of further education/training, ---- strongly disagrees that --- knows how to get into a post-secondary training program. She noted that she does not know if --- can do well in a program after high school that meets his needs. In the area of daily living, --- noted that --- has strength in the area of completing his own personal grooming and hygiene. She also notes that he can complete daily household tasks. However, she noted that she strongly

disagrees that --- can manage his own money or use local transportation when he needs to. --- rated --- as having a strong need in the area of community participation. Finally, --- rated --- as having relative strengths in the planning areas of communication and interpersonal relationships.

Informal Assessments: (SUMMARIZE THE RESULTS)

1. Student Dream Sheet – (DATE):

When asked where he wants to live following graduation, --- responded that he wants to continue to live with family support until he's financially ready to move out. When asked how he intends to continue learning after graduation, --- stated that he wants to go into a nursing program to learn how to put needles into people's arms. When asked where he wants this learning to occur, he stated that he is not sure yet but is looking for a good, affordable school. When asked what kind of job he would want now, he answered that he would like to have a job working at GameStop because he knows a lot about games; however, he expressed that he has never had a job before. When asked what kind of job he wants to have after he graduates, he responded that he wants to have a job in the nursing field. --- wants to continue to live in Philadelphia following graduation. Finally, when asked what type of transportation he plans to use following graduation, --- stated that he knows how to use Septa currently but he does not know how to use it everywhere. He stated that he knows how to travel around his immediate neighborhood, but one time, he did get lost and needed to find help to get home.

2. Student Interview – (DATE):

--- stated that he likes to play games, act, and sing when he is not working or going to school. He answered that he is involved in the drama club. When asked if he has any jobs at home, --- replied yes, and he stated that he babysits while at home. --- answered that he thinks that having a job in the field of nursing would be something he is interested in because he likes to take care of kids and people. When asked about what concerns he has for his personal life and future, --- stated that he wants to know if he can become a nurse in the future and if he can afford college. --- answered yes that it is easy for him to meet new people and make new friends. He also stated that helping others is a personal strength for him. In the area of educational interests, --- stated that he is interested in enrolling in a vocational program. He noted that he does not have any previous work training. When asked what his plan is for after high school, --- wrote that he plans to work at GameStop and go to a great, affordable nursing school. In the area of student's attitudes and self-knowledge, --- was asked to rate himself most of the time, sometimes, or rarely for various characteristics. --- rated himself as most of the time dependable, punctual, completes tasks, and likes to work with others. He rated himself as sometimes patient, event-tempered, likes to work alone, likes to learn something new, and does daily chores. He did not rate himself as rarely for any characteristic. Finally, in the area of preferred working conditions, --- answered that he would prefer to work indoors, with people, moving around, in a busy or quiet place, wearing dress clothes, working with the same or different tasks, working a semi-skilled job, supervised job, neat and clean, in a job that travels, at nighttime, and in a safe place.

3. What's Your Learning Style, EducationPlanner.org – (DATE):

--- completed an online assessment to determine his learning style. After answering 20 questions, --- scored as 35% auditory, 20% visual, and 45% tactile. --- was rated as a tactile learner—learning by touching and doing.

(STUDENT'S NAME)'s Transition Goals: (SUMMARIZE THE STUDENT'S GOALS)

--- has a goal of continuing to learn following high school. --- has a goal of attending a vocational/technical school to study in the medical field. --- has a goal of obtaining competitive employment following high school. Finally, --- has a goal of continuing to live with family support following high school until he is

financially ready to move out.

Agency Involvement: *(SEE ABOVE AGENCY INVOLVEMENT FOR QUESTIONS TO ANSWER)*

Although the agency did not attend the IEP meeting, --- and his family were provided information about The Office of Vocational Rehabilitation and how this agency can support ---'s future success. An OVR application was provided at the IEP meeting for the family to complete and return to school.

(STUDENT'S NAME)'s Transition Annual Measurable Goals: *(SUMMARIZE THE MEASURABLE ANNUAL GOALS THE STUDENT IS WORKING ON THIS IEP TERM AND WHY YOU CHOSE THOSE GOALS FOR THE STUDENT)*

For this IEP term, --- will be working on two transition-related measurable annual goals to support his transition success. Due to the fact that --- was recently diagnosed with having a disability, --- has a goal of defining his disability and listing 3 accommodations that he requires in the classroom to be successful. This will help increase his self-advocacy for post-secondary education/training. Finally, --- will be working on listing 10 characteristics of an effective employee. Since he has not had any previous work training experience, this will support his future employment success.

3. TRANSITION SERVICES (THE TRANSITION GRID)

Section III. Transition Services: Act 26 Questions		
Act 26 Question:	How to answer:	Why we answer this way:
Does this student have a transition plan as part of their IEP? (YES/NO/NA)	Always answer “yes” to this question.	Any student who is 14 and older <u>must</u> have a transition plan as a part of their IEP.
Does the student have an outcome goal of competitive integrated employment? (YES/NO)	<p>Answer “yes” if you expect the student to participate in competitive employment <u>or</u> supported employment following graduation.</p> <p>Answer “no” if you expect the student to participate in sheltered employment following graduation.</p>	<p><u>Competitive employment</u> is work that is performed on either a full- or part-time basis in which individuals are compensated for their work. The compensation paid must be at or above the set minimum wage, but not less than the wages paid to individuals who are not disabled and performing work that is the same or similar.</p> <p><u>Supported employment</u> is paid work in a community setting with others without disabilities and with support services (e.g., job coaching services).</p> <p><u>Sheltered employment</u> is an employment arrangement for people with disabilities in a self-contained work site, without integration with nondisabled workers. The pay is also typically below minimum wage.</p>
Did the Student participate in a competitive integrated paid work experience? (YES/NO)	<p>Answer “yes” if the student is already working outside of school on his/her own.</p> <p>Answer “yes” if the student has met with The Office of Vocational Rehabilitation prior to updating the annual IEP, and the student’s plan with his/her OVR counselor is to participate in a competitive integrated work experience while still in school.</p> <p>Answer “no” if the student is not registered with OVR and has not had paid work experience on</p>	<p>It is the goal for PA to collect data on how many individuals with disabilities are already participating in paid employment in a community setting prior to graduation.</p> <p>OVR is no longer operating under “Order of Selection,” and they can provide Pre-Employment Transition Services to students in grades 11th/12th while they are still in school. The Pre-Employment Transition Services (PETS) includes job shadowing experiences and paid internships in community settings.</p>

	his/her own.	
Did the student participate in individual job coaching services funded by the school in a paid work experience? (YES/NO)	<p>Answer “yes” if the student has met with The Office of Vocational Rehabilitation prior to updating the annual IEP, and the student’s plan with his/her OVR counselor is to participate in individual job coaching services while still in school.</p> <p>Answer “no” if the student does not meet the above criteria.</p>	Same as the question above.
What is Act 26?		
Act 26 charges the Office of Vocational Rehabilitation (OVR), in collaboration with Pennsylvania's Department of Education (PDE), with collecting and reporting data related to students with disabilities who have transition plans and with facilitating the process of job and career development between local education agencies (LEAs) and public and private employers to ensure the successful transition of high school students with disabilities into competitive integrated employment.		

GENERAL EXAMPLE OF TRANSITION GRID - <i>MORE SPECIFIC INFORMATION FOR EACH PORTION OF GRID BELOW</i>	
Postsecondary Education/Training, Employment, Independent Living Goal: <i>Timing + Student Name + Goal</i> Examples: <ul style="list-style-type: none"> • Upon graduation, Timothy will attend a 4 year college. • Upon graduation, Timothy has a goal of competitive employment. • Upon graduation, Timothy has a goal of living independently. <p><u>Best Practice:</u> include more specific information about the student’s field of study, occupational interest, and how student will access the community.</p>	Measurable Annual Goal? Yes
Course of Study: Write out the classes that the student is taking this year as are written in PowerSchool (e.g, Adapted English 3, English 4, Chemistry, Physical Education, etc.). If the IEP will extend over 2 school years. You must write “current courses for the 2023-2024 school year” and “prospective courses for the 2024-2025 school year.” This should be amended at the beginning of every year to ensure that the “prospective courses” that were previously listed are accurate.	

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person/ Agency Responsible
List at least 1 Service and 1 Activity that will help the student reach the above mentioned goal.	Where will the service and activity occur?	How often will the student participate in the listed service and activity.	IEP Begin Date	IEP End Date	IEP Team Members responsible. The student/parent should not be included in the list of person/agency responsible <i>*It does not have to be one single person or agency responsible. You can list multiple stakeholders and individuals who are responsible for each service/activity.</i>

Section III. Transition Services: **Transition Goal Starters**

Post-Secondary Education	Employment	Independent Living
<p>Ex. 1: Upon graduation, (student name) has a goal of attending a two or four year college.</p> <p>Ex. 2: Upon graduation, (student name) has a goal of attending a trade school.</p> <p>Ex. 3: Upon graduation, (student name) has a goal of attending on-the-job training.</p> <p>Ex. 4: Upon graduation, (student name) has a goal of entering into the military.</p>	<p>Ex. 1: Upon graduation, (student name) has a goal of competitive employment.</p> <p><i>Competitive employment is work that is performed on either a full- or part-time basis in which individuals are compensated for their work. The compensation paid must be at or above the set minimum wage, but not less than the wages paid to individuals who are not disabled and performing work that is the same or similar.</i></p> <p>Ex. 2: Upon graduation, (student name) has a goal of supported employment. (He/she) will require agency support to do so. <i>Supported employment is paid work in a community setting with support services (e.g., job coaching services).</i></p> <p>Ex. 3: Upon graduation, (student name) has a goal of sheltered employment. (He/she) will require agency support to do so.</p>	<p>Ex. 1: Upon graduation, (student name) has a goal of living independently.</p> <p>Ex. 2: Upon graduation, (student name) has a goal of living with family support.</p> <p>Ex. 3: Upon graduation, (student name) has a goal of living with family or community support. (He/She) will require agency support to do so.</p> <p>Ex. 4: Upon graduation, (student name) has a goal of living with roommates.</p>

	<i>Sheltered employment is an employment arrangement for people with disabilities in a self-contained work site, without integration with nondisabled workers. The pay is also typically below minimum wage.</i>	
Individualized Goals (Best Practice)		
<p>Ex. 1: Upon graduation, (student name) has a goal of attending a two or four year college. While at college, (student name) will plan to study early childhood education.</p> <p>Ex. 2: Upon graduation, (student name) has a goal of attending a trade school to become an electrician.</p>	<p>Ex. 1: Following (his or her) study at a two or four-year college, (student name) has a goal of competitive employment in the area of education.</p> <p>Ex. 2: Following (his or her) study at a trade school, (student name) has a goal of competitive employment in the electrical field.</p> <p>Ex. 3: Upon graduation, (student name) has a goal of being employed through supported employment. (Student name) is interested in working at a fast food restaurant. (He or she) will require agency support to do so.</p>	<p>You can add in how the individual will access the community:</p> <p>EX: Upon graduation, (student name) has a goal of living independently and will...</p> <ul style="list-style-type: none"> • access the community independently to get to school/work/recreation and leisure activities. • use public transportation to get to school/work/recreation and leisure activities. • use adult agency support to access school/work/recreation and leisure activities.

Section III. Transition Services: **Transition Goals**

Measurable Annual Goal (Yes/No?)

We should always mark “yes” when answering if the post-secondary education/training, employment, or independent living goal is measurable. This is because we are measuring an outcome. We will be collecting data throughout each IEP term to determine if the student is making progress toward each transition goal. This is not collected through typical progress monitoring; however, each year when you update the student’s transition present levels, you will need to address how the student is progressing toward their transition goals that have been set in place.

Courses of Study

For students in 9th, 10th, 11th, and STAR students in 12th grade who are not expected to graduate by the end of the year, you must include both the student's current courses of study as well as their prospective courses of study for the following school year. Please list the student's courses as they appear on PowerSchool. Since we may not know the exact courses the student will take the following year, use the course list by grade below to input the prospective courses for the student.

For graduating seniors, you will only include the student's current courses of study as listed in PowerSchool.

EXAMPLE:

Current Courses of Study (2023-2024 School Year): Semester 1: English 1, World History, Algebra 1, Semester 2: Physical Education, Physical Science, Freshman Seminar-ENG

Prospective Courses of Study (2024-2025 School Year): Semester 1: Algebra 2, English 2, Spanish 1, Semester 2: Biology 1, Sophomore Seminar-ENG, Music

ABCCS Course List by Grade

9th Grade

English 1
Algebra 1
World History
Physical Science
Foundations
Health/PE

10th Grade

English 2
Algebra 2
Biology 1
World Language 1
Foundations
Arts/Humanities Elective

11th Grade

English 3
Geometry
US History
Biology 2
World Language 2
Arts/Humanities Elective

12th Grade

English 4
Civics
Senior Seminar / JAG
(Any failed courses students need to re-take)

Section III. Transition Services: **Post-Secondary Education/Training, Employment, & Independent Living Services & Activities**

Each transition goal (post-secondary education/training, employment, & independent living) must have **at least 1 service and 1 activity.**

What is a service?

A service addresses a skill deficit and is connected to a measurable annual goal that is already in the student's goal/objective section of his or her most recent IEP. **ALL** measurable annual goals must be connected to a transition goal (post-secondary, employment, or independent living), and must be written in the transition grid as a service. Each service **must** be in bold font and have an asterisks (*) in front to identify it as a measurable annual goal.

Examples:

- *Student will increase (his or her) reading comprehension skills.
- *Student will increase (his or her) writing skills.
- *Student will increase (his or her) reading fluency skills.
- *Student will increase (his or her) math application skills.
- *Student will increase (his or her) math calculation skills.
- *Student will increase (his or her) math fluency skills.
- *Student will increase (his or her) math operation skills.
- *Student will increase (his or her) functional math skills.
- *Student will increase (his or her) functional reading skills.

TRANSITION MANDATE:

There must be a **minimum of 2 measurable annual goals that are transition-related** for all students with IEPs ages 14-21. While all goals should connect in some way to transition, we have been focusing heavily on the academic skills that will support our students' transitional success. Aspira requires that there be at least 2 measurable annual goals that address the student's skill deficits in the areas of transition (post-secondary, employment, and/or independent living). Please see the "Measurable Annual Transition Goal Bank" for more support below.

Section III. Transition Services: **Post-Secondary Education/Training, Employment, & Independent Living Services & Activities (continued)**

Examples of Activities

What is an activity? An activity is anything that is provided to a student that will help them achieve their post-secondary goals. Activities do not need to be directly connected to a student's measurable annual goal; however, they need to be specifically chosen to support the student with a successful transition to adulthood.

<u>Activities</u> to Support: Post-Secondary Education	<u>Activities</u> to Support: Employment	<u>Activities</u> to Support: Independent Living
Attend a college fair (9-12 grade)	Explore your "dream job" and identify the	Explain likes and dislikes outside of school (9-12 grade,

	training/education needed <i>(9-11 grade)</i>	<i>STAR)</i>
Attend military fair <i>(9-12 grade)</i>	Learn about employer expectations (e.g., attire, punctuality, hygiene, calling out sick, job expectations, etc.) <i>(9-12 grade, STAR)</i>	Develop a budget/work on budgeting skills <i>(9-12 grade, STAR)</i>
Attend a trade school/vocational training fair <i>(9-12 grade)</i>	Attend a job fair <i>(11-12th grade)</i>	Research frequently visited destinations in your community and determine how you will independently travel to those destinations using Google Maps or Septa Trip Planner <i>(9-12 grade)</i> .
Meet with counselor to review goals and credits <i>(9-12 grade)</i>	Complete an employment/career interest inventory. <i>(9-12 grade, STAR)</i>	Join an extracurricular activity at school <i>(9-12 grade, STAR)</i>
Develop a graduation credit plan <i>(9-12 grade)</i>	Demonstrate problem solving strategies <i>(9-12 grade)</i>	Practice advocating for your needs during classes, IEP meetings, etc. <i>(9-12 grade, STAR)</i>
Sign up for the PSATs <i>(10-11 grade)</i>	Practice filling out job applications <i>(9-12 grade, STAR)</i>	Describe and be aware of the medications you take (name, dosage, why you're taking them). <i>(As needed)</i>
Sign up for SATs and advocate for accommodations that he or she will need <i>(11-12 grade)</i>	Practice/review job interviewing skills <i>(9-12 grade, STAR)</i>	Learn how to access transportation in the community <i>(9-12 grade)</i>
Attend a college visit <i>(11-12 grade)</i>	Participate in a mock interview <i>(9-12 grade)</i>	Learn how to manage (his or her) money. <i>(9-12 grade)</i>
Visit technical school or certificate program <i>(11-12 grade, STAR)</i>	Research 5-10 jobs that interest you and discuss what accommodations you may need <i>(9-11 grade)</i>	Evaluate future financial needs and how these relate to future career choices <i>(9-12 grade)</i>
Investigate scholarship opportunities and funding sources <i>(11-12 grade)</i>	Create a resume <i>(9-12 grade)</i>	Practice self-advocacy skills <i>(9-12 grade)</i>
Apply to a 2-year college <i>(11-12 grade)</i>	Explore job accommodations <i>(9-12 grade)</i>	Develop a weekly and a monthly time schedule and keep track of events in a daily/weekly planner <i>(9-12 grade)</i>
Apply to a 4-year college <i>(11-12 grade)</i>	Learn about work incentive counseling through AHEDD <i>(9-12 grade--students who receive SSI)</i>	Utilize conflict resolution skills to help solve problems amongst interpersonal relationships <i>(9-12 grade)</i>
Research postsecondary school locations, tuition costs, and course lists of schools that fit your interests <i>(9-12 grade)</i>	Identify attitudes and behaviors necessary for job success <i>(9-12 grade)</i>	(Student name) will explore different independent living situations, including living in a college dormitory, apartment living and living at home with family while attending college <i>(11-12 grade)</i>
Use an agenda book or calendar to keep track of	Monitor punctuality and attendance to encourage job	If your goal is to live on your own or with a roommate, talk

assignments (9-12 grade, STAR)	success (For students with excessive latenesses/absences)	with your family, school, and agency supporters (12 grade)
Complete and turn in assignments on time (9-12 grade)	Register with The Office of Vocational Rehabilitation (OVR) (11-12 grade)	Register to vote (students age 18)
Understand his or her disability in terms of strengths and weaknesses (9-12 grade, STAR)	Work on a career portfolio (12 grade)	Register with IDS (STAR/Students with Autism or IQ below 70)
Talk with your IEP team about how you can use your “Summary of Academic Achievement and Performance” after high school (12 grade)	Participate in vocational training through the use of vocation task boxes (STAR)	(Student name) will be able to state (his or her) personal data information and write (his or her) personal data information through filling out various functional documents including, but not limited to, doctors' forms, emergency forms, applications etc. (STAR)
Participate in community based instruction (STAR)	(Student name) will increase social skills using a social script, applied social skills scenario, and in a community environment. (STAR)	(Student name) will improve (his or her) ability to follow a recipe to completion by locating and purchasing ingredients, utilizing proper cooking utensils and equipment, and following step-by-step picture recipes as independently as possible. (STAR)
Participate in school based/community based vocational training (STAR)	Practice using money skills in a realistic setting (STAR)	Participate in daily personal maintenance routine (e.g., brushing teeth, applying deodorant, etc.) (STAR)
Participate in travel training activities. (STAR)	(Student name) will maintain a clean and neat workspace by appropriately disposing of trash, cleaning table, sweeping, and organizing personal belongings. (STAR)	Participate in domestic maintenance activities such as doing laundry. (STAR)
(Student name) will complete multi-step directions and tasks. (STAR)	(Student name) will complete applications for employment. (STAR)	Participate in community based instruction travel training, pedestrian/safety words and signs, social skills, shopping/money skills, etc. (STAR)
(Student name) will receive an industry-based competency certification (ServSafe, HVAC, CPR, OSHA). (PA Act 158: Pathways to Graduation Requirement)	(Student name) will receive a letter guaranteeing full-time employment (PA Act 158: Pathways to Graduation Requirement).	(Student name) will make an appointment with an outside agency such as Liberty Resources, Asociación Puertorriqueños en Marcha, or Pathways to Housing PA to support their successful transition to independent living (11th and 12th grade students interested in living independently).
(Student name) will attain one alternative assessment score or better (e.g., ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)). (PA Act 158:	(Student name) will receive a letter guaranteeing full-time military enlistment (PA Act 158: Pathways to Graduation Requirement).	(Student name) will schedule a doctor’s appointment for him/herself (9-12 grade, STAR).

<i>Pathways to Graduation Requirement)</i>		
(Student name) will attain a 3 or better on AP Exam(s). <i>(PA Act 158: Pathways to Graduation Requirement). Could write as - "Student will take the AP exam."</i>	(Student name) will complete an internship, externship, or cooperative education program <i>(PA Act 158: Pathways to Graduation Requirement).</i>	(Student name) will refill a needed prescription by calling his/her doctor <i>(9-12 grade, STAR).</i>
(Student name) will complete a pre-apprenticeship program (HVAC, etc.). <i>(PA Act 158: Pathways to Graduation Requirement)</i>	(Student name) will participate in Pre-Employment Transition Services such as job shadowing <i>(11th and 12 grade, must be registered with OVR).</i>	(Student name) will look into Power of Attorney or Guardianship with his/her parent/guardian to ensure continued family support and guidance following graduation <i>(STAR).</i>
(Student name) will receive an acceptance into an accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework <i>(PA Act 158: Pathways to Graduation Requirement).</i>	(Student name) will participate in Pre-Employment Transition Services such as a paid Work Based Learning Experience <i>(11th and 12 grade, must be registered with OVR).</i>	(Student name) will be able to develop a grocery list given an allotted amount of money he or she is able to spend for the week <i>(9-12, STAR).</i>
(Student name) will complete a concurrent enrollment or postsecondary course <i>(PA Act 158: Pathways to Graduation Requirement).</i>	(Student name) will increase punctuality at scheduled meetings with teachers, case manager, or counselors <i>(9-12 grade).</i>	
(Student name) will receive an industry-recognized credentialization <i>(PA Act 158: Pathways to Graduation Requirement).</i>	(Student name) will communicate, schedule, and reschedule (if necessary) meetings with teachers, case managers, or counselors via email <i>(9-12 grade).</i>	
(Student name) will complete a service-learning project <i>(PA Act 158: Pathways to Graduation Requirement).</i>		

Section III. Transition Services: Post-Secondary Education/Training, Employment, & Independent Living Services & Activities (continued)

Who is/are the person(s)/agency responsible?

Examples:

Student
Special Education Teacher
Regular Education Teacher(s)
Case Manager

School Counselor
Transition Coordinator
Special Education Coordinator
Instructional Assistant
Personal Care Assistant
Parent

*When answering this question, think about who will be supporting the student to follow through with this service or activity? List **all** individuals who will support the student with completing/fulfilling each service/activity.

4. GOALS AND OBJECTIVES

TRANSITION MANDATE:

There must be a **minimum of 2 measurable annual goals that are transition-related** for all students with IEPs ages 14-21. While all goals should connect in some way to transition, we have been focusing heavily on the academic skills that will support our students' transitional success. Aspira requires that there

be at least 2 measurable annual goals that address the student's skill deficits in the areas of transition (post-secondary, employment, and/or independent living).

Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Job Seeking Skills	How is it measured?	Standard	Google Form (If applicable) <i>*Teachers, please "MAKE A COPY" of your own to share with your caseloads.</i>
<p>Given the Brigance G-2 Simple Application for Employment, (student name) will independently complete the application with --% accuracy moving from a baseline of --% accuracy on 3 out of 4 trials.</p> <p>OR</p> <p>Given the Brigance G-3 Complex Application for Employment...</p>	<p>Brigance G-2 Simple Application for Employment</p> <p>OR</p> <p>Brigance G-3 Complex Application for Employment</p>	<p>Career Education and Work Academic Standard 13.2.11.C</p> <p>"Develop and assemble, for career portfolio placement, career acquisition documents [...]"</p>	N/A - Brigance G-2 or G-3
<p>Given Brigance G-1 Job Interview Questions, (student name) will answer questions with --% accuracy moving from a baseline of --% accuracy on 3 out of 4 trials.</p>	Brigance G-1 Job Interview Questions	<p>Career Education and Work Academic Standard 13.2.11.A</p> <p>"Apply effective speaking and listening skills used in a job interview."</p>	N/A- Brigance G-1
<p>Given the Brigance G-4 Completes a Job-Resume Outline, (student name) will answer questions with --% accuracy moving from a baseline of --% accuracy on 3 out of 4 trials.</p>	Brigance G-4 Completes a Job-Resume Outline	<p>Career Education and Work Academic Standard 13.2.11.C</p> <p>"Develop and assemble, for career portfolio placement, career acquisition documents [...]"</p>	N/A - Brigance G-4
<p>Given a cover letter template, (student name) will write a cover letter to a prospective employer with --% independence moving from</p>	Cover Letter Template (see resource packet for the teacher created template)	Career Education and Work Academic Standard 13.2.11.C	Cover Letter Template

a baseline of --% independence on 3 out of 4 trials.		“Develop and assemble, for career portfolio placement, career acquisition documents [...]”	
Given a job interview thank you letter template, (student name) will write a thank you letter to a prospective employer with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher Created Job Interview Thank You Letter Template (see resource packet for the teacher created template)	Career Education and Work Academic Standard 13.2.11.C “Develop and assemble, for career portfolio placement, career acquisition documents [...]”	Job Interview Thank You Letter

Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Post-Secondary Planning	How is it measured?	Standard	Google Form (If applicable) <i>*Teachers, please “MAKE A COPY” of your own to share with your caseloads.</i>
Given a student interview, (student name) will develop his/her post-secondary plan that includes education/training, employment, and independent living goals with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.1.11.B “Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.”	Post-secondary Goal Creation
Given a student interview, (student name) will identify his/her career choice and career preparation needs with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.1.11.F “Analyze the relationship between career career choices and career preparation opportunities [...]”	English: Identifying Career Choice & Career Preparation Needs Spanish: Identificación de Necesidades de Elección de Carrera y Preparación de Carrera
Given a student interview, (student name) will justify the reason for his/her career choice with --% independence moving from a baseline of	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.1.11.E	Justifying Career Choice

--% independence on 3 out of 4 trials.		"Justify the selection of a career."	
Given the opportunity, (student name) will use a teacher-created checklist that includes researching locations, tuition, course requirements, and more on two different post-secondary training options that meet HIS/HER interest in studying to become a ---. HE/SHE will independently complete the task with 100% moving from a baseline of 0% to further HIS/HER understanding of available training options HE/SHE can pursue after graduation by the end of this IEP term.	Teacher-Created Google Form/Worksheet	Career Education and Work Academic Standard 13.1.11.H "Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests."	English: Post-secondary Research Goal Spanish:

Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Work Related Social Skills/Behaviors	How is it measured?	Standard	Google Form (If applicable) <i>*Teachers, please "MAKE A COPY" of your own to share with your caseloads.</i>
Given a student interview, (student name) will list 10 characteristics of an effective employee with --% accuracy moving from a baseline of --% accuracy on 3 out of 4 trials.	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.3.11.A "Evaluate personal attitudes and work habits that support career retention and advancement."	Characteristics of an Effective Employee
Given a challenging situation, (student name) will define the problem and come up with 2 solutions with --% independence moving from a baseline of --% independence.	Direct observations, teacher input, teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.3.11.C "Evaluate conflict resolution skills as they relate to the workplace [...]"	Solutions to a Challenging Situation
Given PowerSchool attendance records, (student name) will increase his/her punctuality	PowerSchool attendance records--check student's lateness	Career Education and Work Academic Standard 13.3.11.E	N/A

by attending class on time with --% accuracy moving from a baseline of --% accuracy in a 45 day period.	per class	“Evaluate time management strategies and their application to both personal and work situations.”	
When given a scheduled meeting/appointment, (student name) will attend the meeting/appointment on time, or communicate with the teacher via email, phone call, or Schoology message to reschedule, 100% of the time in 3 out of 4 consecutive trials by the end of this IEP in ____.	Direct observations, teacher input	Career Education and Work Academic Standard 13.3.11.E “Evaluate time management strategies and their application to both personal and work situations.”	N/A

Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Self-Advocacy	How is it measured?	Standard	Google Form (If Applicable) <i>*Teachers, please “MAKE A COPY” of your own to share with your caseloads.</i>
Given a student interview, (student name) will describe his/her disability in terms of strengths or weaknesses with --% independence moving from a baseline of --% on 3 out of 4 trials.	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.3.11.A “Evaluate personal attitudes and work habits that support career retention and advancement.”	Describe Disability in Terms of Strengths/Weaknesses
Given a student interview, (student name) will describe his/her disability and list 3 accommodations he/she requires in the classroom to be successful with --% independence moving from a baseline of --% on 3 out of 4 trials.	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.3.11.A “Evaluate personal attitudes and work habits that support career retention and advancement.”	Describe Disability & List Accommodations
Given a student interview, (student name) will list 3-5 of his/her personal strengths with --%	Teacher created checklist (see resource packet for checklist)	Career Education and Work Academic Standard 13.3.11.A	Personal Strengths

independence moving from a baseline of --% independence on 3 out of 4 trials.		“Evaluate personal attitudes and work habits that support career retention and advancement.”	
---	--	--	--

Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Independent Living	How is it measured?	Standard	Google Form (If Applicable) <i>*Teachers, please “MAKE A COPY” of your own to share with your caseloads.</i>
Given a teacher created financial planning tool, (student name) will be able to develop his/her personal budget based on his/her career choice with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher created financial planning tool (see resource packet for checklist)	Career Education and Work Academic Standard 13.3.11.D “Develop a personal budget based on career choice [...]”	Financial Planning Tool
Given the opportunity — will research and review frequently visited destinations and complete a teacher-created form identifying how to travel from HIS/HER home to the destination using virtual tools such as Septa Trip Planner or Google Maps to identify details such which buses to take, how long the route is, how much it will cost, and how much walking is involved. — will independently complete the task with 100% accuracy moving from a baseline of —% to further develop HIS/HER independent living and community skills by the end of this IEP term.	Teacher-Created Google Form/Worksheet		English: Independent Living/Learning Public Transportation Goal Spanish: (Vida Independiente/Aprendizaje Transporte Público Meta) Independent Living/Learning Public Transportation Goal
Given a teacher-created assignment, —will research independent living options in the locations of HIS/HER choice and review and compare information such as rent, size, location, and utilities included to better prepare	Teacher-Created Google Form/Worksheet		English: Transition Worksheets Spanish:

HIMSELF/HERSELF for independent living with 100% independence moving from a baseline of 25% independence on 3 out of 4 trials by the end of this IEP term.			
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Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Communication	How is it measured?	Standard	Google Form (If Applicable) *Teachers, please "MAKE A COPY" of your own to share with your caseloads.
Given the opportunity, — will complete a teacher-created Communication and Etiquette questionnaire addressing the use of professional language, having an appropriate email, what to note in the subject line, and the 5 W's of when to reach out to a teacher, employer, professor, or colleague in situations such as needing to take time off work, running late, or missing an appointment/meeting with 100% accuracy from a baseline of — by the end of the IEP term.	Teacher-Created Google Form/Worksheet	Career Education and Work Academic Standard 13.2.11.E "Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge [...]."	English: Transition Worksheets Spanish:

Section V. Goals and Objectives: Measurable Annual Transition Goal Bank

GOAL AREA: Functional Skills	How is it measured?	Standard	Google Form (If Applicable) *Teachers, please "MAKE A COPY" of your own to share with your caseloads.

Given a (<i>School or Community</i>) Based Vocational Placement in the (<i>Name Site</i>), (<i>Student Name</i>) will complete assigned job tasks with ---% independence moving from a baseline of --% independence on 3 out of 4 trials.	Task Analysis data collected at work placement. Check work binders in SPED office, Room 326	Career Education and Work Academic Standard 13.3.11.A. “Evaluate personal attitudes and work habits that support career retention and advancement.”	N/A
Given a functional form that requires personal data (e.g, name, address, city, state, zip code, phone number, gender, age, date of birth, educational history, etc.), (<i>Student Name</i>) will complete the form with --% independence moving from a baseline of ---% independence in 3 out of 4 trials.	Teacher created functional forms	N/A	Functional Skills Resources
Given a 5-10 step recipe, (<i>Student Name</i>) will be able to follow the recipe to completion with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher created functional forms	N/A	Domestic Maintenance Recipe Ideas
Given a teacher created assessment, (<i>Student Name</i>) will be able to count a wallet with mixed coins and bills with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher created functional forms	N/A	Functional Skills Resources
Given a Unique Learning System assessment, (<i>Student Name</i>) will be able to write a check with --% independence moving from a baseline of --% independence on 3 out of 4 trials.	Teacher created functional forms	N/A	Functional Skills Resources
Given a teacher created assessment, (<i>Student Name</i>) will be able to calculate a set budget with --% accuracy moving from a baseline of --% accuracy on 3 out of 4 trials.	Teacher created functional forms	N/A	Functional Skills Resources
Given a Brigance Comprehensive Inventory of Basic Skills II functional vocabulary list, (<i>Student Name</i>) will be able to identify the words with --% accuracy moving from a baseline of --% accuracy in 3 out of 4 weekly trials.	Teacher created functional forms	N/A	Functional Skills Resources



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 3/27/24

Session: Transition

Time: 1:15 PM - 2:15 PM

Led by: Jodie Alicea

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Kelli Wilson	kwilson@aspirapa.org	
Attendee's Name	Email	PPID



Aspira Schools of PA Professional Development Agenda

Date: 8/22/23

Session: Achieve 3000 and Word Studio

Time: 1:15 - 2:45

Led by: Achieve 3000

1. PD Warm-Up Discussion
2. Access Achieve 3000
3. Review Updates to Achieve 3000 and Explore Word Studio
4. Complete Exit Ticket



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 08/22/23

Session: Achieve 3000 and Word Studio


Duration: 1:00 - 2:30

Led by: Achieve 3000

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What We Know Works: A Discussion of Evidence-based Practices to Support All of Our Students



Where is this All Coming From?

Evidence-based Research

The Game Plan

01

Disciplinary Literacy

Communication, Choice, Challenge, and
Collaboration for Reading Success

02

Knowing Our Students: Dyslexia Defined

Simulation and Discussion

03

Structured Literacy

Wilson Reading System

04

Applications

Putting Theory into Practice:
Implementing Best Practices to Support
Our Students Literacy Skills

Who encouraged you to read?

What words did they use?

What is a positive moment you
remember reading with a
student or students?

Do you remember learning
how to read? If so, how?

Pick Two

What is a positive memory you can
share regarding reading in school?

What made you feel pride as
a reader?

Do you enjoy reading?
If so, you remember when
a moment happened


What was the first book you
read independently?



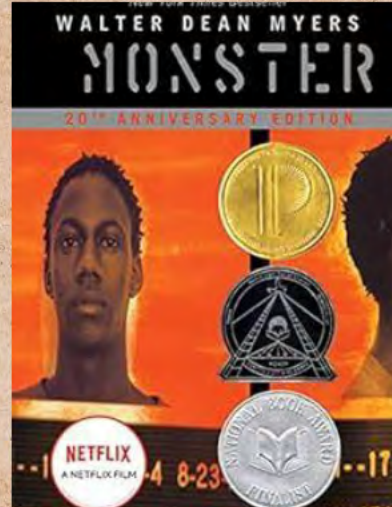
01

Disciplinary Literacy

What and How We Communicate Mat



Walter Dean Myers



"You are a writer."

Communication and Literacy: Reading is Not Natural, We Have to Model and Teach Reading

Literacy

- For our purposes, narrowly defined as **reading for meaning, communicating** orally and in writing across all content areas

The Power of Our Words

- Shapes who we are
- What we are doing
- How we relate to one another

Communication is the central tool of our trade as teachers

- Facilitates self-agency, motivation, **self-efficacy**
- Models academic **vocabulary** acquisition
- Encourages **critical thinking** and **deeper reading comprehension** (dialectical thinking)
- "Don't work harder, work smarter."
- "Use your strategies."
- "Do not guess."

Choice Words Encourages Independent Readers and Literacy in All Content Areas

What Does the Research Say?

- Higher self-efficacy and motivation (**in combination with phonics and reading strategies**) leads to taking risks in reading, increased reading fluency and reading comprehension ([Motivation to Read Profile](#)-R x 3)

Notice and Name

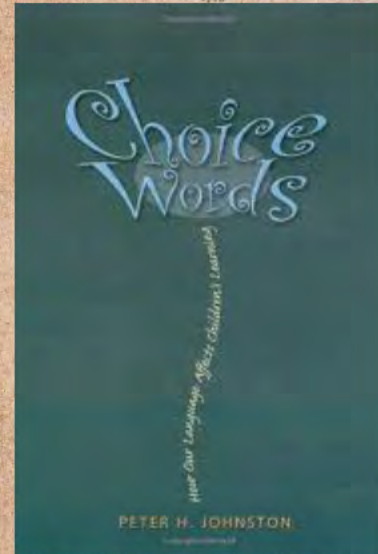
- "You are an excellent reader."
- "Don't guess, you can use your **strategies** to figure this out."
- "I am proud of you, but more importantly are you proud of you?"

Make opportunities for Creative Thinking and Risk Taking

...and this word in a different way?"

...to solve this problem?"

...about this?"



What Motivates Children to Read?

- Choice
- Challenge: It is Ok to support with strategies and patience, but challenge is good too
- Collaboration: among teachers, among classmates for investigation and inquiry - in combination with explicit reading instruction


and Mrs. Lordan (as collaborators) can help with choice, see final slides for controlled/decodable text authors



02

Dyslexia



Research suggests one in five students has dyslexia,
What does that mean for us in our classrooms?



True or False?

- Dyslexia is rare (wake up check in)
- People with dyslexia see letters move around the page
- You might have dyslexia if you see b and d backwards
- Vision problems can cause dyslexia
- People with dyslexia have bad handwriting
- Dyslexia has an impact on success in math

free **typeface**
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a. The typefac
z, who releas
nse.^[1] Like
faces, most
to dyslexia
is not a cure f
regular, bold,
font styles. I



Dyslexia Simulation

- How did you feel?
- What did you want to do?
- What can help?

Translation

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, The DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical, a remarkable but valid claim. This means that the cells are nearly alike, but not exactly the same. Take, for instance, the cells of the intestines; that they're vital is certainly plain. Now think about the way you would think if those cells were the cells in your brain.



- How does this relate to the way we communicate with our students?
- How does this change our literacy practices?

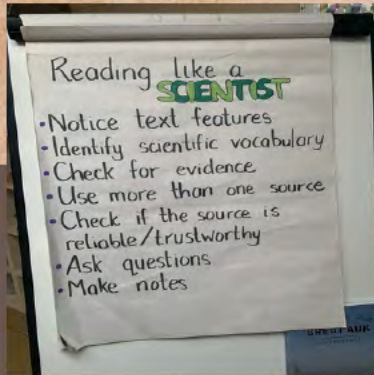
Writing with Dyslexia



- How did you feel?
- What did you want to do?
- What can help?

Literacy in All Content Areas: Choice, Challenge, Collaboration to best support All of our students

Science



Social Studies

Text structure,
Express terms
visually
Provide
opportunities
for vocabulary
exposure

Math

Solve like a
mathematician. Act out
word problems. Eliminate
unnecessary frustration
by clearing out
obscurities with
text-to-audio assistance.
Graphic organizers

ELA

Clean up the pronouns in a
text: Who is who and what is
this character doing?
Create multiple
opportunities for vocabulary
exposure within authentic
texts
Integrate morphology
instruction into reading
literary tasks

Assess all Contents: Initial
diagnosis and opportunities

deep
comprehension

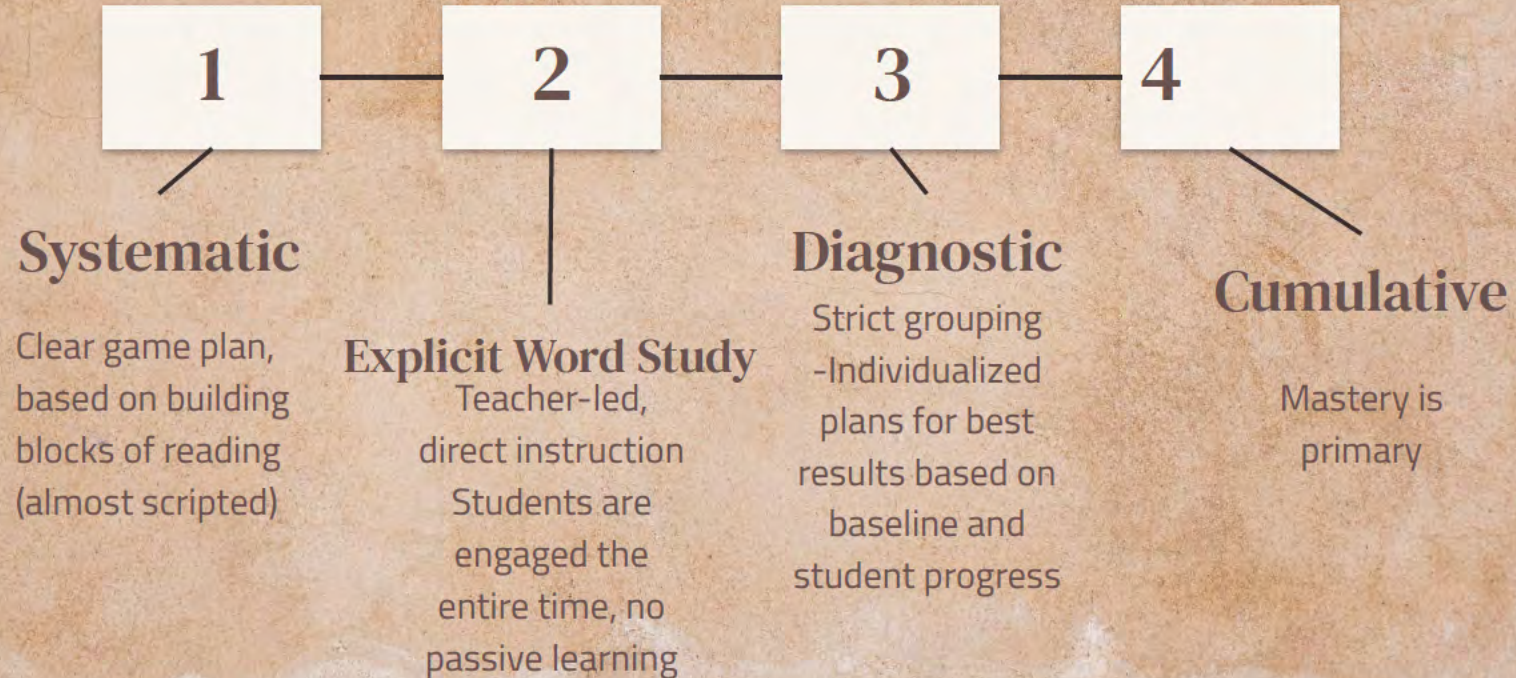
A Structured Literacy Response

How to Best Support All of Our Students

03



Components of Structured Literacy (The Science of Reading)



The Reading Wars are Over

Science of Reading: Structured Literacy
Response



Wilson Reading System - Intensive Intervention

Scope and Sequence

WRS Lesson Plan

- Fast paced, repetitive for mastery
- Word study of word elements
- Phonemic awareness - we are instruments that create and manipulate the correct sounds that letters make
 - No Guessing (or cueing from context to decode)
 - Build Patterns - Chaining
 - Multisensory - Tapping, popping, air writing, marking
 - Decoding
- Encoding - spelling dictated sentences with pencil and paper
 - Comprehension - explicit, modeled
 - Fluency for decoding and comprehension
- Vocabulary within authentic settings and discussions

What Could Work in Your Room?

Comprehension

Explicit comprehension strategies
Modeled comprehension strategies
Audiobooks to facilitate comprehension
of content-specific text

Fluency-Cadence, Expression

Teacher read alouds,
recorded audio/ video
directions
Practice silently first,
then modeled

Use decent AI for
modeled fluency

Decoding/Encoding

Sound it out? No, break down
words into parts - [syllable types](#)
Keyword charts in all classrooms

[Learning Stewards](#)

Vocabulary

Wow word wars
Semantic gradients
Modeled context clues
Morphology - word webs
and translanguaging
Multiple exposures
(quality not quantity)

Multisensory

Lego blocks to build
words
Fidget tappers

Writing: Syntax, Spelling

Explicit focus on subject, verb,
direct object. Words have
meaning when the reader
knows their role in the
sentence.
Use AI to help with editing
[Collaborative Writing](#)
Read aloud editing
Pencil and paper
HFW walls

What Works in Reading

Phonemic and Phonological Awareness

Mirrors to see mouth movements
Nonsense words
Tapping out, marking up words
Uno! (with word patterns)
Connect Four

Morphology

Vocabulary

Images, discussions about where and how these words fit into their other classrooms
Latin roots

Reading Fluency-

Cadence,

Expression

Fluency triangles

Readers' Theater of

Controlled texts

Choral reading, modeled reading

Comprehension

Silent reading
Model Reading Comprehension Skills
GOs
Listening Comprehension
Act out a scene, flashcard responses
Make connections

Spelling/Syntax

Spelling is visual assessment of phonics/decoding skills
Dictation to exercise verbal memory
Nouns, verbs, complete sentences
Punctuation
Pen and pencil

Practical Applications

Case Study Application: How can we best support our
highest-need students

04

Damon Albarn, Grade 3

What will you do to best support this student?

How can I help you?

- Social, gregarious, wants to participate
- Reads with accuracy and automaticity CVC phonetically regular words in isolation
- Spells CVC words accurately
- Does not read sentences or passages with CVC words fluently
- Resists reading sentences
- Will not read silently
- Cannot automatically read or spell high frequency words

Lisa Lopes, Grade 6

What will you do to best support this student?

How Can I help you?

- Shy but wants to participate
- Eager to learn more, expresses pride when accomplishing tasks
- Speaks Spanish primarily at home and has fun translanguageing during lessons
- Has a high threshold for frustration
- pre-primary/primary reading level
- Has trouble with /e/ and /i/, /ch/ and /ck/
- Has difficulty reading words in isolation
- Can read sentences and passages at level with less difficulty than words in isolation
- Can read HFW at pre-primer level without difficulty

Rivers Cuomo, Grade 8

What will you do to best support this student?

How Can I help you?

- Student reads (at independent first-grade level) words in isolation with accuracy and automaticity
- Student reads with speed
- Student miscues nonsense words
- Student makes spelling errors
- Student has difficulty with independent reading comprehension, both silently and orally

Michelle Williams, Grade 6

What will you do to best support this student?

How Can I help you?

- Reads and spells CVC words with accuracy, needs keyword chart for assistance
- Motivation is high
- Wants to read instructional level text out loud
- Has strong listening and reading comprehension skills
- motivated to try grade-level text (within assignments) but is challenged to the point of shutdown and task avoidance when faced with texts peers can read

Eladio Carrion, Grade 5

How can you best support this student? How can I help?

- Reads phonetically regular words in isolation and in sentences and stories (at students' level) with accuracy and automaticity
- Wants to read texts at level out loud with expression
- Engaged, enjoys playing reading comprehension and phonics game
- Has difficulty reading and spelling phonetically irregular and high frequency words
- Has difficulty with independent writing
- Easily off-task when confronted with a perceived challenge

Q-Tip, Grade 4

What will you do to best support this student? How can I help you?

- Inconsistent phonological awareness, some days are great, some days are a challenge
- Is extremely excited when reads a word independently
- Fully virtual
- Easily frustrated
- Resists strategies, such as tapping fingers

Benito Antonio Martinez Ocasio, Grade 8

What will you do to best support this student?

How Can I help you?

- student is gregarious
- motivated to independently read
- Student wants to keep the pace of peers
- Has difficulty with phonemic awareness
- Cannot read words independently
- Cannot read words in isolation or in context
- Cannot spell with accuracy

Resources that Work

The Reading Strategies Book by
Jennifer Serravallo

Choice Words by Peter Johnston

Uncovering the Logic of English

UFLI on YouTube

ReadWorks

Reading Rockets

Commonlit.org

Wordwall.net

[Battleship](#)

Phonics Games

Controlled text authors :

- Cigdem Knebel
- Adam Free
- Sue Marasciulo
- Orton Gillingham
decodables
- Theaters Phonics on TPT

[US Department of Health and
Human Services](#)

International Literacy Association

Sold a Story Podcast



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 2/16/24

Session: Reading-Evidence Based Approach

Duration: 9:15 AM - 10:45 AM

Led by: Regina Lordan

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*Do not add a row, scroll down to the next page.

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FIRSTTRUST | FINANCIAL
RESOURCES

Financial Planning for Special Needs Families

In addition to the traditional financial issues of education planning, retirement, insurance, aging, etc., the special needs family faces a long list of additional concerns. Jeffrey Slavich, Financial Advisor with FirstTrust, will be joining us for our final Special Education Parent Support Group to teach families all about the ways to properly plan for the future.

Friday, May 17th

2:00 p.m. – 3:00 p.m.



Aspira Bilingual Cyber Charter School

6301 N. 2nd St., Phila., PA 19120, 3rd Floor

Or via Zoom:

A six-step planning process

- ☒ Create a written financial plan
- ☒ Prepare a will and estate documents
- ☒ Choose your fiduciaries wisely
- ☒ Create a special needs trust
- ☒ Fund your trust(s)
- ☒ Draft a letter of intent

Questions or concerns?

Jodie Alicea
Transition Coordinator
jodalicea@aspirapa.org
(267)918-2176



FIRSTTRUST | FINANCIAL
RESOURCES

Planificación financiera para familias con necesidades especiales

Además de las cuestiones financieras tradicionales de planificación de la educación, jubilación, seguros, envejecimiento, etc., la familia con necesidades especiales enfrenta una larga lista de preocupaciones adicionales. Jeffrey Slavich, asesor financiero de FirstTrust, se unirá a nosotros en nuestro último grupo de apoyo para padres de educación especial para enseñar a las familias todas las formas de planificar adecuadamente el futuro.

Viernes 17 de mayo

2:00 p.m. – 3:00 p.m.



Aspira Bilingual Cyber Charter School

6301 N. 2nd St., Filadelfia, PA 19120, 3er piso

Or via Zoom:

Un proceso de planificación de seis pasos:

- ☒ Crear un plan financiero escrito
- ☒ Preparar un testamento y documentos patrimoniales.
- ☒ Elija sabiamente a sus fiduciarios
- ☒ Crear un fideicomiso para necesidades especiales
- ☒ Financia tu(s) fideicomiso(s)
- ☒ Redactar una carta de intención

Preguntas o inquietudes:

Jodie Alicea
Transition Coordinator
jodalicea@aspirapa.org
(267)918-2176

ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: ASPIRA Bilingual Cyber Charter School

Date of Meeting: 5/17/24

Topic of Workshop/Meeting: Financial Planning Workshop

Time: 2:00-3:00

	Student Name	Grade	Parent Name	Parent Email	Phone Number
1	[REDACTED]	2	Lina [REDACTED]	[REDACTED]	[REDACTED]
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Submitted by: Jodie Aicea

Special Education: Parent Support Group




Session 1:

Friday, October 13th, 2023
12:00–1:30 p.m.



Today's Agenda

- 
- 01** Special Education Staff at ABCCS
 - 02** Special Education Programs at ABCCS
 - 03** Age 22 – Graduation Age Limit
 - 04** Planning for Future Support Group Sessions

Parent Support Group Mission:



The Parent Support Group for Students with Special Education Needs was created to provide parents of students in SPED with opportunities to:

- Share experiences
- Support one another through different stages of their child's special education process at ABCCS
- Learn about resources available to them and their child
- Assist and support students in interacting with their peers outside of the school setting



What is Special Education?

The Individuals with Disabilities Education Act (IDEA) defines *Special Education* as “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability” until the age of 22.

<https://sites.ed.gov/idea/>



Individuals with Disabilities Education Act (IDEA) Disability Categories:

- Autism
- Specific learning disability
- Developmental delay
- Emotional disturbance
- Intellectual disability
- Other health impairment
- Speech or language impairment
- Hearing impairment
- Deaf-blindness
- Deafness
- Multiple disabilities
- Orthopedic impairment
- Traumatic brain injury
- Visual impairment, including blindness



01

Special Education and Support Staff at ABCCS

Special Education at ABCCS

School Administrators

Sean London, *Principal (K-12)*, slondon@cyber.aspirapa.org



Travis Carson, *Assistant Principal (K-12)*, tcarson@aspirapa.org



Dr. Christopher Jennings, *Director of Specialized Student Support Services (K-12)*, cjennings@aspirapa.org



School Administrators (K-8)

Andrew Paulsen, *Special Education Coordinator, apaulsen@cyber.aspirapa.org*

Katherine Macomber, *Compliance Coordinator,
kmacomber@cyber.aspirapa.org*

Kelly Bucca, *ELL Coordinator, kbucca@aspirapa.org*



School Administrators (9-12)

Lauren Davison, *Special Education Coordinator*, ldavison@aspirapa.org

Jodie Alicea, *Transition Coordinator*, jodalicea@aspirapa.org

Jillian Alcaro, *ELL Coordinator*, jalcaro@aspirapa.org



Counselors



Persis Koshy, K-8 Counselor, pkoshy@cyber.aspirapa.org

Melissa Loy, K-8 Counselor, meloy@cyber.aspirapa.org

Amelia Caycoya, 9-12 Counselor, acaycoya@aspirapa.org

Taylor Paulsen, 9-12 Counselor, taylor.paulsen@aspirapa.org

Lydia Deal, K-12, lddeal@cyber.aspirapa.org

Rhode Diaz-Damesrhode, K-12, rdiazadames@aspirapa.org

Jessenia Colon-Velazquez, K-12, jcolon-velazquez@aspirapa.org



School Psychologists

Sara Young, K-8, syoung@hostos.aspirapa.org

Dr. Miranda Freberg, 9-12, mfreberg@aspirapa.org



Related Service Professionals:

- Speech and Language Therapy
 - 2 full time staff members K-8
 - 2 full time & 1 part-time staff members 9-12
- Physical Therapy
 - 1 part time therapist K-8
 - 1 part time therapist 9-12
- Audiology
 - 1 part time audiologist
- Occupational Therapy
 - 1 full time therapist K-8
 - 1 full time therapist 9-12





02

Special Education Programs at ABCCS

ABCCS Special Education

Cyber is home to a large percentage of students who are classified under Special Education and has helped countless young learners who didn't find success at more traditional schools.

- At ABCCS K-12, we offer a wide array of classes that will meet the specific needs of your child:
 - Itinerant Support
 - Supplemental Support
 - Differentiated Instruction
- Students in grades 6-12 are offered specific classes called Adapted Classes for those that meet this need.
 - These classes offer smaller class sizes, differentiated instruction
 - Typically for students who require learning support
- K-12 - offer support for individuals with disabilities that occur at a lower rate than other disabilities (e.g., Autism, Intellectual Disabilities, and Physical Disabilities)
- All students are assigned a case manager who will work with your child and you to identify strengths and needs as well as individualized goals for your child to continue to make progress

STAR (LH)

Students

Transitioning to

Adolescent

Responsibilities

The STAR Academy is comprised of students with disabilities that occur at a lower rate than other disabilities such as Autism, Intellectual Disability, and Physical Disabilities.

The STAR Academy seeks to combine academic skills and transitional skills to provide students with moderate to severe disabilities the opportunities to learn the necessary skills to be ready for High School.

STAR (LH)

Courses Offered:

Functional Reading

In **Functional Reading**, students learn reading skills that will make them successful in the community after high school such as decoding, comprehension, letter identification, sight words, job applications, and safety signs.

Functional Math

In **Functional Math**, students learn skills such as number identification, counting, money identification and transaction skills, paychecks, and budgeting.

Art

Art and Music are classes provided by general education teachers which provide the students the opportunity to participate in the Arts.

Music

In **Vocational Skills**, students practice different classroom jobs and work on job readiness skills such as organizational skills, executive functioning tasks and job interviewing skills.

Vocational Skills

In **Social Studies** students are exposed to their local geography as well as relevant history.

Social Studies

In **Science**, students work on developing their curiosity about the world around us.

Science

Students are also provided with Sensory Breaks throughout the school day and the opportunity to participate in Lunch and Recess with their same-age peers.

STAR(LH) Weekly Schedule:

Monday / Tuesday / Thursday / Friday

**Reading, Math, Social Studies, Science, Vocational Skills and/or Art and/or Music*

7:45 Student Arrival

3:15 Student Dismissal

Wednesday

**Reading, Math, Social Studies, Science, Vocational Skills and/or Art and/or Music*

7:45 Student Arrival

1:00 Student Dismissal

STAR (High School)

Students

Transitioning to

Adulthood

Responsibilities

The STAR Academy seeks to combine academic skills and transitional skills to provide students with moderate to severe disabilities the opportunities to learn the necessary skills to be independent upon graduation.

The STAR Academy allows students to participate in a modified curriculum that combines career training to empower the students to reach higher levels of independence that are not offered by traditional neighborhood high schools.

Partnerships with local businesses allow the STAR Academy to create real-world, engaging experiences that will support the students in mastering the transitional goals outlined in their Individualized Education Programs.

Courses Offered:

STAR (High School)

Functional Reading

In **Functional Reading**, students learn reading skills that will make them successful in the community after high school such as decoding, comprehension, letter identification, sight words, job applications, and safety signs.

Functional Math

Domestic
Maintenance

In **Functional Math**, students learn skills such as number identification, counting, money identification and transaction skills, paychecks, and budgeting.

Vocational Skills

In **Domestic Maintenance**, skills such as laundry, shopping, cleaning and cooking are practiced to prepare students for independent living.

Healthy
Relationships

In **Vocational Skills**, students practice different classroom jobs and work on job readiness skills such as organizational skills, executive functioning tasks and job interviewing skills.

Interpersonal
Communication
Skills

In **Healthy Relationships**, students will practice skills from personal hygiene to different relationships to sexual health.

Electives: Art, Gym,
Culinary Skills

In **Interpersonal Skills**, students work on communication skills by participating in various activities that teach and require interactions with their peers.

STAR(High School) Weekly Schedule:

Monday / Tuesday / Thursday

**Reading, Math, Art, Gym, and/or Culinary Arts*

8:45 Student Arrival

3:20 Student Dismissal

Wednesday

**Vocational Skills, Healthy Relationships, Interpersonal Skills, and Domestic Maintenance*

8:45 Student Arrival

12:20 Student Dismissal

Friday

**School Based or Community-Based Vocational Training for all Students*

8:45 Student Arrival

1:30 Student Dismissal

Friday Vocational Training:

School Based Vocational Training	Community Based Vocational Training
<ul style="list-style-type: none">● Hostos Classroom Assistants● Cafeteria● Cafe Excepcional● Artist Residency (<i>Bi-weekly CBVT experiences to Center for Creative Works at NextFab</i>)● Custodial Services● ALL STAR Drink Service● Workshop (<i>Monthly CBVT experiences at The Breathing Room, LLC</i>)	<ul style="list-style-type: none">● St. Christopher's Hospital for Children (4 day per week internship)● ShopRite● Chick-fil-A (3 locations)● SNIPES● Old Navy● YMCA (2 locations)● MANNA● Coming Soon: GetCafe & People's Pets



**Our Students
at Work!**

Community Based Instruction:

- Monthly trips in the community for students to practice and apply the skills they are learning in the classroom in the real life setting.
- Examples of CBI's:
 - Tower Boulevard Shopping Center
 - Shady Brook Farm
 - Philadelphia Mills Mall
 - Movie Theater
 - Art Museum
 - Target/Walmart
 - Bowling
 - Fast Food Restaurants
 - Restaurant (e.g., Olive Garden, Red Lobster, Nifty Fifties)



SEPTA Travel Training:

- The STAR Academy has a partnership with SEPTA Occupational Therapists to teach students how to ride public transportation independently.
- 4 students in ABCCS's high school Special Education programs get the opportunity to work 1 on 1 with an occupational therapist to learn how to ride the bus within their community



Cafe Excepcional & Culinary Arts:

- At ABCCS, we are developing our own student-run Café on campus that will serve breakfast and lunch to staff.
- Students in the Special Education Department learn and practice skills including:
 - Food preparation
 - Cooking
 - Cleaning
 - Money management
 - Customer Service



Transition Planning:

We also support our students in Special Education with getting registered with agencies that can support with the transition from high school to adulthood.

- The Office of Vocational Rehabilitation (Employment Support)
- Intellectual DisAbility Services
- Adult Autism Waiver
- AHEDD (Work Incentive Counseling for students who receive SSI)





03

Age 22 – Graduation

**Age Limit *(New
Changes)***



New Guidelines:

On August 31st, 2023, the Pennsylvania Department of Education revised its policy of the age of eligibility.

The Pennsylvania Department of Education (PDE) has now issued that local educational agencies (LEAs) must provide a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act to all students until they turn 22.

[PDE Revision to Age of Eligibility FAQ](#)

At ABCCS, we will hold two exit dates and 1 graduation date:

- Any student who turns 22 in the months of September through January will exit in January of the current school year.
- Any student who turns 22 in the months of February through August will exit in June of the current school year.
- A student cannot turn 22 prior to school beginning.
- All students will walk in graduation in June.





04

Planning for the Future Support Group Sessions





WHAT'S NEXT?





Next Parent Support Group

Session:

Friday, November 17th

12:00–1:30 p.m.



FUTURE SESSIONS:

Session 3: Friday, December 15th

Session 4: Friday, January 19th

Session 5: Friday, February 9th

Session 6: Friday, March 15th

Session 7: Friday, April 19th

Session 8: Friday, May 17th



**12:00–1:30 p.m.
for all sessions**



Exit Ticket:

**What topics would you like to
learn more about in future
sessions?**



ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: ASPIRA Bilingual Cyber Charter School

Date of Meeting: 10/13/23

Topic of Workshop/Meeting: Parent Support Group: Session 1 Time: 12:00 - 1:30 pm

	Student Name	Grade	Parent Name	Parent Email	Phone Number
1	José [REDACTED]	9	Ricardo [REDACTED]	[REDACTED]	[REDACTED]
2	Orquidea [REDACTED]	6	Saile [REDACTED]	[REDACTED]	[REDACTED]
3	Ali [REDACTED]	8	Isela [REDACTED]	[REDACTED]	[REDACTED]
4	Nyke [REDACTED]	11	[REDACTED]	[REDACTED]	[REDACTED]
5	[REDACTED]	11	Reynier [REDACTED]	[REDACTED]	[REDACTED]
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: Jodie Alicea

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Submitted by: _____

ABCCS
12/1/23
IEP Development

- Transition Planning
 - District Review
 - [Review](#)
 - PD for Schoology
- IEPs due before and right after break
- Progress Monitoring
 - Overview
 - January 29th Progress Monitoring is due in High School.
 - December 6th Progress Monitoring is due for Elementary
 - Struggling to be get behavioral input, not tracking behaviors or sharing any tracking information
 - Progress monitoring - concern about no data for multiple marking periods
 - Invites for progress monitoring
 - 335 - Adriel Esteves and Janilly Torres
 - 337 - Andrew Leinback and Jonathan Mitchell
 - Adapted teacher supporting with progress monitoring
 - Possibly have some of the SLE to support with pulling students.
 - Administering Probes
- Documentation Process
 - Progress Monitoring
 - IEPs 2 weeks after the meeting. If the parent did not sign it, Maryellen is going to send it certified



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 12/1/23

Session: IEP Development




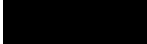


Duration: 9:00 - 10:15

Led by: Chris Jennings





Attendee's Name	Email	PPID
Lauren Davison	ldavison@aspirapa.org	██████
Vanessa Santiago	milargos.santiago@aspirapa.org	
Daniel Pompile	dpompile@aspirapa.org	██

*Do not add a row, scroll down to the next pag

Attendee's Name	Email	PPID
Juanita Toledo	jtoledo@aspirapa.org	██████
Jiovanna Rodriguez	jirodriguez@cyber.aspiraba.org	

Alexandria Matthie	amatthie@aspirapa.org	
dara smith	dsmith@cyber.aspirapa.org	
Gricelda Lugo	gricelda.lugo@cyber.aspirapa.org	
Milena Ramirez	milramirez@cyber.aspirapa.org	
Erin English	erin.english@cyber.aspirapa.org	
Jean Anne English	jenglish@cyber.aspirapa.org	

*Do not add a row, scroll down to the next page.

Katrina Burton	Kburton@cyber.aspirapa.org	
Jocelyn Melendez	jmelendez@aspirapa.org	
Elizabeth Wolff	ewolff@cyber.aspirapa.org	
Kelli Wilson	kwilson@aspirapa.org	

ABCCS
9/8/23
IEP Development

- [SPED Handbook](#)
 - Lot of updates on Docusign, FBA, PBSP & more, please review
 - IEP Process
 - IEP writing
- [Important Dates Calendar](#) with SPED Deadlines
 - Note mid-year file reviews and end of year deadlines are bumped up (we are aware there may be some stragglers, but most needs to be done)
- Invitations 10 days prior but invite can go out earlier
- Review Protocols IC HS/Elem HS to Lauren/Elem to Chris
 - IC Forms due by the 27th of every month
 - [Upcoming IEPs due by 9/28](#) at 4:00 with IC forms for reporting
- [Adoptions](#) vs. [Revisions](#)
 - Adoptions are for students coming outside of ABCCS
 - Adoptions need to be completed within the first 30 days.
 - Students incoming from ABCCS may need revisions, these can be done directly in the IEP
- [Filing](#) should be completed 2 weeks after the IEP date.



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 9/8/23








Session: IEP Writing


Duration: 11:00 - 12:15

Led by: Chris Jennings

Attendee's Name	Email	PPID
Chris Jennings	cjennings@aspirapa.org	
Lauren Davison	ldavison@aspirapa.org	██████
Alexandria Matthie	amatthie@aspirapa.org	██████

Juanita Toledo	jtoledo@aspirapa.org	██████
Jiovanna Rodriguez	jirodriguez@cyber.aspiraba.org	
Amie Miller	amiller@aspirapa.org	

dara smith	dsmith@cyber.aspirapa.org	
Gricelda Lugo	gricelda.lugo@cyber.aspirapa.org	
Holly Younger	hyounger@aspirapa.org	
Milena Ramirez	milramirez@cyber.aspirapa.org	
Erin English	erin.english@cyber.aspirapa.org	
Jean Anne English	jenglish@cyber.aspirapa.org	
Jocelyn Melendez	jmelenz@aspirapa.org	
Elizabeth Wolff	ewolff@cyber.aspirapa.org	

Katrina Burton	Kburton@cyber.aspirapa.org	
Nicole Weirich	Nweirich@aspirapa.org	



MEMORANDUM OF UNDERSTANDING

I. PARTIES:

This Memorandum of Understanding (MOU) is formalized between the ASPIRA Association, Inc. and ASPIRA Associate Offices. The ASPIRA Association (whose address is 1220 L Street, NW, Suite 701, Washington DC 20005) is a national organization of community-based ASPIRA offices dedicated to promoting youth leadership development, educational attainment, and safe and healthy communities. The Associate Offices are statewide organizations that share the ASPIRA mission and which form the ASPIRA Association through its Articles of Association.

II. PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to provide a cooperative and constructive framework for the parties to promote the expansion of ASPIRA's mentoring program for inner-city, high-risk and system-involved youth.

III GOAL

The goal of the program is to build youth resiliency and youth leadership skills among vulnerable youth through the expansion of ASPIRA's comprehensive, research-based positive youth development mentoring program, which promotes positive behaviors, outcomes, attitudes, increases student academic achievement and graduation rates for youth; and reduces risk factors and promotes community safety.

III PROGRAM MODEL

Each ASPIRA office referred to herein, agrees to serve as a site for the enhanced ASPIRA Youth Mentoring Program. It is understood that the program will include recruitment of at-risk and system-involved youth, recruitment and screening of mentors, training of staff and mentors, matching and initiation of the mentoring program, family engagement, monitoring and support, and closure. The program will include a strong management information system that will assist in tracking outcomes and reporting data on students. It will also have a robust data collection/evaluation component. Moreover, ASPIRA Associate staff at each site will receive training, technical assistance and support from the ASPIRA Association Office.

It is further understood that the participating offices will:

1. Provide appropriate progress reports and financial reports to the ASPIRA Association National Office.

2. Be accountable to the ASPIRA Association Office for how it uses the federal funds provided under the subaward.
Follow applicable federal rules regarding financial management, internal control cost principles, and audit requirements.
3. Collect and provide performance data for the ASPIRA Association to include in its reports to OJP.
4. The sub-awardee understands that they will not make a profit on the sub-award.
5. **The sub-awardee confirms that they have had a mentoring program in place for the past three years.**

The full details of this MOU will be outlined through the development of Sub-Award Agreements that will be issued once funding has been determined.

Signed by



John Villamil, President, ASPIRA Association

6/7/2023

Date:

And



Alfredo Calderon, ASPIRA of Pennsylvania

6/7/2023

Date:

**AGREEMENT BETWEEN
ASPIRA Bilingual Cyber Charter School AND
Pequenos Pasos de ASPIRA**

**MEMORANDUM OF UNDERSTANDING
Between**

ASPIRA Bilingual Cyber Charter School (LEA)

And

Pequenos Pasos de ASPIRA (Head Start Agency)

This Memorandum of Understanding is for the purpose of coordinating mutually beneficial activities of the parties involved to provide effective services for children and families served. This agreement shall be in effect throughout the LEA's charter and will be reviewed annually for necessary updates.

PURPOSE

The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start. In order to meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requiring local educational agencies (LEAs) receiving Title I funds to:

1. Establish channels of communication between school staff and Head Start staff;
2. Receive and transfer children's records, enrollment, parent communication;
3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
5. Link LEA educational services with Head Start agency services.

Required Activities

Activity 1: Communications will occur between ASPIRA Bilingual Cyber Charter School contact and Pequenos Pasos de ASPIRA contact on a quarterly basis to discuss issues of activity implementation.

Specifics of local communications between school building staff and the respective head Start program sending students to each specific school building is detailed in our coordinated transition plan (attached).

Activity 2: Staff at Pequenos Pasos de ASPIRA will assure they compile records of children transitioning into ASPIRA Bilingual Cyber Charter School and seek parent consent to transfer these records. Records will be shared with ASPIRA Bilingual Cyber Charter School no later than the 15th day of May. ASPIRA Bilingual Cyber Charter School will receive, file, and utilize the files shared with them. The ASPIRA Bilingual Cyber Charter School will assure the kindergarten teacher who will be responsible for a transferring child has access and utilizes the information shared with them from the Head Start agency.

Activity 3: Director Paula Schroeder of Pequenos Pasos de ASPIRA will coordinate an annual meeting with families and Principal Sean London of ASPIRA Bilingual Cyber Charter School and staff to discuss the developmental and other needs of individual children. A district wide event will occur annually and local meetings between school building staff and the respective Head Start program sending students to each specific school building will occur as detailed in our coordinated transition plan (attached).

Activity 4: The ASPIRA Bilingual Cyber Charter School and Pequenos Pasos de ASPIRA program staff will actively participate in the two Transition Round Tables that occur annually and are implemented through the County Level Transition Team. In addition, ASPIRA Bilingual Cyber Charter School's Principal, Sean London

and Pequeños Pasos de ASPIRA's Director Paula Schroeder will actively participate in the planning team for these events.

Activity 5: The ASPIRA Bilingual Cyber Charter School and Pequeños Pasos de ASPIRA will coordinate efforts to ensure that families have the necessary information to access high-quality early childhood care and education. Pequeños Pasos de ASPIRA will collaborate and coordinate with public and private entities to improve the availability of quality services to Head Start children and their families. In addition, the ASPIRA Bilingual Cyber Charter School will offer school spaces for Head Start family events, and, if feasible, to expand Head Start services into specific school buildings.

Signatures indicating agreement:

ASPIRA Bilingual Cyber Charter School Representative:

Sean London

Sean London (Jan 4, 2023 08:26 EST)

Date:

Jan 4, 2023

Pequeños Pasos de ASPIRA (Head Start Agency) Representative:

Erika Medina

Erika Medina (Jan 4, 2023 08:57 EST)

Date:

Jan 4, 2023











Cyber -Pequenos -Headstart Transition MOU -22-23 v1

Final Audit Report

2023-01-04

Created:	2023-01-02
By:	Lyza Rosario (lyrosario@aspirapa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAADk4Wz5iSgV8NW3W8Z6ArNURoZ_rwz1TL

"Cyber -Pequenos -Headstart Transition MOU -22-23 v1" History

-  Document created by Lyza Rosario (lyrosario@aspirapa.org)
2023-01-02 - 6:39:40 PM GMT
-  Document emailed to slondon@aspirapa.org for signature
2023-01-02 - 6:42:30 PM GMT
-  Email viewed by slondon@aspirapa.org
2023-01-04 - 1:25:57 PM GMT
-  Signer slondon@aspirapa.org entered name at signing as Sean London
2023-01-04 - 1:26:55 PM GMT
-  Document e-signed by Sean London (slondon@aspirapa.org)
Signature Date: 2023-01-04 - 1:26:57 PM GMT - Time Source: server
-  Document emailed to emedina@aspirapa.org for signature
2023-01-04 - 1:26:58 PM GMT
-  Email viewed by emedina@aspirapa.org
2023-01-04 - 1:57:00 PM GMT
-  Signer emedina@aspirapa.org entered name at signing as Erika Medina
2023-01-04 - 1:57:47 PM GMT
-  Document e-signed by Erika Medina (emedina@aspirapa.org)
Signature Date: 2023-01-04 - 1:57:49 PM GMT - Time Source: server
-  Agreement completed.
2023-01-04 - 1:57:49 PM GMT

**MEMORANDUM OF UNDERSTANDING
AS RECOMMENDED IN
PA. BULLETIN DOC. NO. 12-1339, JULY 2012
BETWEEN**

THE PHILADELPHIA POLICE DEPARTMENT

AND

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

May 26, 2023

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

- **Philadelphia Police Department
400 N. Broad Street, Philadelphia PA 19130**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

- **Aspira Bilingual Cyber Charter School
6301 N. 2nd Street, Philadelphia, PA 19120**

B. This Memorandum establishes procedures to be followed when certain incidents—described in Section II below—occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. §§ 13-1301-A-13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective

duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information From Student Records

- a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.
 - ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.
- b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P. S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office—what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

- 1. Help the School Entity prevent delinquent acts through preventive measures,

including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

II. Notification of Incident

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
 - i. Section 908 (relating to prohibited offensive weapons).
 - a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).
 - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
 - ii. Section 912 (relating to possession of weapon on school property).
 - a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.
 - iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).

- vi. Section 2901 (relating to kidnapping).Section 2902 (relating to unlawful restraint).
 - vii. Section 3121 (relating to rape).
 - viii. Section 3122.1 (relating to statutory sexual assault).
 - ix. Section 3123 (relating to involuntary deviate sexual intercourse).
 - x. Section 3124.1 (relating to sexual assault).
 - xi. Section 3124.2 (relating to institutional sexual assault).
 - xii. Section 3125 (relating to aggravated indecent assault).
 - xiii. Section 3126 (relating to indecent assault).
 - xiv. Section 3301 (relating to arson and related offenses).
 - xv. Section 3307 (relating to institutional vandalism),
when the penalty is a felony of the third degree.
 - xvi. Section 3502 (relating to burglary).
 - xvii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
 - xviii. Section 5501 (relating to riot).
 - xix. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. §§ 780-101-780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
- 2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

- 1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including

a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault).
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure).
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

- 1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).**
- 2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students —general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.**
- 3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.**
- 4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.**
- 5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was**

reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification.

In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.

11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority
If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.
- B. Custody of Actors
 1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention.
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. **General Principles:**
Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.
2. **Victims**

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witnesses

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall

be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
 - i. The parties agree to meet and confer in an attempt to resolve or reconcile any discrepancies in school violence data prior to filing the annual report

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Sean London


Chief School Administrator

Chief Law Enforcement Authority

Aspira Bilingual Cyber Charter School
School Entity

Philadelphia Police Department
Law Enforcement Authority






PPD MOU -Signed by Deputy

Final Audit Report

2023-06-30

Created:	2023-06-30
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-  Document created by Lyza Rosario (lyrosario@aspirapa.org)
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**MEMORANDUM OF UNDERSTANDING
AS RECOMMENDED IN
PA. BULLETIN DOC. NO. 12-1339, JULY 2012
BETWEEN**

THE PHILADELPHIA POLICE DEPARTMENT

AND

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

May 26, 2023

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

- **Philadelphia Police Department
400 N. Broad Street, Philadelphia PA 19130**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

- **Aspira Bilingual Cyber Charter School
6301 N. 2nd Street, Philadelphia, PA 19120**

B. This Memorandum establishes procedures to be followed when certain incidents—described in Section II below—occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. §§ 13-1301-A-13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective

duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information From Student Records

- a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.
 - ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.
- b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P. S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office—what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

- 1. Help the School Entity prevent delinquent acts through preventive measures,

including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

II. Notification of Incident

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
 - i. Section 908 (relating to prohibited offensive weapons).
 - a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).
 - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
 - ii. Section 912 (relating to possession of weapon on school property).
 - a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.
 - iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).

- vi. Section 2901 (relating to kidnapping).Section 2902 (relating to unlawful restraint).
 - vii. Section 3121 (relating to rape).
 - viii. Section 3122.1 (relating to statutory sexual assault).
 - ix. Section 3123 (relating to involuntary deviate sexual intercourse).
 - x. Section 3124.1 (relating to sexual assault).
 - xi. Section 3124.2 (relating to institutional sexual assault).
 - xii. Section 3125 (relating to aggravated indecent assault).
 - xiii. Section 3126 (relating to indecent assault).
 - xiv. Section 3301 (relating to arson and related offenses).
 - xv. Section 3307 (relating to institutional vandalism),
when the penalty is a felony of the third degree.
 - xvi. Section 3502 (relating to burglary).
 - xvii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
 - xviii. Section 5501 (relating to riot).
 - xix. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. §§ 780-101-780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
- 2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

- 1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including

a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault).
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure).
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
- b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

- 1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).**
- 2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students —general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.**
- 3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.**
- 4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.**
- 5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was**

reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification.

In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.

11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority
If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.
- B. Custody of Actors
 1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention.
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. **General Principles:**
Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.
2. **Victims**

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witnesses

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall

be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
 - i. The parties agree to meet and confer in an attempt to resolve or reconcile any discrepancies in school violence data prior to filing the annual report

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Sean London

Chief School Administrator


Chief Law Enforcement Authority

Aspira Bilingual Cyber Charter School
School Entity

Philadelphia Police Department
Law Enforcement Authority






PPD MOU -Signed by Deputy

Final Audit Report

2023-06-30

Created:	2023-06-30
By:	Lyza Rosario (lyrosario@aspirapa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAhbPfVda1cXRG6j6EJ6UBho9pDiQVKw5I

"PPD MOU -Signed by Deputy" History

-  Document created by Lyza Rosario (lyrosario@aspirapa.org)
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-  Document emailed to Sean London (slondon@aspirapa.org) for signature
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-  Agreement completed.
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Board Affirmation Statement

Aspira Bilingual Cyber Charter School

6301 N 2nd St, Philadelphia, PA 19120

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this 25 day of July, 2024

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees

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>.

Affirmed on this 25 day of July, 2024

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees

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>.

Affirmed on this 25 day of July, 2024

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 25 day of July, 2024

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the “principal” of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 25 day of July, 2024

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 25 day of July, 2024

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees

Note: Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.