

ASPIRA BILINGUAL CYBER CS

Charter School Annual Report | 2024 - 2025

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@chpschools.org

Chief Administrator Phone

(215) 455-1300

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

Sean London

Principal Email

slondon@cyber.chpschools.org

Principal Phone

(445) 232-0638

Extension**Authorizing District(s)**

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

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)

Monthly_Attendance_Summary.pdf

Upload Current Charter (PDF only)

Cyber Charter PDE.pdf

Governance and Staff

Board of Trustees Members

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

Explanation of Board of Trustees Changes

Jacqueline Vazquez-Slaughter was parent rep but her term ended and was replaced by Jasmyn Smith. Maria Mills-Torres was on the board for part of the year but resigned 3/17/2025. Oskar Castro resigned 5/7/2025. Argenis Figueroa resigned 1/22/2025. Daisy Rosa resigned 1/24/2025

Upload the Act 55 training certificates for all Board Members (pdf only)

24-25 Cyber Act 55 Certs.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
6301 N 2nd St, Philadelphia, PA 19120	2024-08-07	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2024-09-17	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2024-10-07	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2024-12-16	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2025-01-13	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2025-01-22	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2025-03-17	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2025-04-14	6:00 PM
6301 N 2nd St, Philadelphia, PA 19120	2025-05-19	6:00 PM

Upload Board Minutes

24-25 Board Minutes Cyber.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	
Jesenia Rivera	Assistant Principal	(CHECKED)

Explanation of Leadership Changes

Addition of Jesenia Rivera as Assistant Principal to support continued growth in student enrollment.

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

24-25 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	0	0	0	0	0	0
Chief Administrative Officer	1	1	0	0	0	1
Principal	1	1	0	0	0	1
Assistant Principal	2	2	0	0	0	2
Classroom Teacher (including Master Teachers)	45	34	0	0	5	40
Specialty Teacher (including Master Teachers)	6	6	0	0	0	6
Special Education Teacher (including Master Teachers)	17	17	0	1	0	16
Special Education Coordinator	3	3	0	0	0	3
Counselor	3	3	0	0	0	3
Psychologist	5	5	0	0	0	5
School Nurse	1	1	0	0	0	1
IT Director	1	0	0	0	0	1

Business Administrator	1	0	0	0	0	1
ISD, Curriculum Developers, Tech Support	3	3	0	0	0	3
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	2	0	0	0	0	2
Business Office, Administrative Support Staff, Teaching Assistants	37	0	0	0	1	36
Other	58	18	0	0	1	57
Totals	187	95	0	1	7	179

Explanation of Substantial Differences

Increase in student enrollment

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 May 2024.

Upload Statements of Revenues, Expenditures & Fund Balances

Cyber Charter-Annual-Report_Statement-of-Revenues-and-Expenditures-24-25.pdf

Financial Audit Basics

Audit Firm

CliftonLarsonAllen

Date of Last Audit

2024-12-20

Fiscal Year Last Audited

2023-2024

Explanation of the Report

opinion along with audited financial statements and notes including single audit and financial audit document(s) to upload: attached

Upload Financial Audit Document(s)

Cyber Audit.pdf

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 Fiscal 181519176_Assessment_11536807_Reviewed.pdf

Cyber Program 181519176_Assessment_58304996_Reviewed.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2025-05-06

School Years Reviewed

2024-2025

Federal Programs Consolidated Review Report

Cyber Program 181519176_Assessment_58304996_Reviewed.pdf

Consolidated Review/Annual Report

See attached

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
Agenda and sign-in sheet not provided for required meetings.	Reviewed procedures for proper documentation for title 1 meetings w/ key stakeholders.

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 Teacher	Aspira Bilingual Cyber Charter School 6301	12	5	7

11	N. 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
Special Education Teacher 18	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	5	7
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
Special Education Teacher 19	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	8	10
Special Education Teacher 20	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	5	7
Special Education Teacher 21	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	10	12
School Psychologist	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	16	22
School Counselor 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	5	13
School Counselor 4	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	2	14	22
Special Education Coordinator 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	7	5	12

Special Education Coordinator 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	7	10
Director of Specialized Student Support Services	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	18	22
Special Education Teacher 22	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	5	8

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Special Education Teacher 23	37.5 hours per week	Kaleidoscope Education Solutions	15
Special Education Teacher 24	37.5 hours per week	Kaleidoscope Education Solutions	20
Special Education Teacher 25	37.5 hours per week	Kaleidoscope Education Solutions	20
Instructional Assistant 7	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 8	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 9	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 10	37.5 hours per week	Kaleidoscope Education Solutions	12

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	Kaleidoscope Education Solutions	12
Instructional Assistant 18	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 19	37.5 hours per week	Aspire Inc.	20
Instructional Assistant 20	37.5 hours per week	Aspire Inc.	8
Instructional Assistant 21	37.5 hours per week	ACS Consultants	8
Instructional Assistant 22	37.5 hours per week	Liberty Solutions	8
Instructional Assistant 23	37.5 hours per week	Liberty Solutions	8

Special Education Case Manager 1	37.5 hours per week	ACS Consultants	50
Special Education Case Manager 2	37.5 hours per week	NWA	50
Special Education Case Manager 3	37.5 hours per week	Self	50
Special Education Case Manager 4	37.5 hours per week	Head Right Wellness	50
Special Education Case Manager 5	37.5 hours per week	Self	50
Special Education Case Manager 6	37.5 hours per week	Self	50
Speech Therapist 1	37.5 hours per week	Abington Speech Services	46
Speech Therapist 2	37.5 hours per week	Birch Tree Services	35
Speech Therapist 3	37.5 hours per week	Kaleidoscope Education Solutions	44
Speech Therapist 4	37.5 hours per week	Self	41
Speech Therapist 5	37.5 hours per week	Self	56
Occupational Therapist 1	37.5 hours per week	Abington Speech Services	63
Occupational Therapist2	37.5 hours per week	Kaleidoscope Education	43

		Solutions	
Occupational Therapist 3	21 hours per week	Kaleidoscope Education Solutions	47
Physical Therapist	37.5 hours per week	Self	35
School Psychologist 2	37.5 hours per week	Kaleidoscope Education Solutions	50
Reading Specialist 1	37.5 hours per week	Kaleidoscope Education Solutions	45
Reading Specialist 2	37.5 hours per week	Kaleidoscope Education Solutions	45

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2025-05-27

Upload Executive Summary (pdf only)

ASPIRA_Bilingual_Cyber_CS_Executive_Summary_CS_2024.pdf

Upload the policy and procedures surrounding IEP development (pdf only)

SPED Handbook 2024-2025.docx.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

ASPIRA_Bilingual_Cyber_CS_ICAP_Inital_2024.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 Andrew Paulsen Special Education Coordinator			2024
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3.5	3	ABCCS	Special Education Teachers and Instructional Assistant

Training Date Complete

2024-10-11

Task Analysis_CBI 2024-2025.pdf

10_11_24- PD Sign-in Sheet.pdf

BehaviorSupport

Description of Training			
Classroom Management Systems			
Lead Person/Position			Year of Training
Marcus Freeman Director of Operations			2024
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	General Education and Special Education Teachers

Training Date Complete

2024-08-20

Understanding to Classroom Management.pptx.pdf

Classroom Management 8.20.pdf

Training Date Complete

2024-10-16

Trauma In the Classroom.pdf

2024 Trauma for teachers ASPIRA (1).pdf

Paraprofessional

Description of Training			
IA & 1:1 PD			
Lead Person/Position		Year of Training	
Kathryn Macomber Special Education Coordinator/Jodie Alicea Transition Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	2	ABCCS	Instructional Assistants and One to One Assistants

Training Date Complete

2024-09-25

IA and 1-1 R and R.pdf

IA & 1_1 PD - September.pdf

Training Date Complete

2025-02-05

IA and 1-1 BS and E.pdf

IA_1_1 PD (1).pdf

Transition

Description of Training			
Indicator 13: Transition Compliance in the IEP			
Lead Person/Position		Year of Training	
Jodie Alicea/ Transition Coordintor		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	ABCCS	Special Education Teachers

Training Date Complete

2024-08-21

Transition Services in the IEP_ Guide for Staff (Updated 2024) (1).pdf

I-13.pdf

ScienceofLiteracy

Description of Training			
Exact Path Literacy			
Lead Person/Position		Year of Training	
Megan Swope/ Exact Path Representative		2025	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	2	Edmentum Ed Services	General Education and Special Education Teachers

Training Date Complete

2025-02-12

Edmentum-Exact Path.pdf

Exact Path training - Google Docs.pdf

Training Date Complete

2024-10-11

Achieve 3000 Agenda, 10_11.pdf

Achieve Attendance.pdf

ParentTraining

Description of Training			
Special Education Resources			
Lead Person/Position		Year of Training	
Jodie Alicea/Transition Coordinator/ Joanne Esquillin Community Outreach Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	Parents

Training Date Complete

2024-10-21

Breakfast with Families-- SPED Information Sign in Sheet (1).pdf

Parent Sign in.pdf

Training Date Complete

2025-04-15

Parent Workshop.pdf

IEPDevelopment

Description of Training			
Data Collection and Progress Monitoring for IEPs			
Lead Person/Position		Year of Training	
Andrew Paulsen/Special Education Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	Special Education Teachers

Training Date Complete

2024-08-20

Progress Monitoring & Behavior Data Collection.pdf
 SEO .pdf

Training Date Complete

2024-08-22

Special Education ABCCS Overview 24-25.pdf
 Aspira Schools of PA.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 25	Elementary	Full-time (1.0)	07/25/2025 09:01 AM

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	8 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 24	Elementary	Full-time (1.0)	07/25/2025 09:01 AM

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 23	Elementary	Full-time (1.0)	07/25/2025 09:01 AM

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 8
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)	06/27/2025 03:16 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)	06/27/2025 03:14 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 4
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 20	Elementary	Full-time (1.0)	06/27/2025 03:13 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	9 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 19	Elementary	Full-time (1.0)	06/27/2025 03:12 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
Special Education Teacher 18	Elementary	Full-time (1.0)	06/27/2025 03:11 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	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)	06/27/2025 03:05 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 Location	Full-time or Part-time Position?	Revised
Special Education Teacher 16	Elementary	Full-time (1.0)	06/27/2025 03:02 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)	06/27/2025 03:01 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)	06/27/2025 02:58 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)	06/27/2025 02:52 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 10
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)	06/27/2025 02:52 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%)	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)	06/27/2025 02:50 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
Special Education Teacher 10	Secondary	Full-time (1.0)	06/27/2025 02:44 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	15 to 19
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 9	Secondary	Full-time (1.0)	06/27/2025 02:43 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 8	Secondary	Full-time (1.0)	06/27/2025 02:42 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
Special Education Teacher 7	Secondary	Full-time (1.0)	06/27/2025 02:38 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 6	Secondary	Full-time (1.0)	06/27/2025 02:36 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%)	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 5	Secondary	Full-time (1.0)	06/27/2025 02:34 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)	06/27/2025 02:33 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)	06/27/2025 02:15 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)	06/27/2025 02:14 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)	06/27/2025 02:12 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
Case Manager 5	Secondary	Full-time (1.0)	06/27/2025 02:08 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 4	Secondary	Full-time (1.0)	06/27/2025 02:05 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 3	Elementary	Full-time (1.0)	06/27/2025 02:03 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 2	Elementary	Full-time (1.0)	06/27/2025 02:04 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 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Case Manager 1	Elementary	Full-time (1.0)	07/11/2025 04:42 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

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Building improvement - roof repair	6301 N. 2nd Street	13322.33

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: enrollment growth, including increase in students with special needs
Community Center Expansion: significant increase in high need or housing insecure families that require resources
Air conditioning Unit for IT closet in basement: server spaces need to maintain a cool temperature year around

Memorandum of Understanding

Organization	Purpose
Energy Coordinating Agency	Served as site to educate students in the area of HVAC and allowed students to earn certifications
Pequenos Pasos	Coordinating mutually beneficial activities of the parties involved to provide effective services for children and families served
Philadelphia Police Department	Services

Upload of Memorandum of Understanding Document(s) Do not include MOUs already reported in the Safe Schools Reports.

Cyber-Pasos_-_Head_Start_Transition_MOU_2025.pdf

PPD MOU-Aspira Bilingual Cyber Charter School _Executed.pdf

MEMORANDUM OF UNDERSTANDING ASPIRA City College and ASPIRA Bilingual Cyber Charter School copy.pdf

Energy Coordinating Agency.pdf

MEMORANDUM OF UNDERSTANDING ASPIRA City College and ASPIRA Bilingual Cyber Charter School.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.pdf

Partnering Institution

Aspira City College

Agreement Type

Program/Course Area

Associate Program

Upload Articulation Agreement

MEMORANDUM OF UNDERSTANDING ASPIRA City College Dual Enrollment.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@chpschools.org

Management Organization Information

As of the start of the current 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)

23-1712664

Address 1

4322 N. 5th St.

Address 2

3rd Floor

City

Philadelphia

State

PA

Zip Code

19140

Plus 4 Code

2302

Additional Comments

Aspira Bilingual Cyber Charter School (ABCCS) and Aspira Inc. of Pennsylvania entered into a Management Service Level Agreement ("MSLA") as of July 2019, as well as a Staffing Agreement. Under the MSLA, Aspira Inc. provided certain named academic, business, and school operations services; under the Staffing Agreement, each of the "Aspira Charter Schools" -- Eugenio Maria de Hostos Charter School, Antonia Pantoja Charter School, and Aspira Bilingual Cyber Charter School -- would reimburse Aspira Inc. on a pro-rata basis for work performed by individuals (e.g., employees of Aspira Inc.) whose work occurred at one or more of the schools. During the 2024-2025 school year, ABCCS's Board of Trustees took affirmative steps to negotiate certain aspects of the MSLAs and Staffing Agreements. Those efforts were unsuccessful, and the relationship between the Charter School and Aspira Inc. is currently the subject of ongoing litigation. ABCCS's Board of Trustees has entered into a Shared Service Agreement whereby administrators at ABCCS will perform certain administrator-level functions for EMHCS and APCS, which is in effect for the current school year, 2025-2026. ABCCS has kept open lines of communication with its charter authorizer, and will continue to keep its authorizer (as well as community members) apprised of material changes to its operations as a result of the evolving relationship between ABCCS and Aspira Inc.

Signatures and Affirmations

Upload Board Affirmation Statement

24-25_CYBER_affirmation_statement_charterschool.pdf

Date of Approval

2025-07-25

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 Administrator

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 Administrator

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 Administrator

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 Administrator

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 Administrator

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 Administrator

Andrea Gonzalez-Kirwin

YearMonth Wellness C Times_Absent

24-Aug	3182	816
24-Sep	13395	3094
24-Oct	15052	3684
24-Nov	10708	2940
24-Dec	11106	3351
25-Jan	12402	3538
25-Feb	13487	4522
25-Mar	14299	4701
25-Apr	10771	4055
25-May	14000	4825
25-Jun	1909	931

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:

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

BOARD OF TRUSTEES

Aracely Rosales
Aracely Rosales

Alfredo B. Calderon
Alfredo B. Calderon

Marlene Douglas-Walsh
Marlene Douglas-Walsh

Tamara Newton
Tamara Newton

Ola K. Laniya
Ola K. Laniya

ATTEST:

Jane E. Shoop

PENNSYLVANIA DEPARTMENT OF
EDUCATION

Thomas E. Gluck
Thomas E. Gluck
Acting Secretary of Education



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Maria Pinto

Name of Attendee

A handwritten signature in black ink, appearing to read "Maria Pinto", is written over a horizontal line.

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Aspira Bilingual Cyber Charter School

Organization Name

August 16, 2023

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Tania Ramos-Oton

Name of Attendee

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Aspira Bilingual Cyber Charter School

Organization Name

August 16, 2023

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Zachary Steele

Name of Attendee

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Aspira Bilingual Cyber Charter School

Organization Name

September 14, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Ester Roche-Curet

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

September 14, 2024

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Angelica Martinez

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

A handwritten signature in black ink, appearing to read "Angelica Martinez", is written over a horizontal line.

August 16, 2023

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Roger Zepernick

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

A handwritten signature in black ink, appearing to read "Roger Zepernick", is written over a horizontal line.

July 12, 2022

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Daisy Rosa

Name of Attendee

A handwritten signature in black ink, appearing to read "Daisy Rosa", is written over a horizontal line.

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Aspira Bilingual Cyber Charter School

Organization Name

August 16, 2023

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Jacqueline Vazquez-Slaughter

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

August 16, 2023

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Argenis Figueroa

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

September 14, 2024

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Maria Mills-Torres

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

September 14, 2024

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Oskar Castro

Aspira Bilingual Cyber Charter School

Name of Attendee

Organization Name

A handwritten signature in black ink, appearing to read "Oskar Castro", is written over a horizontal line.

August 16, 2023

**Signature of Aspira Bilingual Cyber
Charter School Representative**

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

ASPIRA Bilingual Cyber Charter School Board

Meeting Minutes
Via Zoom Conference
May 19, 2025

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
Jasmyn Smith, Parent Member	X	
Tania Ramos-Oton, Member	X	
Zachary Steele, Member	X	

Quorum established.

Board Counsel Present: Andrew Estepani, *Elliott Greenleaf, P.C.*, Fred Santarelli, *Elliott Greenleaf, P.C.*, Jeffrey Stacey, *O'DONNELL STACEY LLC*

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, *Chief Financial Officer*, Stephanie Goshert, *Senior Director of Teaching and Learning*, and Yemele Ayala, *Senior Director of Support Services.*

Meeting Opening & Call to Order

Meeting called to order at 6:01 pm

AGENDA

MOTION to APPROVE the May 19, 2025 agenda made by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez

SM: Zachary Steele

Action: Approved 5-0

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

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

BOARD MINUTES

April 14, 2025 board minutes were presented for review and consideration.

MOTION to APPROVE the April 14, 2025 board minutes as presented by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Zachary Steele **Action:** Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair				X
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

BOARD MEMBER RESIGNATION

Oskar Castro offered his resignation to the Board of Directors in a written letter on May 7, 2025.

MOTION to ACKNOWLEDGE the resignation of Oskar Castro presented by Zachary Steele and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Zachary Steele **SM:** Angelica Martinez **Action:** Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair				X
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

EXECUTIVE SESSION

The Board was in executive session from 6:08 pm - 6:57 pm to discuss contracts and legal matters with Board

Counsel.

MOTION to ENTER executive session to discuss ongoing legal and contract matters presented by Zachary Steele and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Zachary Steele

SM: Angelica Martinez

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair				X
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

Ester Roche-Curet arrived at the meeting at 6:18 pm.

MOTION to RETURN to open session presented by Zachary Steele and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Zachary Steele

SM: Angelica Martinez

Action: Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

REVISED SHARED SERVICE AGREEMENT

The Board of Trustees approves the revised Shared Services Agreement (SSA) between ABCCS, Pantoja, and Hostos, following a review and negotiation process involving counsel for all parties. The Board acknowledges receipt of sworn statements from six ABCCS administrators whose duties under the SSA may constitute administrative roles at Pantoja and Hostos, as defined by the Pennsylvania Charter School Law. The Board authorizes these administrators to continue performing services under the revised SSA, accepts their sworn statements, ratifies all prior related actions taken on behalf of the School, and directs that the required documentation be submitted to the School District of Philadelphia and/or the Pennsylvania Department of Education.

MOTION to APPROVE the Revised Shared Services Agreement presented by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez

SM: Zachary Steele

Action: Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

HUMAN RESOURCES REPORT

The 2024-2025 school year-to-date Human Resource Report was presented.

MOTION to ACCEPT the 2024-2025 school year-to-date Human Resource Report made by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez

SM: Zachary Steele

Action: Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

FINANCIAL REPORT

A budget presentation was given to board members to provide updates on spending and financials for the 2025 fiscal year.

MOTION to ACCEPT the finance report made by Tania Ramos-Oton and seconded by Zachary Steele.

Passed by unanimous vote

MM: Tania Ramos-Oton

SM: Zachary Steele

Action: Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

2026 FISCAL YEAR BUDGET

The finalized budget was unable to be presented because the school has not provided preliminary charter tuition rates for the 2025-2026 school year. The Charter Schools Office is anticipating that it will release the rates in early June.

MOTION to TABLE the 2026 fiscal year budget made by Roger Zepernick and seconded by Maria Pinto.

Passed by unanimous vote

MM: Tania Ramos-Oton **SM:** Zachary Steele **Action:** Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

MANAGEMENT SERVICES INVOICES

Invoice for management services for the month of March 2025 from ASPIRA Inc., of PA.

MOTION to APPROVE the payment of the March 2025 invoice to ASPIRA Inc. of PA made by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Zachary Steele **Action:** Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			

Zachary Steele, Member	X			
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FOOD SERVICE INVOICES

Invoice for food services for the month of March 2025 from Eugenio Maria De Hostos Charter School.

MOTION to APPROVE the payment of the invoice from March 2025 for food services to Eugenio Maria De Hostos Charter School made by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Zachary Steele **Action:** Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

EDUCATIONAL SUPPORT SERVICES INVOICES

Invoice for Educational Support Services for the months of December 2024, January 2025, and February 2025 from Antonia Pantoja Charter School.

MOTION to APPROVE the payment of invoice for Educational Support Services from March 2025 to Antonia Pantoja Charter School made by Angelica Martinez and seconded by Zachary Steele.

Passed by unanimous vote

MM: Angelica Martinez **SM:** Zachary Steele **Action:** Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

COMMUNITY COMMENTS

No community comments.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the May 19, 2025 board meeting at 7:18 pm. Motion made by Tania Ramos-Oton and seconded by Angelica Martinez.

Passed by unanimous vote

MM: Tania Ramos-Oton **SM:** Angelica Martinez **Action:** Approved 6-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick, Chair	X			
Ester Roche-Curet, Vice Chair	X			
Angelica Martinez, Secretary	X			
Maria Pinto, Treasurer				X
Jasmyn Smith, Parent Member	X			
Tania Ramos-Oton, Member	X			
Zachary Steele, Member	X			

Recorded by Katrina Condos

Reviewed and Respectfully submitted by Ester Roche-Curet, Board Chair

Board approved on 6/9/2025

Aspira Bilingual Cyber Charter School 2024-2025

February 2025

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)	K-12	ESL Coordinator	1950	100%	0%
2	Dianis Bermudez	(SY 24-25) Emergency Permit: LT Sub with Educational Obligation Grades PK-4 (2825) (Updated 1/13/25)	1	1st Grade Teacher	1950	100%	0%
3	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	EL Teacher	1950	100%	0%
4	Larheim Brown	PENDING: Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231) (Updated 1/9)	5-7	Student Support Teacher	1950	0%	100%
5	Kelly Bucca	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810)	K-12	ELL Coordinator	1950	100%	0%
6	Katrina Burton	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (SY 24-25) Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231) (Updated 1/13/25)	9-12	SpEd Functional Reading Teacher	1950	100%	0%
7	Jacquelyn Butz	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810)	K-12	SpEd Case Manager	1950	100%	0%
8	Travis Carson	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875), Instructional II Special Education PK-12 (9225)	9-12	Cyber HS Assistant Principal	1950	100%	0%
9	Lina Cedeno	Instructional II Spanish PK-12 (4490), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-12	Bilingual Director of Teaching and Learning HS	1950	100%	0%
10	Elizabeth Clarke	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Therapist	1950	100%	0%
11	Jenna Collins	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (SY 24-25) Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231) (Updated 1/13/25)	9-12	SpEd Environmental Science Teacher	1950	100%	0%
12	Elizabeth Croulet	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	K-12	Student Support Teacher	1950	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	EL Teacher	1950	100%	0%
14	Lauren Davison	Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225)	K-12	SpEd Coordinator	1950	100%	0%
15	Lydia Deal	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Counselor	1950	100%	0%
16	Caleb Delp	Instructional II Social Studies 7-12 (8875), Administrative I Principal PK-12 (1115)	9-12	Social Studies Teacher	1950	100%	0%
17	Bianca DeRito	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K	Kindergarten Teacher	1950	100%	0%
18	Katherine DiMauro	Instructional I English 7-12 (3230), Instructional I Music PK-12 (7205)	K-12	Music Teacher	1950	100%	0%
19	Megan Dolaway	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-12 (9231)	3-4	SpEd Teacher	1950	100%	0%
20	Nithaelle Drouillard	Instructional I Special Education PK-12 (9231), Instructional I English 7-12 (3230)	6-8	SpEd Teacher	1950	100%	0%
21	Eric Druding	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies Teacher	1950	100%	0%
22	Mark Dunyan	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (SY 24-25) Emergency Permit: LT Sub with Educational Obligation Grades PK-4 (2825) (Updated 1/13/25)	2	2nd Grade Teacher	1950	100%	0%
23	Erin English	PENDING (8/28/2024): Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231) (Additional documents needed) (Updated 9/17/24; 1/13/25)	9-12	Student Support Teacher	1950	0%	100%
24	Jean Anne English	Instructional II Special Education PK-12 (9225)	9-12	SpEd Teacher	1950	100%	0%
25	Samantha Fell	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	6-8	ELA Teacher	1950	100%	0%
26	Jaselly Figueroa	Instructional I Health & Physical Educ PK-12 (4805)	K-8	Physical Education Teacher	1950	100%	0%
27	Thomas Flannery	Administrative I Principal PK-12 (1115); Instructional II Social Studies 7-12 (8875)	K-12	SLE	1950	100%	0%
28	Miranda Freberg	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
29	Machumu Freeman	Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	6-8	Science Teacher	1950	100%	0%
30	Elizabeth Froelich	Instructional I Special Education PK-12 (9231) (Updated 9/17/24)	K-8	SpEd Teacher	1950	100%	0%
31	Elsie Garcia	Instructional I Mathematics 7-12 (6800)	9-12	Math Teacher	1950	100%	0%
32	Stefania Gomez	No Record Found (Updated 2/27/24; 1/13/25)	K-8	Spanish Teacher	1950	0%	100%
33	Andrea Gonzalez-Kirwin	Letter of Eligibility Superintendent PK-12 (1150), Administrative II Elementary Principal K-6 (1100), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-12	Chief Administrative Officer	1950	100%	0%

Aspira Bilingual Cyber Charter School 2024-2025

February 2025

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
34	Lacey Goodman	Educational Specialist I School Nurse PK-12 (1890)	K-12	Head Nurse	1950	100%	0%
35	Stephanie Goshert	Instructional I English 7-12 (3230)	K-12	Director of Instruction	1950	100%	0%
36	Steven Gudknecht	(SY 24-25) Emergency Permit: LT Sub with Educational Obligation Spanish PK-12 (4490) (Updated 1/13/25)	6-8	Spanish Teacher	1950	100%	0%
37	Kathryn Herbert	Instructional I Special Education PK-8 (9226), Instructional I Elementary K-6 (2810)	K-8	Compliance Coordinator	1950	100%	0%
38	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)	K-12	SpEd Case Manager	1950	100%	0%
39	Natalie Hollenbach	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100), Instructional I Biology 7-12 (8405)	9-12	Science Teacher	1950	100%	0%
40	Katie Hollis	Instructional I English 7-12 (3230)	9-12	ELA Teacher	1950	100%	0%
41	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 Services and Special Education	1950	100%	0%
42	Chelsea Kahana	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	SpEd Teacher	1950	100%	0%
43	Jenny Kim	OTR #475588	K-12	Occupational Therapist	1950	100%	0%
44	Sarah Klinke	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Instructional II Biology 7-12 (8405)	9-12	SpEd Teacher	1950	100%	0%
45	Persis Koshy	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Counselor	1950	100%	0%
46	Paul Kowalchuk	Instructional I English 7-12 (3230)	K-8	Art Teacher	1950	100%	0%
47	Jessica Krenek	Instructional II Special Education PK-12 (9225); Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Arts and Humanities Teacher	1950	100%	0%
48	Kianny Lajara-Rodriguez	INCOMPLETE: Instructional I Grades PK-4 (2825) (Updated 1/13/25)	6-8	Student Support Teacher	1950	0%	100%
49	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%
50	Michael Long	PENDING: Emergency Permit: LT Sub with No Educational Obligation Music PK-12 (7205) (Updated 1/9)	K-8	Music Teacher	1950	0%	100%
51	Regina Lordan	Instructional I Social Studies 7-12 (8875), Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	K-8	SpEd Teacher	1687.5	100%	0%
52	Gncelda Lugo	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (Updated 1/10)	K-5	Student Support Teacher	1950	0%	100%
53	Daphne Marcial	Instructional II Speech & Language Impaired PK-12 (9265)	K-12	Speech Therapist	1950	100%	0%
54	Quincy May	Instructional II Special Education PK-12 (9225)	6-8	SpEd Teacher	1950	100%	0%
55	Jodie McAllister	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	K-12	Special Education Transition Coordinator	1950	100%	0%
56	Alfred McKinley	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
57	Kathryn McKinley	Educational Specialist II School Psychologist PK-12 (1875)	K-12	Director of Specialized Services	1950	100%	0%
58	Jacob Melman	Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Social Studies 7-12 (8875)	9-12	EL Social Studies Teacher	1950	100%	0%
59	Travis Meyer	Instructional II English 7-12 (3230); Instructional II Social Studies 7-12 (8875)	K-12	SLE	1950	100%	0%
60	Amie Müller	Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level Science 6-9 (2880); Instructional II Mid-Level English 6-9 (2850); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	K-12	SpEd Case Manager	1950	100%	0%
61	Laura Morrissey	Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	Science Teacher	1950	100%	0%
62	Chandra Muffett	Instructional I Grades PK-4 (2825) (Updated 9/17)	K-5	Student Support Teacher	1950	100%	0%
63	Janice Newton-Famous	EXPIRED (7/2023): Emergency Permit: LT Sub with No Educational Obligation Grades PK-4 (2825) (Updated 9/17/25; 1/13/25)	4	4th Grade Teacher	1950	0%	100%
64	Jennifer Nieves Echevarria	Instructional I Spanish PK-12 (4490), Instructional I English 7-12 (3230)	9-12	Spanish Teacher	1950	100%	0%
65	Brittany Oakes Jemielita	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-10	Foundations Teacher	1950	100%	0%
66	Shante Palmer	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
67	Andrew Paulsen	Administrative I Principal PK-12 (1115), Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-12	SpED Coordinator	1950	100%	0%
68	Taylor Paulsen	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Counselor	1950	100%	0%
69	Melanie Pena	Instructional II Elementary K-6 (2810); Instructional II Spanish PK-12 (4490)	3	3rd Grade Teacher	1950	100%	0%
70	Samantha Pletcher	Instructional I English 7-12 (3230), Instructional I Special Education 7-12 (9227)	6-8	MS Teacher	1950	100%	0%

Aspira Bilingual Cyber Charter School 2024-2025

February 2025

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
71	Yisaris Quiles	Instructional I Special Education PK-12 (9231)	9-12	EL Teacher	1950	100%	0%
72	Milena Ramirez	Private School - Teacher Soc and Emotionally Dist K-12 (19260); Instructional I Special Education PK-12 (9231)	K-2	SpEd Teacher	1950	100%	0%
73	Mary Raymond	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II English 7-12 (3230)	6-8	EL Teacher	1950	100%	0%
74	Jesenia Rivera	Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-12	Cyber ES Assistant Principal	1950	100%	0%
75	Brian Rivera-Ruiz	(SY 24-25) Emergency Permit: LT Sub with Educational Obligation Health & Physical Educ PK-12 (4805) INCOMPLETE: Instructional I Health & Physical Educ PK-12 (4805) (Updated 1/13/25)	K-12	Director of Athletic Services	1950	100%	0%
76	Monique Robinson	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650)	K-2	EL Teacher	1950	100%	0%
77	Jiovanna Rodriguez	Instructional I Special Education PK-12 (9231)	6-8	SpEd Teacher	1950	100%	0%
78	Lindsay Romeo	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Therapist	1950	100%	0%
79	Lynn Romeo	Instructional II General Science 7-12 (8450), Administrative I Elementary Principal K-6 (1100), Administrative I Secondary Principal 7-12 (1105), Instructional II Library Science PK-12 (6420)	7-8	Science Teacher	1950	100%	0%
80	Courtney Russell	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (Updated 1/13/25)	9-12	Student Support Teacher	1950	0%	100%
81	India Santiago	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-12 (9231)	K-5	SpEd Teacher	1950	100%	0%
82	Michael Schoenblum	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	6-8	Math Teacher	1950	100%	0%
83	Samantha Shaw	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Therapist	1950	100%	0%
84	Pamela Short	Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880), Instructional II Biology 7-12 (8405)	K-12	SLE	1950	100%	0%
85	Dara Smith	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	K-8	SpEd Teacher	1950	100%	0%
86	Paul Steiben	(SY 24-25) Emergency Permit: LT Sub with No Educational Obligation Art PK-12 (1405)	9-12	Art Teacher	1950	100%	0%
87	Brittany Swartz	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (SY 24-25) Emergency Permit: LT Sub with No Educational Obligation Grades PK-4 (2825) (SY 24-25) Emergency Permit: LT Sub with No Educational Obligation Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100) (Updated 1/13/25)	5	5th Grade Teacher	1950	100%	0%
88	Jamileth Tejada Velez	(SY 24-25) Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231) INCOMPLETE: Instructional I Spanish PK-12 (4490) (Updated 1/13/25)	9-12	SpEd Teacher	1950	100%	0%
89	Mihaela Timpau	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000) (SY 24-25) Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231) Updated (1/13/25)	K-5	SpEd Teacher	1950	100%	0%
90	Juanita Toledo	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	SpEd Teacher	1950	100%	0%
91	Priscilla Torres	No Record Found 2/27/24; 9/18/24; 1/13/25	11/12	Junior/Senior Seminar Teacher	1950	0%	100%
92	Liza Torres-Caraballo	Charter School Teacher Designation I Grades PK-4 (2825)	K	Kindergarten Teacher	1950	100%	0%
93	Joy Waldinger	Instructional II Art PK-12 (1405)	K-8	Art Teacher	1950	100%	0%
94	Lauren Waterman	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Therapist	1950	100%	0%
95	Nicole Weirich	Instructional I Mid-Level English 6-9 (2850); Instructional I English 7-12 (3230); Instructional I Special Education PK-12 (9225)	K-8	SpEd Case Manager	1950	100%	0%
96	Sara Werth-Young	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
97	Kelli Wilson	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	K-12	SLE	1950	100%	0%
98	Ryan Wolcott	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	K-12	Roster Chair/Testing Coordinator	1950	100%	0%
99	Elizabeth Wolff	Instructional II Special Education PK-12 (9225)	9-12	SpEd Teacher	1950	100%	0%
100	Yvonne Yangelo	Instructional I English 7-12 (3230)	9-12	ELA Teacher	1950	100%	0%
101	Holly Younger	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	K-12	SpEd Case Manager	1950	100%	0%
102	Heidi Zakrzewski	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810)	5	5th Grade Teacher	1950	100%	0%

Aspira Bilingual Cyber Charter School 2024-2025

February 2025

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
		Total Number of Administrators	24				
		CAO Certified	1				
		Total Number of Teachers	63				
		Counselors	3				
		School Nurses	1				
		Others	10				
		Total Professional Staff	102				

PA Department of Education, 607 South Drive, Harrisburg, PA 17120

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

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	380,074.00
	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	
	6790	Other Student Activity Income	27,022.00
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	607.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	24,805,088.00
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	2,072,760.00
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	13,069.00
	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)	20,367.00
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	69,996.00
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	9,818.00
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)	2,030,081.00
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
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			29,428,882.00

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

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	4,158,754.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	13,625,649.00
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	1,035,189.00
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	2,540,017.00
	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	125,802.00
	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	2,881,300.00
	2310	Board Services	62,144.00
	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	416,634.00
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	470,180.00
	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	263,440.00
	2620	Operation of Buildings Services	2,089,400.00
	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	657,663.00
	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	362,015.00
	2830	Staff Services	146,652.00
	2840	Data Processing Services	13,054.00
	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	370,187.00
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	379,065.00
	3250	School Sponsored Athletics	21,920.00
3300		COMMUNITY SERVICES	299,816.00
	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		29,918,881.00

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2025 (489,999.00)
7,874,726.00

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2024



CPAs | CONSULTANTS | WEALTH ADVISORS

[CLAconnect.com](https://www.CLAconnect.com)

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
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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, 2024, 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, 2024, 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.

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.

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 20, 2024, 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.



CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
December 20, 2024

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2024**

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, 2024. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by \$4,007,257 to \$26,919,007 due to an increase in local education agencies and other local sources offset by a decrease in federal and state sources.
- At the close of the current fiscal year, the School reports ending net position of \$9,076,753. This net position balance represents an increase in net position of \$236,845 for the year ended June 30, 2024.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$8,318,328. This general fund balance represents an increase in fund balance of \$284,037 for the year ended June 30, 2024.
- The School's cash and investment balance at June 30, 2024, was \$11,189,155, representing an increase of \$2,419,838 from June 30, 2023.

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 and the required supplementary information.

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, 2024**

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 \$9,076,753 as of June 30, 2024.

	<u>2024</u>	<u>2023</u>
Current and Other Assets	\$ 12,541,905	\$ 10,737,151
Capital Assets	<u>6,145,491</u>	<u>6,329,368</u>
Total Assets	18,687,396	17,066,519
Deferred Outflows	164,675	129,404
Current Liabilities	4,092,216	2,645,399
Noncurrent Liabilities	<u>5,643,912</u>	<u>5,648,426</u>
Total Liabilities	9,736,128	8,293,825
Deferred Inflows	<u>39,190</u>	<u>62,190</u>
Net Investment in Capital Assets	915,066	1,001,312
Restricted	46,397	22,457
Unrestricted	<u>8,115,290</u>	<u>7,816,139</u>
Total Net Position	<u>\$ 9,076,753</u>	<u>\$ 8,839,908</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 increase of deferred outflows and a decrease in net pension liability and deferred inflows.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2024**

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.

	2024	2023
Revenues:		
Local Education Agencies	\$ 23,659,066	\$ 18,670,015
Other Local Sources	709,199	38,451
State Sources	83,469	124,733
Federal Sources	2,467,273	4,078,551
Total Revenues	26,919,007	22,911,750
Expenditures:		
Instruction	12,178,679	11,780,374
Student Support Services	6,563,247	4,899,892
Administrative Support	3,448,916	2,622,740
Pupil Health	405,260	282,584
Business Services and Operations	1,797,824	1,328,015
Student Transportation Services	5,855	11,966
Other Support Services	353,712	-
Food Services	285,963	216,635
Student Activities and Community Services	664,473	420,056
Interest Expense	418,501	426,050
Depreciation and Amortization Expense (Unallocated)	559,732	553,074
Total Expenditures	26,682,162	22,541,386
Change in Net Position	236,845	370,364
Net Position - Beginning of Year	8,839,908	8,469,544
Net Position - End of Year	\$ 9,076,753	\$ 8,839,908

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 \$8,364,725. For the year ended June 30, 2024 the School's revenues of \$26,873,164 exceeded expenditures of \$26,565,187 by \$307,977.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2024**

Governmental Funds Budgetary Highlights

Governmental revenues exceeded budgeted revenues by \$5,096,607, primarily due to greater than expected local educational agency, other local sources and federal sources, offset by less than expected state sources. Actual expenditures were greater than budgeted expenditures by \$4,829,760, primarily due to greater than budgeted student support services, administrative support, pupil health, student transportation services, other support services, food services, student activities and community services, capital outlays, capital outlays - subscription asset cost expenditures and debt service incurred, offset by less than budgeted expenditures in instruction and business services and operations during the fiscal year.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2024, the School's investment in capital assets for its governmental activities totaled \$6,145,491, 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 \$102,757.
- Leasehold improvements amounting to \$186,877.
- Subscription Assets amounting to \$86,220.

Additional information on the School's capital assets can be found in Note 6 of this report.

Long-Term Debt

As of June 30, 2024, the School has long-term debt of \$5,206,123 for lease liability and \$24,302 for subscription liability, respectively. See Note 7 and Note 8 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 \$107,479. 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 \$1,185 to \$12,754 for general education and increase by \$3,622 to \$40,053 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, 2024**

	Governmental Activities
ASSETS AND DEFERRED OUTFLOWS	
CURRENT ASSETS	
Cash and Investments	\$ 11,189,155
Federal Subsidies Receivable	876,254
Prepaid Items	170,304
Due from Other School Districts	306,192
Total Current Assets	12,541,905
CAPITAL ASSETS, NET	
Total Assets	6,145,491
DEFERRED OUTFLOWS OF RESOURCES	
Deferred Outflows from Pensions - See Note 12	160,675
Deferred Outflows from OPEB - See Note 13	4,000
Total Deferred Outflows of Resources	164,675
LIABILITIES AND DEFERRED INFLOWS	
CURRENT LIABILITIES	
Lease Liability- Current Maturities	69,211
Subscription Liability - Current Maturities	24,302
Accounts Payable and Accrued Expenses	461,361
Accrued Payroll and Payroll Taxes	758,607
Due to Related Parties	2,778,735
Total Current Liabilities	4,092,216
LONG-TERM LIABILITIES	
Lease Liability - Net of Current Maturities	5,136,912
Net Pension Liability	489,000
Net OPEB Liability	18,000
Total Long-Term Liabilities	5,643,912
Total Liabilities	9,736,128
DEFERRED INFLOWS OF RESOURCES	
Deferred Inflows from Pensions - See Note 12	30,000
Deferred Inflows from OPEB - See Note 13	9,190
Total Deferred Inflows of Resources	39,190
NET POSITION	
Net Investment in Capital Assets	915,066
Restricted:	
Student Activities	46,397
Unrestricted	8,115,290
Total Net Position	\$ 9,076,753

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2024**

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	\$ 12,178,679	\$ -	\$ 2,467,273	\$ (9,711,406)
Student Support Services	6,563,247	-	-	(6,563,247)
Administrative Support	3,448,916	-	-	(3,448,916)
Pupil Health	405,260	-	-	(405,260)
Business Services and Operations	1,797,824	-	-	(1,797,824)
Student Transportation Services	5,855	-	-	(5,855)
Other Support Services	353,712	-	-	(353,712)
Food Services	285,963	-	-	(285,963)
Student Activities and Community Services	664,473	31,595	-	(632,878)
Interest Expense	418,501	-	-	(418,501)
Depreciation and Amortization Expense (Unallocated)	559,732	-	-	(559,732)
Total	<u>\$ 26,682,162</u>	<u>\$ 31,595</u>	<u>\$ 2,467,273</u>	(24,183,294)
GENERAL REVENUES				
				51,874
				23,659,066
				<u>709,199</u>
				<u>24,420,139</u>
CHANGE IN NET POSITION				
				236,845
				<u>8,839,908</u>
NET POSITION - END OF YEAR				
				<u>\$ 9,076,753</u>

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2024**

	General Fund	Student Activities Fund	Total Governmental Funds
ASSETS			
Cash and Investments	\$ 11,142,758	\$ 46,397	\$ 11,189,155
Federal Subsidies Receivable	876,254	-	876,254
Prepaid Items	170,304	-	170,304
Due from Other School Districts	306,192	-	306,192
Total Assets	\$ 12,495,508	\$ 46,397	\$ 12,541,905
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES			
LIABILITIES			
Accounts Payable	\$ 461,361	\$ -	\$ 461,361
Salaries and Contracts Payable	758,607	-	758,607
Due to Related Parties	2,778,735	-	2,778,735
Total Liabilities	3,998,703	-	3,998,703
DEFERRED INFLOWS OF RESOURCES			
Unavailable Revenues	178,477	-	178,477
FUND BALANCES			
Nonspendable:			
Prepaid Items	170,304	-	170,304
Restricted:			
Student Activities	-	46,397	46,397
Unassigned	8,148,024	-	8,148,024
Total Fund Balances	8,318,328	46,397	8,364,725
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	\$ 12,495,508	\$ 46,397	\$ 12,541,905

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, 2024**

Total Fund Balances for Governmental Funds	\$ 8,364,725
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	6,145,491
Lease liabilities that are not due and payable in the current period, and therefore, are not reported in the governmental funds.	(5,206,123)
Subscription liabilities that are not due and payable in the current period, and therefore, are not reported in the governmental funds.	(24,302)
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	178,477
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	(358,325)
OPEB	<u>(23,190)</u>
Total Net Position of Governmental Activities	<u>\$ 9,076,753</u>

See accompanying Notes to Basic Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2024**

	General Fund	Student Activities Fund	Total Governmental Funds
REVENUES			
Local Education Agencies	\$ 23,645,300	\$ -	\$ 23,645,300
Other Local Sources	709,199	31,595	740,794
State Sources	51,874	-	51,874
Federal Sources	2,435,196	-	2,435,196
Total Revenues	26,841,569	31,595	26,873,164
EXPENDITURES			
Instruction	12,149,753	-	12,149,753
Student Support Services	6,563,247	-	6,563,247
Administrative Support	3,448,916	-	3,448,916
Pupil Health	405,260	-	405,260
Business Services and Operations	1,797,824	-	1,797,824
Student Transportation Services	5,855	-	5,855
Other Support Services	353,712	-	353,712
Food Services	285,963	-	285,963
Student Activities and Community Services	662,670	-	662,670
Capital Outlays	289,635	-	289,635
Capital Outlays - Subscription Asset Costs	86,220	-	86,220
Debt Service - Principal	99,634	-	99,634
Debt Service - Interest	416,498	-	416,498
Total Expenditures	26,565,187	-	26,565,187
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	276,382	31,595	307,977
OTHER FINANCING SOURCES (USES)			
Transfer In	-	(7,655)	(7,655)
Transfer Out	7,655	-	7,655
Total Other Financing Sources (Uses)	7,655	(7,655)	-
NET CHANGE IN FUND BALANCE	284,037	23,940	307,977
Fund Balances - Beginning of Year	8,034,291	22,457	8,056,748
FUND BALANCES - END OF YEAR	\$ 8,318,328	\$ 46,397	\$ 8,364,725

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, 2024**

Net Change in Fund Balances - Total Governmental Funds \$ 307,977

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	289,635
Capital Outlays - Subscription Asset Costs	86,220
Depreciation Expense - F&E	(241,265)
Depreciation Expense - LI	(55,315)
Amortization Expense - Right-to-Use Assets	(203,843)
Amortization Expense - Subscription Assets	(59,309)

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	75,172
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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	(2,003)

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	45,843
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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	(37,730)
Change in OPEB Expense	7,001

Change in Net Position of Governmental Activities \$ 236,845

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

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, 2024**

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, 2024

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, 2024

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 2023 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.

Cash and Cash Equivalents

The School's cash is considered to be cash on hand and amounts held at financial institutions.

Investments

Investments are reported at fair value, based on quotations for applicable national securities exchanges. Unrealized gains and losses from changes in fair value are recognized as other revenue.

Fair Value

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Observable inputs are developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are developed based on the best information available about the assumptions market participants would use. The fair value hierarchy categorizes the inputs to valuation techniques used to measure fair value in three levels based on the extent to which inputs used in measuring fair value are observable in the market:

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair Value (Continued)

Level 1 – Unadjusted price quotations in active markets/exchanges for identical assets or liabilities.

Level 2 – Other observable inputs (including, but not limited to, quoted prices for similar assets or liabilities in markets that are active, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the assets and liabilities (such as interest rates, yield curves, volatilities, loss severities, credit risks and default rates) or other market-corroborated inputs).

Level 3 – Unobservable inputs based on the best information available in the circumstances, to the extent observable inputs are not available.

The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Accordingly, the degree of judgment exercised in determining fair value is greatest for assets or liabilities categorized in Level 3. The inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the fair value hierarchy classification is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

Accounts Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for federal and state subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances and net of any allowance for doubtful accounts. The allowance is estimated based on professional judgment and historical information. As of June 30, 2024, the allowance for doubtful accounts was \$-0-

Prepaid Expenses

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

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, 2024**

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.

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.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions (Continued)

General Information about the Pension Plan (Continued)

Benefits Provided (Continued)

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.

Act 5 of 2017 (Act 5) introduced a hybrid benefit with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes, Membership Class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC). To qualify for normal retirement, Class T-G and class T-H members must work until age 67 with a minimum of 3 years of credited service. Class T-G may also qualify for normal retirement by attaining a total combination of age and service that is equal to or greater than 97 with a minimum of 35 years of credited service.

Benefits are generally between 1% to 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.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions (Continued)

General Information about the Pension Plan (Continued)

Contributions

Member Contributions:

The contribution rates based on qualified member compensation for virtually all members are presented below:

Member Contribution Rates				
Membership Class	Continuous Employment Since	Defined Benefit (DB) Contribution Rate	DC Contribution Rate	Total Contribution Rate
				5.25%
T-C	Prior to July 22, 1983	5.25%	N/A	6.25%
T-C	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
T-D	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	Prior to 7/1/21: 7.50% After 7/1/21: 8.00%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to 7/1/21: 10.30% After 7/1/21: 10.8%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to 7/1/21: 8.25% After 7/1/21: 9.00%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to 7/1/21: 7.50% After 7/1/21: 8.25%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

Shared Risk Program Summary				
Membership Class	Defined Benefit (DB) Base Rate	Shared Risk Increment	Minimum	Maximum
T-E	7.50%	+/-0.50%	5.50%	9.50%
T-F	10.30%	+/-0.50%	8.30%	12.30%
T-G	5.50%	+/-0.75%	2.50%	8.50%
T-H	4.50%	+/-0.75%	1.50%	7.50%

Employer Contributions

The employers contractually required contribution rate for fiscal year ended June 30, 2024, was 33.09% 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 \$30,000 for the year ended June 30, 2024.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

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, 2023, 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, 2024, was 0.64% 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, 2024.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

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.

Subscription-Based Information Technology Arrangements

Subscription based-information technology arrangement 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.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

NOTE 3 CASH AND INVESTMENTS

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, 2024, \$3,778,881 of the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and Uncollateralized	\$	3,778,881
Plus: Insured Amount		250,000
Total Cash		4,028,881
Investments		7,160,274
Total Cash and Investments	\$	11,189,155

NOTE 4 INVESTMENTS

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in an event of the failure of the counterparty, the School will not recover the value of its investments of collateral securities that are in the possession of an outside party. The School does not have a deposit policy for custodial credit risk. The School's investments in money market accounts do not expose the School to custodial credit risk because they represent investments in open-end mutual funds and are held in the name of the School by a party other than the issuer of the security.

Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. Credit risk is measured by the assignment of a rating by a nationally recognized statistical rating organization. The School does not have a formal investment policy that addresses credit risk. The investments in the securities of U.S. Treasuries were all rated AA+ by Standard & Poor's, and Aaa by Moody's Investors Services.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 4 INVESTMENTS (CONTINUED)

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair-value losses arising from increasing interest rates. As of June 30, 2024, the School has the following investments in table below.

As of June 30, 2024 the School had the following investments:

Investment Type	Investment Maturity (in Years)		
	Fair Value	Less Than 1	1 - 5
U.S. Treasuries	\$ 7,160,274	\$ 7,160,274	\$ -
Total	<u>\$ 7,160,274</u>	<u>\$ 7,160,274</u>	<u>\$ -</u>

Fair value measurements for the investments have been determined using Level 1 inputs for the School as of June 30, 2024:

	Level 1	Level 2	Level 3	Total
Fixed Income:				
U.S. Treasuries	\$ 7,160,274	\$ -	\$ -	\$ 7,160,274
Total	<u>\$ 7,160,274</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,160,274</u>

NOTE 5 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, 2024, were as follows:

Transfers Out	Transfers In	
	Student Activities Fund	Total
General Fund	\$ (7,655)	\$ (7,655)

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 6 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024, was as follows:

	Balance July 1, 2023	Additions	Deletions / Transfers	Balance June 30, 2024
Furniture and Equipment (F&E)	\$ 2,103,764	\$ 102,757	\$ (268)	\$ 2,206,253
Leasehold Improvements (LI)	570,930	186,878	268	758,076
Right-to-Use Lease Assets - Building (RTU Bldg)	5,383,526	-	-	5,383,526
Right-to-Use Lease Assets - Equipment (RTU Equip)	39,073	-	-	39,073
Subscription Assets	158,701	86,220	-	244,921
Subtotal	<u>8,255,994</u>	<u>375,855</u>	<u>-</u>	<u>8,631,849</u>
Less:				
Accumulated Depreciation - F&E	1,340,520	241,265	(268)	1,581,517
Accumulated Depreciation - LI	126,409	55,315	268	181,992
Accumulated Amortization - RTU Bldg	386,840	193,420	-	580,260
Accumulated Amortization - RTU Equip	28,650	10,423	-	39,073
Accumulated Amortization - SBITA	44,207	59,309	-	103,516
Subtotal	<u>1,926,626</u>	<u>559,732</u>	<u>-</u>	<u>2,486,358</u>
Capital Asset, Net	<u>\$ 6,329,368</u>	<u>\$ (183,877)</u>	<u>\$ -</u>	<u>\$ 6,145,491</u>

Depreciation and amortization expense for the year ended June 30, 2024 was \$559,732 and is unallocated in the statement of activities.

NOTE 7 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 14). 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.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 7 LEASES (CONTINUED)

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

Total principal and interest costs for such leases for governmental funds were \$491,670, which included principal payments of \$75,172 and interest expense of \$416,498, for the year ended June 30, 2024. 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>
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	95,212	384,788	480,000
2030 - 2034	608,559	1,791,441	2,400,000
2035 - 2039	906,659	1,493,341	2,400,000
2040 - 2044	1,350,781	1,049,219	2,400,000
2045 - 2049	1,931,653	388,347	2,320,000
Total Minimum Lease Payments	<u>\$ 5,206,123</u>	<u>\$ 6,713,877</u>	<u>\$ 11,920,000</u>

The following is a summary of changes in lease liability for the year ended June 30, 2024:

	<u>Balance July 1, 2023</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance June 30, 2024</u>	<u>Current Portion</u>
Lease Liability	<u>\$ 5,281,295</u>	<u>\$ -</u>	<u>\$ 75,172</u>	<u>\$ 5,206,123</u>	<u>\$ 69,211</u>

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	<u>5,422,599</u>
Less: Accumulated Amortization	619,333
Total	<u>\$ 4,803,266</u>

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 8 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, 2024, SBITA assets and the related accumulated amortization totaled \$244,921 and \$103,516, respectively.

The following is a summary of changes in Governmental Activities subscription liability for the year ended June 30, 2024:

	Balance July 1, 2023	Increases	Decreases	Balance June 30, 2024	Current Portion
Subscription Liability	\$ 46,761	\$ 2,003	\$ 24,462	\$ 24,302	\$ 24,302

The future subscription payments under SBITA agreements are as follows:

<u>Year Ending June 30.</u>	<u>Governmental Activities</u>		
	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 24,302	\$ 160	\$ 24,462
Total	\$ 24,302	\$ 160	\$ 24,462

NOTE 9 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, 2024, the rate for the School District of Philadelphia was \$11,569 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 \$23,645,300 for the fiscal year ended June 30, 2024.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 10 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, 2024, 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 11 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, 2024, were \$170,049.

The School had no liability to the Plan at June 30, 2024.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 12 PENSION LIABILITIES, EXPENSE, DEFERRED OUTFLOWS OF RESOURCES, AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSION

At June 30, 2024, the School reported a liability of \$489,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, 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, 2022, to June 30, 2023. 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 0.0011%, which was an increase of 0.0002% from its proportion measured as of June 30, 2022.

For the year ended June 30, 2024, the School recognized pension expense of \$69,000. At June 30, 2024, 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	\$ -	\$ (7,000)
Net Difference Between Projected and Actual		
Investment Earnings	14,000	-
Changes in Proportions	78,000	(23,000)
Changes in Assumptions	7,000	-
Difference Between Employer Contributions and Proportionate Share of Total Contributions	31,675	-
Contributions Subsequent to the Measurement Date	30,000	-
Total	\$ 160,675	\$ (30,000)

The amount of \$30,000 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, 2025. 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>
2025	\$ 27,614
2026	22,911
2027	45,542
2028	4,608
Total	\$ 100,675

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 12 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, 2023, was determined by rolling forward the System's total pension liability as of the June 30, 2022, actuarial valuation to June 30, 2023, 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 2.50%.
- 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, 2023 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	30.0 %	5.2 %
Private Equity	12.0 %	7.9 %
Fixed Income	33.0 %	3.2 %
Commodities	7.5 %	2.7 %
Infrastructure/MLPs	10.0 %	5.4 %
Real Estate	11.0 %	5.7 %
Absolute Return	4.0 %	4.1 %
Cash	3.0 %	1.2 %
Leverage	(10.5)%	1.2 %
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, 2023.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 12 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	\$ 634,000	\$ 489,000	\$ 367,000

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

At June 30, 2024, 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, 2023, 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, 2022, to June 30, 2023. 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, 2024**

NOTE 13 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, 2024, the School recognized OPEB credit of (\$6,000). At June 30, 2024, 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	\$ 1,000	\$ (3,000)
Changes in Assumptions	2,000	(3,000)
Difference Between Employer Contributions and Proportionate Share of Total Contributions	-	(3,190)
Contributions Subsequent to the Measurement Date	1,000	-
Total	\$ 4,000	\$ (9,190)

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, 2025. 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>
2025	\$ (2,410)
2026	(2,411)
2027	(725)
2028	(485)
2029	(706)
Thereafter	547
Total	\$ (6,190)

Actuarial Assumptions and Other Inputs

The total OPEB liability as of June 30, 2023, was determined by rolling forward the PSERS total OPEB liability as of June 30, 2022, to June 30, 2023, 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 – 4.13% - 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, 2024**

NOTE 13 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, 2023, valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2020.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021, determined the employer contribution rate for fiscal year 2023.
- 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: The actual data for retirees benefiting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumption for eligible retirees.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 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, 2023.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	100.0 %	1.20 %
Total	100.0 %	

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 13 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 4.13% at June 30, 2023. 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 4.13%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2023, 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, 2023, 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, 2023, 92,677 retirees were receiving the maximum amount allowed of \$1,200 per year and 522 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, 2024, 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, 2024**

NOTE 13 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 4.13%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.13%) or one percentage point higher (5.13%) than the current rate (4.13%).

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Discount Rate (in Thousands)		
1% Decrease 3.13%	Current Rate 4.13%	1% Increase 5.13%
<u>\$ 20</u>	<u>\$ 18</u>	<u>\$ 16</u>

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 14 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 eleven 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 7, 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, 2024.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 14 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 \$6,251,530 for the year ended June 30, 2024. Additionally, ASPIRA provided custodian, maintenance, security, food services, and IT support services. ASPIRA invoiced the School these services rendered in the amount of \$1,557,720 for the year ended June 30, 2024. Under the Management Level Service Agreement, ASPIRA invoiced the School the charter management fees of \$2,484,221 for the year ended June 30, 2024 based on the function of the District per-pupil payments. For the year ended June 30, 2024, ASPIRA also invoiced the School \$1,559,244 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 three 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, 2024, the School contributed \$501,493 as medical insurance premiums to the plan based on covered life and pre-set premium rates.

Cyber received a grant from ASPIRA, Inc related to an ongoing installation at the school. As a result, Cyber reimbursed ASPIRA, Inc \$400,000 based on staffing, materials and construction for the year ended June 30, 2024.

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

	Receivable	Payable
Eugenio Maria De Hostos Charter School	\$ -	\$ 104,474
Antonia Pantoja Charter School	-	10,756
Aspira, Inc. of Pennsylvania	-	2,663,505
Total	\$ -	\$ 2,778,735

NOTE 15 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, 2024**

NOTE 16 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, 2024**

	Budget		Actual Amounts	Over (Under)
	Original	Final		Final Budget
REVENUES				
Local Educational Agency Assistance	\$ 19,527,631	\$ 19,527,631	\$ 23,645,300	\$ 4,117,669
Other Local Sources	13,245	13,245	740,794	727,549
State Sources	155,894	155,894	51,874	(104,020)
Federal Sources	2,079,787	2,079,787	2,435,196	355,409
Total Revenues	<u>21,776,557</u>	<u>21,776,557</u>	<u>26,873,164</u>	<u>5,096,607</u>
EXPENDITURES				
Instruction	14,614,256	14,614,256	12,149,753	(2,464,503)
Student Support Services	1,378,894	1,378,894	6,563,247	5,184,353
Administrative Support	2,748,134	2,748,134	3,448,916	700,782
Pupil Health	295,838	295,838	405,260	109,422
Business Services and Operations	2,138,353	2,138,353	1,797,824	(340,529)
Student Transportation Services	-	-	5,855	5,855
Other Support Services	298,981	298,981	353,712	54,731
Food Services	-	-	285,963	285,963
Student Activities and Community Services	260,971	260,971	662,670	401,699
Capital Outlays	-	-	289,635	289,635
Capital Outlays - Subscription Asset Costs	-	-	86,220	86,220
Debt Service - Principal	-	-	99,634	99,634
Debt Service - Interest	-	-	416,498	416,498
Total Expenditures	<u>21,735,427</u>	<u>21,735,427</u>	<u>26,565,187</u>	<u>4,829,760</u>
NET CHANGE IN FUND BALANCE	<u>\$ 41,130</u>	<u>\$ 41,130</u>	307,977	<u>\$ 266,847</u>
Fund Balances - Beginning of Year			<u>8,056,748</u>	
FUND BALANCES - END OF YEAR			<u>\$ 8,364,725</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, 2024, the Governmental Funds' total expenditures exceeded total appropriations by \$4,829,760, or 22.22%. The overage was funded from excess revenue and existing fund balances.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET PENSION
LIABILITY AND CONTRIBUTIONS (UNAUDITED)
YEAR ENDED JUNE 30, 2024**

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%
June 30, 2023	0.00110%	489	161	304%	61.85%

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%
2023/24	30	30	-	91	32.97%

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%, including inflation at 2.50%.
 - 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, 2024**

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%
June 30, 2023	0.00100%	18	161	11.18%	7.22%

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%
2023/24	1	1	-	91	1.10%

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 4.09% to 4.13%.
- (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 – 4.13% - 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, 2024
(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, 2023	Total Received for the Year	Final Federal Expenditures	Accrued or (Deferred) Revenue at June 30, 2024
U.S. Department of Education									
Pass-Through Pennsylvania Department of Education									
Title I - Improving Basic Programs	I	84.010	013-231090	7/1/22-9/30/23	\$ 805,690	\$ 394,569	\$ 394,569	\$ -	\$ -
Title I - Improving Basic Programs	I	84.010	013-241090	7/9/23-9/30/24	1,007,402	-	743,572	1,007,402	263,830
Program Improvement - Set Aside	I	84.010	042-221090	8/2/22-9/30/23	103,549	14,793	14,793	-	-
Program Improvement - Set Aside	I	84.010	042-231090	12/14/23-9/30/24	182,824	-	164,541	182,824	18,283
Total Assistance Listing 84.010						409,362	1,317,475	1,190,226	282,113
Title II - Improving Teaching Quality	I	84.367	020-231090	7/1/22-9/30/23	54,872	28,137	28,137	-	-
Title II - Improving Teaching Quality	I	84.367	020-241090	7/9/23-9/30/24	59,880	-	43,832	59,880	16,048
Total Assistance Listing 84.367						28,137	71,969	59,880	16,048
Title III - Language Inst LEP/Immigrant Students	I	84.365	010-231090	7/1/22-9/30/23	38,338	9,413	9,413	-	-
Title III - Language Inst LEP/Immigrant Students	I	84.365	010-241090	7/9/23-9/30/24	73,274	-	57,159	73,274	16,115
Total Assistance Listing 84.365						9,413	66,572	73,274	16,115
Title IV, Part A Student Support and Academic Enrichment	I	84.424	144 231090	7/1/22-9/30/23	40,877	9,726	9,726	-	-
Title IV, Part A Student Support and Academic Enrichment	I	84.424	144-241090	7/9/23-9/30/24	63,074	-	50,459	63,074	12,615
Total Assistance Listing 84.424						9,726	60,185	63,074	12,615
COVID-19 Education Stabilization Fund									
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	592,875	592,875	-	-
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	-	529,075	529,075	-
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	5,031	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	-	-	57,168	57,168
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	-	-	11,435	11,435
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	-	-	11,434	11,434
Total COVID-19 Education Stabilization Fund						597,906	1,126,981	609,112	80,037
<i>Special Education Cluster</i>									
Pass-Through School District of Philadelphia:									
Individuals with Disabilities Act Part B	I	84.027	N/A	7/1/22-6/30/23	277,817	277,817	277,817	-	-
Individuals with Disabilities Act Part B	I	84.027	N/A	7/1/23-6/30/24	469,326	-	-	469,326	469,326
Total Special Education Cluster						277,817	277,817	469,326	469,326
Total U.S. Department of Education						1,332,361	2,920,999	2,464,892	876,254
U.S. Department of Health and Human Services									
<i>Medicaid Cluster</i>									
Pass-Through Pennsylvania Department of Health and Human Services									
Medical Assistance	I	93.778	N/A	N/A	-	-	2,381	2,381	-
Total U.S. Department of Health and Human Services - Medicaid Cluster						-	2,381	2,381	-
Total Federal Expenditures						<u>\$ 1,332,361</u>	<u>\$ 2,923,380</u>	<u>\$ 2,467,273</u>	<u>\$ 876,254</u>

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, 2024
(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*.

NOTE 3 RELATIONSHIP TO FINANCIAL STATEMENTS

The schedule of expenditures of federal awards presents only a selected portion of the activities of the School. It is not intended to, nor does it, present either the balance sheet, revenue, expenditures, or changes in fund balances of governmental funds. The financial activity for the aforementioned awards is reported in the School's statement of activities and statement of revenue, expenditures, and changes in fund balance – governmental funds.

NOTE 4 INDIRECT COST RATE

Aspira Bilingual Cyber Charter School has elected not to use the 10 percent 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 Aspira Bilingual Cyber Charter School, as of and for the year ended June 30, 2024, 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 20, 2024.

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 Antonia Pantoja 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.

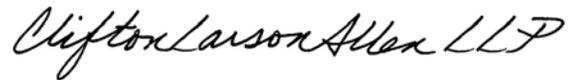
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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



CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
December 20, 2024



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH 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 each of Aspira Bilingual Cyber Charter School's major federal programs for the year ended June 30, 2024. 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 each of its major federal programs for the year ended June 30, 2024.

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 each 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's 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 each 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.



CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
December 20, 2024

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024**

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)

84.010

Name of Federal Program or Cluster

Title I – Improving Basic Programs

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, 2024**

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

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

LEA Level Monitoring

	<u>Name</u>	Check if Interviewed
Superintendent:	Andrea Gonzalez-Kirwin	<input type="checkbox"/>
Business Manager:	XIN YI	<input type="checkbox"/>
Federal Program Coordinator:	CYNTHIA MARRERO	<input checked="" type="checkbox"/>
Other:	KATHERYN MCKINLEY	<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): Helen Gross, Ed.D. Margaret A. Ptakowski, Ph.D.

Program Review Date: 05/06/2025

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 border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2025 1:25:11 PM Other Cynthia Marrero ONLY APPLIES FOR DISTRICT SCHOOLS</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/5/2025 10:57:03 AM Monitor Margaret Ptakowski This is a Charter School.</td> </tr> </tbody> </table>	District Comments	3/11/2025 1:25:11 PM Other Cynthia Marrero ONLY APPLIES FOR DISTRICT SCHOOLS	Monitor Comments	5/5/2025 10:57:03 AM Monitor Margaret Ptakowski This is a Charter School.
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Monitor Comments									
5/5/2025 10:57:03 AM Monitor Margaret Ptakowski This is a Charter School.									
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title IA 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 border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 10:57:11 AM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 10:57:11 AM Monitor Margaret Ptakowski Reviewed documents		
Monitor Comments									
5/5/2025 10:57:11 AM Monitor Margaret Ptakowski Reviewed documents									

[24-25CyberPDE-414-Sheet1-2.pdf](#)
[CyberESSACertified_Non-CertStaffList-CertifiedandNon-CertifiedProfessionalEmployee.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. For all LEAs - All instructional 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, their teaching assignment, and certifications of all staff being paid with federal funds broken out by building assignment			
					<table border="1"> <thead> <tr> <th data-bbox="1491 128 2055 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1491 180 2055 500"> 5/1/2025 11:06:25 PM State Monitor Helen Gross List provided - discussion required - of specific staff members paid with Title I funds. -- e.g. - assistant principal? Moving forward, please get, in writing, a letter from PDE approving use of Title I funds for ELL teachers. </td> </tr> </tbody> </table>	Monitor Comments	5/1/2025 11:06:25 PM State Monitor Helen Gross List provided - discussion required - of specific staff members paid with Title I funds. -- e.g. - assistant principal? Moving forward, please get, in writing, a letter from PDE approving use of Title I funds for ELL teachers.
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5/1/2025 11:06:25 PM State Monitor Helen Gross List provided - discussion required - of specific staff members paid with Title I funds. -- e.g. - assistant principal? Moving forward, please get, in writing, a letter from PDE approving use of Title I funds for ELL teachers.							
CyberESSA Title I Funded Teachers-ESSA Cyber Title I Funded Teachers.pdf							

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 IA schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with dated agenda and corresponding sign-in sheet. For an Equity Plan sample please visit: DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1598 375 2062 431">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 431 2062 683"> 5/5/2025 10:58:46 AM Monitor Margaret Ptakowski Documentation incomplete. Need: Agenda and sign in sheet showing Equity Plan was reviewed for the 24-25SY </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 10:58:46 AM Monitor Margaret Ptakowski Documentation incomplete. Need: Agenda and sign in sheet showing Equity Plan was reviewed for the 24-25SY
Monitor Comments							
5/5/2025 10:58:46 AM Monitor Margaret Ptakowski Documentation incomplete. Need: Agenda and sign in sheet showing Equity Plan was reviewed for the 24-25SY							
CyberEquityPlan24-25.pdf							

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures with signatures DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1486 381 2053 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 431 2053 643"> 3/30/2025 7:44:02 PM Other Cynthia Marrero ATTACHED EMAIL COMMUNICATIONS REQUESTING TO SIGN THE MOU. IS IN PROCESS. </td> </tr> <tr> <th data-bbox="1486 643 2053 693" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1486 693 2053 867"> 5/1/2025 10:59:43 PM State Monitor Helen Gross Aspira Cyber CS does not require a Foster MOU as it is a cyber school. </td> </tr> </tbody> </table>	District Comments	3/30/2025 7:44:02 PM Other Cynthia Marrero ATTACHED EMAIL COMMUNICATIONS REQUESTING TO SIGN THE MOU. IS IN PROCESS.	Monitor Comments	5/1/2025 10:59:43 PM State Monitor Helen Gross Aspira Cyber CS does not require a Foster MOU as it is a cyber school.
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CharterSchoolMOUCoverLetter3.5.25(1)(1).docx CHPSchoolsMail-TransportationMOU.pdf ABCCS-DHSMOU(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		
<p>1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.</p> <p>In order to meet requirements of ESEA, as amended by ESSA, it's required that LEAs receiving Title IA funds include the following in their MOU:</p> <ul style="list-style-type: none"> • Establish channels of communication between school staff and Head Start staff; • Receive and transfer childrens records, enrollment, parent communication; • Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; • Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and • Link LEA educational services with Head Start agency services. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1619 375 2062 431">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 431 2062 675"> <p>5/1/2025 11:00:30 PM State Monitor Helen Gross Aspira Cyber CS is being monitored and does not require a Head Start MOU as it is a cyber school.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/1/2025 11:00:30 PM State Monitor Helen Gross Aspira Cyber CS is being monitored and does not require a Head Start MOU as it is a cyber school.</p>
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<p>5/1/2025 11:00:30 PM State Monitor Helen Gross Aspira Cyber CS is being monitored and does not require a Head Start MOU as it is a cyber school.</p>							
MOU_Kinder-Cyber_2025.pdf							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>2. Is the LEA operating a district wide preschool program with set-aside funds? If yes, evidence of criteria is in place for eligibility selection. If no, check N/A.</p> <p>*Note: Districtwide - An LEA may not use Title IA funds to implement a district wide preschool program to benefit all preschool students in the LEA unless all the school buildings in the LEA are Title IA schools operating Schoolwide programs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Selection criteria used to determine eligibility for preschool programming.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1619 121 2062 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2062 391"> 3/11/2025 1:17:52 PM Other Cynthia Marrero Our LEA DO NOT operate a district wide preschool program. </td> </tr> <tr> <th data-bbox="1619 391 2062 449" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 449 2062 656"> 5/1/2025 11:01:28 PM State Monitor Helen Gross The LEA does not operate a district wide preschool program. and is a cyber school. </td> </tr> </tbody> </table>	District Comments	3/11/2025 1:17:52 PM Other Cynthia Marrero Our LEA DO NOT operate a district wide preschool program.	Monitor Comments	5/1/2025 11:01:28 PM State Monitor Helen Gross The LEA does not operate a district wide preschool program. and is a cyber school.
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5/1/2025 11:01:28 PM State Monitor Helen Gross The LEA does not operate a district wide preschool program. and is a cyber school.									

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Formal documentation of a list of transition strategies for served Title IA 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	<table border="1"> <thead> <tr> <th data-bbox="1312 444 1604 500">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1312 500 1604 719"> 5/5/2025 11:00:33 AM Monitor Margaret Ptakowski Reviewed document; Rolling admission to Cyber school and provides transition strategies </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:00:33 AM Monitor Margaret Ptakowski Reviewed document; Rolling admission to Cyber school and provides transition strategies
Monitor Comments							
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TransitionStrategies-TitleIA.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		
<p>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:</p> <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 performance description 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 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" 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.</p> <p><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.</p> <p>DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1612 410 2062 467">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 467 2062 1469"> <p>5/5/2025 11:04:20 AM Monitor Margaret Ptakowski Please only check one box. NEED: Agenda, Sign in sheets where the policy was reviewed for the 24-25 SY. Box 2 was checked- there was not a power point presented as documentation</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:04:20 AM Monitor Margaret Ptakowski Please only check one box. NEED: Agenda, Sign in sheets where the policy was reviewed for the 24-25 SY. Box 2 was checked- there was not a power point presented as documentation</p>
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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 teachers ◦ strategies to support successful school and family interactions • description 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 • description of involvement of parents in the activities of the Title I schools. 					
TitleILocalEducationAgency(LEA)ParentandFamilyEngagementPolicy.pdf TitleISchool-LevelParentandFamilyEngagementPolicy-REVMARCH2025(1).pdf SPANISH-CYBERTitleI-SchoolLEVELParentandFamilyEngagementPolicyrev2_2025(1).pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Parents and family members of Title IA students shall be involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities.</p> <ul style="list-style-type: none"> Please note: This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement. 	<input type="checkbox"/>	<input checked="" 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 Engagement set aside.	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2055 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2055 391"> 5/5/2025 11:06:06 AM Monitor Margaret Ptakowski NEED Dated agendas with topics for the Parent Family Engagement policy. </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:06:06 AM Monitor Margaret Ptakowski NEED Dated agendas with topics for the Parent Family Engagement policy.		
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Screenshot2025-03-31at7.38.11?AM.png Screenshot2025-03-31at7.38.55?AM.png PFEPILICYFLYER3-11-2025.pdf PFEPOLICY3-07-25SIGNIN-FLYER.pdf									
<p>3. 3. If the LEA received \$500,000 or more in Title IA 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:</p> <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. 	<input type="checkbox"/>	<input checked="" 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	<table border="1"> <thead> <tr> <th data-bbox="1619 711 2055 768">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 768 2055 906"> 3/31/2025 8:28:49 AM Other Cynthia Marrero page 3 use of unds </td> </tr> <tr> <th data-bbox="1619 906 2055 963">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 963 2055 1198"> 5/5/2025 11:07:30 AM Monitor Margaret Ptakowski Need dated agenda with topic and sign in sheets. The Parent and Family engagement policy is not dated </td> </tr> </tbody> </table>	District Comments	3/31/2025 8:28:49 AM Other Cynthia Marrero page 3 use of unds	Monitor Comments	5/5/2025 11:07:30 AM Monitor Margaret Ptakowski Need dated agenda with topic and sign in sheets. The Parent and Family engagement policy is not dated
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5/5/2025 11:07:30 AM Monitor Margaret Ptakowski Need dated agenda with topic and sign in sheets. The Parent and Family engagement policy is not dated									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • 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. • Engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. <p>*Please note: These bullets are what your LEA would have selected in the Consolidated Application under Title IA > Narratives: Parent and Family Engagement section > Title IA Parent and Family Engagement Use of Funds section.</p> <p>*Please note: This can be marked N/A if the LEA received \$500,000 or less in Title IA funds.</p>					
TitleILocalEducationAgency(LEA)ParentandFamilyEngagementPolicy.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input 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.</p> <p><input checked="" 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.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2055 321"> <p>3/31/2025 4:48:33 PM Other Cynthia Marrero Survey link in our web.</p> </td> </tr> <tr> <th data-bbox="1619 321 2055 378" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 378 2055 586"> <p>5/5/2025 2:42:08 PM State Monitor Helen Gross Annual Survey is undated - No indication that this survey is for the 23/24 or 24/25 school years.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/31/2025 4:48:33 PM Other Cynthia Marrero Survey link in our web.</p>	Monitor Comments	<p>5/5/2025 2:42:08 PM State Monitor Helen Gross Annual Survey is undated - No indication that this survey is for the 23/24 or 24/25 school years.</p>
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TitleIParentInvolvementSurvey.pdf									

Component IX: Title IA Nonpublic Schools

The LEA provides Title IA 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 with Title IA funds, 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. Please note: Procedures should include step by step instructions of how the nonpublic equitable services are delivered start to finish each school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures DFP - ESSA Monitoring Resources/Templates/Samples	
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, prior to the start of 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.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly monitors the Title IA services being provided to the nonpublic students on the provision of Title IA services to nonpublic students, including the amount of funds remaining.	<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	
6. COMPLETE THIS ONLY IF: If Multiple LEAs contract with the same vendor to provide services to the same nonpublic(s), AND ARE REPRESENTED BY ONE LEA , a signed agreement identifying the process for disseminating program effectiveness exists. Mark N/A if this does not apply to your LEA. *Note: One LEA representative may visit the school on behalf of all LEAs to observe/monitor the Title IA services being provided to the nonpublic students. Mark N/A if this does not apply to your LEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed agreement between LEAs, documentation from visit, AND dated copies of outreach attempts, ie., letters, emails, call log, visitation log, or virtual visit/meeting evidence.	
7. LEA is evaluating the Title IA 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	
8. 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	
9. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purpose 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. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>10. LEA has third-party contracts (per Uniform Grant Guidance and the District's Procurement Procedures) that include the proportionate share of Title IA funds determined by eGrants.</p> <p>Please note: Third party contracts must not be paid in full up front.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Copy of third-party contracts must include ALL of the following:</p> <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 	
<p>11. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school</p>	
<p>12. 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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals</p>	
<p>13. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Informal quotes, bids or RFPs</p>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. 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	
15. 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.	
16. 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.	
17. 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.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>18. Transferability Sec. 5103(b)</p> <p>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.</p> <p>Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <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. 	

Comments

Additional attendees: Brenda Harrel Lead Administrator Katrina Condos - Coordinator of Data & Reporting It was a pleasure meeting and working with the school's assigned grants team. The team genuinely saw this as a learning and growth opportunity. The staff appears to work in the best interest of the students, parents, and school community, providing many different types of resources. This cyber school embraces the positive climate and culture of its learning community. The morning (virtual visit) was filled with positive discussion, suggestions, and feedback. Kudos to Cynthia M. for the time and effort she put into overseeing the completion of this document. Thank you.

Ed-Flex Waiver Review

Ed-Flex Waiver

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

If the LEA does not operate on an Ed-Flex Waiver, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application	
2. The LEA has evidence of how it will continue to aid the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application	
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application	
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application	
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application	
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Waiver Performance Report	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE <input type="checkbox"/> eGrants Budget and Selection of Schools	

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				
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers</p> <p><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</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1621 634 2055 686">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 686 2055 862"> <p>3/11/2025 3:37:50 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERED TO TITLE I</p> </td> </tr> <tr> <th data-bbox="1621 862 2055 914">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 914 2055 1088"> <p>5/1/2025 4:53:05 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2025 3:37:50 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERED TO TITLE I</p>	Monitor Comments	<p>5/1/2025 4:53:05 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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</p>	<table border="1"> <thead> <tr> <th data-bbox="1621 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 180 2055 354"> <p>3/11/2025 3:37:55 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</p> </td> </tr> <tr> <th data-bbox="1621 354 2055 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 410 2055 586"> <p>5/1/2025 4:53:20 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2025 3:37:55 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</p>	Monitor Comments	<p>5/1/2025 4:53:20 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p>
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<p>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 (prior to submitting the grant).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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.</p>	<table border="1"> <thead> <tr> <th data-bbox="1621 586 2055 659">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 659 2055 995"> <p>3/30/2025 8:33:20 PM Other Cynthia Marrero IT WAS PART OF THE 23-24 CAV. ATTACHED MEETING FOR STAKEHOLDER ON FEB-14-2025 TO CORRECT ACTION.</p> </td> </tr> <tr> <th data-bbox="1621 995 2055 1052">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 1052 2055 1256"> <p>5/1/2025 4:52:23 PM State Monitor Helen Gross Required information about a pre-planning meeting was not provided.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 8:33:20 PM Other Cynthia Marrero IT WAS PART OF THE 23-24 CAV. ATTACHED MEETING FOR STAKEHOLDER ON FEB-14-2025 TO CORRECT ACTION.</p>	Monitor Comments	<p>5/1/2025 4:52:23 PM State Monitor Helen Gross Required information about a pre-planning meeting was not provided.</p>
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[cavcyber.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement. This can be marked N/A if all funds are used for CSR.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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.</p>	<table border="1"> <thead> <tr> <th data-bbox="1621 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 180 2055 354"> <p>3/11/2025 3:38:24 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</p> </td> </tr> <tr> <th data-bbox="1621 354 2055 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 410 2055 586"> <p>5/1/2025 4:53:29 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2025 3:38:24 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</p>	Monitor Comments	<p>5/1/2025 4:53:29 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p>
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<p>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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Documentation of the LEA's professional development plan and educator evaluation framework</p>	<table border="1"> <thead> <tr> <th data-bbox="1621 586 2055 659">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 659 2055 886"> <p>3/11/2025 3:38:20 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</p> </td> </tr> <tr> <th data-bbox="1621 886 2055 943">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 943 2055 1117"> <p>5/1/2025 4:53:39 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2025 3:38:20 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</p>	Monitor Comments	<p>5/1/2025 4:53:39 PM State Monitor Helen Gross Title II funds were transferred to Title I.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
6. LEA utilizes tools that measure effectiveness of PD.	<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 border="1"> <thead> <tr> <th data-bbox="1621 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 180 2055 354">3/11/2025 3:38:15 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> <tr> <th data-bbox="1621 354 2055 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 410 2055 586">5/1/2025 4:53:49 PM State Monitor Helen Gross Title II funds were transferred to Title I.</td> </tr> </tbody> </table>	District Comments	3/11/2025 3:38:15 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I	Monitor Comments	5/1/2025 4:53:49 PM State Monitor Helen Gross Title II funds were transferred to Title I.
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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.	<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).	<table border="1"> <thead> <tr> <th data-bbox="1621 586 2055 643">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 643 2055 881">3/11/2025 3:38:11 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> <tr> <th data-bbox="1621 881 2055 938">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 938 2055 1117">5/1/2025 4:53:57 PM State Monitor Helen Gross Title II funds were transferred to Title I.</td> </tr> </tbody> </table>	District Comments	3/11/2025 3:38:11 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERRED TO TITLE I	Monitor Comments	5/1/2025 4:53:57 PM State Monitor Helen Gross Title II funds were transferred to Title I.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
8. Title IIA: Program Goals - Data has begun to be collected for 24-25 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.	<table border="1"> <thead> <tr> <th data-bbox="1621 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 180 2055 354">3/11/2025 3:38:07 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERED TO TITLE I</td> </tr> <tr> <th data-bbox="1621 354 2055 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 410 2055 586">5/1/2025 4:54:07 PM State Monitor Helen Gross Title II funds were transferred to Title I.</td> </tr> </tbody> </table>	District Comments	3/11/2025 3:38:07 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERED TO TITLE I	Monitor Comments	5/1/2025 4:54:07 PM State Monitor Helen Gross Title II funds were transferred to Title I.
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9. Title IIA: Program Goals - Data has begun to be collected for 24-25 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.	<table border="1"> <thead> <tr> <th data-bbox="1621 586 2055 643">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 643 2055 889">3/11/2025 3:38:02 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERED TO TITLE I</td> </tr> <tr> <th data-bbox="1621 889 2055 946">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 946 2055 1117">5/1/2025 4:55:27 PM State Monitor Helen Gross Title II funds were transferred to Title I.</td> </tr> </tbody> </table>	District Comments	3/11/2025 3:38:02 PM Other Cynthia Marrero TITLE II FUNDS WERE TRANSFERED TO TITLE I	Monitor Comments	5/1/2025 4:55:27 PM State Monitor Helen Gross Title II funds were transferred to Title I.
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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 must include 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Parent notification letters for placement in ESL Program supported with Title III supplemental funds. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> 5/1/2025 4:59:59 PM State Monitor Helen Gross No supporting documentation was provided. </td> </tr> </tbody> </table>	Monitor Comments	5/1/2025 4:59:59 PM State Monitor Helen Gross No supporting documentation was provided.
Monitor Comments								
5/1/2025 4:59:59 PM State Monitor Helen Gross No supporting documentation was provided.								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>2. Authorized Subgrantee Activities for ESL/ELD</p> <p>Section 3115(d)</p>	<p>1. Authorized Activities:</p> <p>a. Upgrading program objectives and effective instruction strategies.</p> <p>b. Improving the instruction materials, education software, and assessment procedures</p> <p>c. Providing tutorials, academic or vocational education for ELs, and intensified instruction</p> <p>d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services</p> <p>e. Improving the ELP and academic achievement of ELs</p> <p>f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families.</p> <p>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</p> <p>h. Other activities</p>	<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 with student names redacted.	

[CHPSchoolsELManualrev6-30-2024.pdf](#)
[CYBERELREDACTED.pdf](#)

<p>3. Assurance of assessment</p>	<p>1. LEA will annually assess the English proficiency of EL children.</p>	<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.	
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[AssuranceofAssessment-Line46-6-8.xlsx](#)
[AssuranceofAssessment-Line46-K-5.xlsx](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
AssuranceofAssessment-Line46-9-12.xlsx								
<p>4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM)</p> <p>Section 3115(e)</p> <p>Please note: If your LEA does not receive IMM funds, this can be marked N/A.</p>	<p>2. Authorized Activities:</p> <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 children support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title IIIA application AND List of immigrant children being served with student names redacted.</p>	<table border="1"> <thead> <tr> <th data-bbox="1675 198 2053 240">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 246 2053 451"> <p>5/5/2025 2:50:31 PM</p> <p>State Monitor Helen Gross</p> <p>Only the list of students served was uploaded.</p> <p>Discussion required.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 2:50:31 PM</p> <p>State Monitor Helen Gross</p> <p>Only the list of students served was uploaded.</p> <p>Discussion required.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<ul style="list-style-type: none"> • other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education • 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](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
5. Stakeholder Engagement	1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff (prior to submitting the grant) .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets staff (prior to submitting the grant) that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	<table border="1"> <thead> <tr> <th data-bbox="1667 123 2062 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1667 178 2062 495">3/30/2025 8:32:12 PM Other Cynthia Marrero IT WAS PART OF THE 23-24 CAV. ATTACHED MEETING FOR STAKEHOLDER ON FEB-14-2025 TO CORRECT ACTION.</td> </tr> <tr> <th data-bbox="1667 495 2062 550">Monitor Comments</th> </tr> <tr> <td data-bbox="1667 550 2062 761">5/1/2025 5:02:05 PM State Monitor Helen Gross No pre-planning documentation was provided as required.</td> </tr> </tbody> </table>	District Comments	3/30/2025 8:32:12 PM Other Cynthia Marrero IT WAS PART OF THE 23-24 CAV. ATTACHED MEETING FOR STAKEHOLDER ON FEB-14-2025 TO CORRECT ACTION.	Monitor Comments	5/1/2025 5:02:05 PM State Monitor Helen Gross No pre-planning documentation was provided as required.
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Monitor Comments										
5/1/2025 5:02:05 PM State Monitor Helen Gross No pre-planning documentation was provided as required.										
cavcyber.pdf										
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.	<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.					
ProfessionalDevelopment(ESEASection§3115(c)(1)-Line49-SignInSheets.xlsx ProfessionalDevelopment-Line49-ACCESSforELs2024-25PD.pptx.pdf ProfessionalDevelopment-Line49-CyberELProgramOverview24-25.pptx.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	<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	
OutreachtParents-Line50-Example3.pdf OutreachtParents-Line50-Example2.pdf OutreachtParents-Line50-Example1.png						
8. Program Goals Title IIIA	1. Title IIIA: Program Goals - Baseline data has been collected, for the current years grant, program goals student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input checked="" type="checkbox"/> Other tool as identified in program goal section in eGrants.	
WritingProgressMonitoringPlanEmail.pdf Copyof2023-24WritingProgressMonitoring(1).xlsx WritingProgressMonitoringExample.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 IVA application and activities staff (prior to submitting the grant) .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets, (prior to submitting the grant), 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 submitting the grant.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/30/2025 8:33:59 PM Other Cynthia Marrero IT WAS PART OF THE 23-24 CAV. ATTACHED MEETING FOR STAKEHOLDERS ON FEB-14-2025 TO CORRECT ACTION. </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> 5/1/2025 4:56:12 PM State Monitor Helen Gross Required information about a pre-planning meeting was not provided. </td> </tr> </tbody> </table>	District Comments	3/30/2025 8:33:59 PM Other Cynthia Marrero IT WAS PART OF THE 23-24 CAV. ATTACHED MEETING FOR STAKEHOLDERS ON FEB-14-2025 TO CORRECT ACTION.	Monitor Comments	5/1/2025 4:56:12 PM State Monitor Helen Gross Required information about a pre-planning meeting was not provided.
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[cavcyber.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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.</p>	<table border="1"> <thead> <tr> <th data-bbox="1644 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 180 2055 355"> 3/30/2025 8:35:03 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I </td> </tr> <tr> <th data-bbox="1644 355 2055 412">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 412 2055 586"> 5/1/2025 4:57:13 PM State Monitor Helen Gross Title IV funds were transferred to Title I. </td> </tr> </tbody> </table>	District Comments	3/30/2025 8:35:03 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I	Monitor Comments	5/1/2025 4:57:13 PM State Monitor Helen Gross Title IV funds were transferred to Title I.
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Monitor Comments									
5/1/2025 4:57:13 PM State Monitor Helen Gross Title IV funds were transferred to Title I.									
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Sections of dated needs assessment that address how the LEA chose to use Title IVA funds.</p>	<table border="1"> <thead> <tr> <th data-bbox="1644 586 2055 643">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 643 2055 886"> 3/30/2025 8:39:12 PM Other Cynthia Marrero assessment from 2024, second year </td> </tr> <tr> <th data-bbox="1644 886 2055 943">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 943 2055 1081"> 5/1/2025 4:58:26 PM State Monitor Helen Gross documentation was provided. </td> </tr> </tbody> </table>	District Comments	3/30/2025 8:39:12 PM Other Cynthia Marrero assessment from 2024, second year	Monitor Comments	5/1/2025 4:58:26 PM State Monitor Helen Gross documentation was provided.
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5/1/2025 4:58:26 PM State Monitor Helen Gross documentation was provided.									

[CopyofCyberTitleIV-ALEANeedsAssessmentTool5_2024.xlsx](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 8:36:18 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/1/2025 4:57:30 PM State Monitor Helen Gross Title IV funds were transferred to Title I.</td> </tr> </tbody> </table>	District Comments	3/30/2025 8:36:18 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I	Monitor Comments	5/1/2025 4:57:30 PM State Monitor Helen Gross Title IV funds were transferred to Title I.
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Monitor Comments									
5/1/2025 4:57:30 PM State Monitor Helen Gross Title IV funds were transferred to Title I.									
<p>5. Title IVA Program Goals Well-Rounded Education - Baseline data has been collected for the current year's grant program goals in Well-Rounded Education.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <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 border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 8:36:15 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/1/2025 4:57:41 PM State Monitor Helen Gross Title IV funds were transferred to Title I.</td> </tr> </tbody> </table>	District Comments	3/30/2025 8:36:15 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I	Monitor Comments	5/1/2025 4:57:41 PM State Monitor Helen Gross Title IV funds were transferred to Title I.
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Monitor Comments									
5/1/2025 4:57:41 PM State Monitor Helen Gross Title IV funds were transferred to Title I.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. Title IVA Program Goals - Safe & Healthy - Baseline data has been collected for the current year's grant program goals in Safe & Healthy.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p>	<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 border="1"> <thead> <tr> <th data-bbox="1644 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 180 2055 354"> 3/30/2025 8:36:12 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I </td> </tr> <tr> <th data-bbox="1644 354 2055 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 410 2055 586"> 5/1/2025 4:57:51 PM State Monitor Helen Gross Title IV funds were transferred to Title I. </td> </tr> </tbody> </table>	District Comments	3/30/2025 8:36:12 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I	Monitor Comments	5/1/2025 4:57:51 PM State Monitor Helen Gross Title IV funds were transferred to Title I.
District Comments									
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Monitor Comments									
5/1/2025 4:57:51 PM State Monitor Helen Gross Title IV funds were transferred to Title I.									
<p>7. Title IVA Program Goals - Effective Use of Technology - Baseline data has been collected for the current year's grant program goals in Effective Use of Technology.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p>	<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 border="1"> <thead> <tr> <th data-bbox="1644 586 2055 643">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 643 2055 881"> 3/30/2025 8:36:09 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I </td> </tr> <tr> <th data-bbox="1644 881 2055 938">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 938 2055 1117"> 5/1/2025 4:58:01 PM State Monitor Helen Gross Title IV funds were transferred to Title I. </td> </tr> </tbody> </table>	District Comments	3/30/2025 8:36:09 PM Other Cynthia Marrero LEA transferred all Title IVA funds to Title I	Monitor Comments	5/1/2025 4:58:01 PM State Monitor Helen Gross Title IV funds were transferred to Title I.
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Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Admin	5/6/2025	Cynthia Marrero	

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Admin	5/6/2025	Cynthia Marrero	

**Division of Federal Program
Consolidated Program Review
2024-2025 School Year
ASPIRA Bilingual Cyber CS**

Aspira Bilingual Cyber CS

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Helen Gross, Ed.D.
Margaret A. Ptakowski, Ph.D.

Visit Date: 5/6/2025

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
					3/30/2025 9:28:42 PM Other Cynthia Marrero NO PARAPROFESSIONAL IN OUR STAFF
					Monitor Comments
					4/30/2025 3:24:45 PM Monitor Margaret Ptakowski There are no paras on staff
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	Monitor Comments
					5/5/2025 11:10:46 AM Monitor Margaret Ptakowski RTK Letter is not dated; how and when was the letter distributed
RTKCYBER.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.) LEA must provide example of letter even if it was not utilized.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<p><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. DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1528 126 2055 178" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 178 2055 321"> <p>3/30/2025 9:35:03 PM Other Cynthia Marrero SAMPLE OF LETTERS SENT</p> </td> </tr> <tr> <th data-bbox="1528 321 2055 370" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 370 2055 685"> <p>5/3/2025 10:52:19 AM State Monitor Helen Gross Please provide full list of staff member that 4-week letters referenced. Please follow federal ESSA certification requirements with the identification of staff. Did any additional hires warrant such letters? -- discussion</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 9:35:03 PM Other Cynthia Marrero SAMPLE OF LETTERS SENT</p>	Monitor Comments	<p>5/3/2025 10:52:19 AM State Monitor Helen Gross Please provide full list of staff member that 4-week letters referenced. Please follow federal ESSA certification requirements with the identification of staff. Did any additional hires warrant such letters? -- discussion</p>
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<p style="text-align: right;"> CyberELRTKLetters24-25.pdf RTKDocumentDelivery_School_ASPIRABilingualCyberCharterSchoolUpdate.pdf </p>									

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		
<p>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. 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 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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.</p> <p><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. DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1635 410 2062 467" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1635 467 2062 675"> <p>5/5/2025 11:12:49 AM Monitor Margaret Ptakowski Need dated parent meeting agendas and corresponding sign in sheets</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:12:49 AM Monitor Margaret Ptakowski Need dated parent meeting agendas and corresponding sign in sheets</p>
Monitor Comments							
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • 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. • 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. ○ 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. ○ 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). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ 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. ○ 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
<ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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		
<ul style="list-style-type: none"> 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). <p>- IF school is operating a Title IA funded preschool program, (not from set aside funds) preschool language must be in its policy. Section 1116(b).</p>							
TitleISchool-LevelParentandFamilyEngagementPolicy-REVMARCH2025.pdf							
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Dated Title I meeting agenda and corresponding sign-in sheets <input checked="" 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. 	<table border="1"> <thead> <tr> <th data-bbox="1642 789 2055 841">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 841 2055 1125"> <p>5/5/2025 11:14:30 AM Monitor Margaret Ptakowski Please only check one box. There was not a Power point attached. There are no corresponding agendas or sign in sheets</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:14:30 AM Monitor Margaret Ptakowski Please only check one box. There was not a Power point attached. There are no corresponding agendas or sign in sheets</p>
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scan_jesquilin_2025-03-19-08-07-29.pdf scan_jesquilin_2025-03-19-08-09-12.pdf Screenshot2025-03-31at7.38.11?AM(1).png							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Screenshot2025-03-31at7.38.55?AM(1).png							
<p>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</p> <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 	☐	☑	☐	<ul style="list-style-type: none"> ☐ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☐ 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. DFP - ESSA Monitoring Resources/Templates/Samples 	<table border="1"> <thead> <tr> <th data-bbox="1640 193 2055 245">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 245 2055 524"> <p>5/5/2025 11:15:15 AM Monitor Margaret Ptakowski NEED: School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:15:15 AM Monitor Margaret Ptakowski NEED: School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</p>
Monitor Comments							
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 					
<p style="text-align: right;"> scan_jesquilin_2025-03-19-08-07-29.pdf scan_jesquilin_2025-03-19-08-09-12.pdf Screenshot2025-03-31at7.38.11?AM(1).png Screenshot2025-03-31at7.38.55?AM(1).png </p>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Dated Title I meeting agenda & corresponding sign-in sheets that indicate topics of discussion <input checked="" type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/31/2025 2:56:48 PM Other Cynthia Marrero New spring meeting is schedule for April 15 2025</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/5/2025 11:17:11 AM Monitor Margaret Ptakowski Please check only one box. The power point was dated March 2023- not acceptable for this monitoring visit. There were no sign in sheets or agendas applicable to the 24-25 SY</td> </tr> </tbody> </table>	District Comments	3/31/2025 2:56:48 PM Other Cynthia Marrero New spring meeting is schedule for April 15 2025	Monitor Comments	5/5/2025 11:17:11 AM Monitor Margaret Ptakowski Please check only one box. The power point was dated March 2023- not acceptable for this monitoring visit. There were no sign in sheets or agendas applicable to the 24-25 SY
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<p style="margin: 0;">Cyber23-24TitleIAnnualSpringMeetingsigninsheet.pdf TitleIParentInputMeeting-Cyber2023(1).pdf</p>									
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:17:45 AM Monitor Margaret Ptakowski What type of resources; need samples and date of distribution</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:17:45 AM Monitor Margaret Ptakowski What type of resources; need samples and date of distribution		
Monitor Comments									
5/5/2025 11:17:45 AM Monitor Margaret Ptakowski What type of resources; need samples and date of distribution									
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SPAC skits and staff agendas and corresponding sign in sheets <input checked="" type="checkbox"/> Dated staff meeting agenda and corresponding sign-in sheets utilizing parent survey results (open-ended questions included) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:18:55 AM Monitor Margaret Ptakowski Please only check one box. Reviewed documentation</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:18:55 AM Monitor Margaret Ptakowski Please only check one box. Reviewed documentation		
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5/5/2025 11:18:55 AM Monitor Margaret Ptakowski Please only check one box. Reviewed documentation									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. Title I Schools shall coordinate and integrate parent and family engagement 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	<table border="1"> <thead> <tr> <th data-bbox="1640 157 2049 207">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 207 2049 527"> 5/5/2025 11:20:29 AM Monitor Margaret Ptakowski Suggestion to have transition plan include grades K-9 transitioning into the Cyber Charter school- protocols, types of meetings for the students and parents, etc. </td> </tr> </tbody> </table> <p style="text-align: right;">TransitionStrategies-TitleIA(5).pdf</p>	Monitor Comments	5/5/2025 11:20:29 AM Monitor Margaret Ptakowski Suggestion to have transition plan include grades K-9 transitioning into the Cyber Charter school- protocols, types of meetings for the students and parents, etc.
Monitor Comments							
5/5/2025 11:20:29 AM Monitor Margaret Ptakowski Suggestion to have transition plan include grades K-9 transitioning into the Cyber Charter school- protocols, types of meetings for the students and parents, etc.							
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.	<table border="1"> <thead> <tr> <th data-bbox="1640 602 2049 652">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 652 2049 797"> 5/5/2025 11:21:06 AM Monitor Margaret Ptakowski Reviewed documents </td> </tr> </tbody> </table> <p style="text-align: right;"> SPANISH-CYBERTitleI-SchoolLEVELParentandFamilyEngagementPolicyrev2_2025(1).pdf TitleISchool-LevelParentandFamilyEngagementPolicy-REVMARCH2025(1).pdf </p>	Monitor Comments	5/5/2025 11:21:06 AM Monitor Margaret Ptakowski Reviewed documents
Monitor Comments							
5/5/2025 11:21:06 AM Monitor Margaret Ptakowski Reviewed documents							

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.	<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's status is "Approved" .	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 2:59:39 PM State Monitor Helen Gross No evidence was initially uploaded into PA FedMonitor.... no letter or screenshot - However, documentation was provided during our virtual visit. -- approved 10/10/24 (CSI)</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 2:59:39 PM State Monitor Helen Gross No evidence was initially uploaded into PA FedMonitor.... no letter or screenshot - However, documentation was provided during our virtual visit. -- approved 10/10/24 (CSI)		
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5/5/2025 2:59:39 PM State Monitor Helen Gross No evidence was initially uploaded into PA FedMonitor.... no letter or screenshot - However, documentation was provided during our virtual visit. -- approved 10/10/24 (CSI)									
A. The Title IA Schoolwide plan was submitted in FRCPP and has a status of "In Revision" or "Submitted". Mark NA if Schoolwide plan is in "Approved" status.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as an email from FRCPP or a screenshot from the FRCPP dashboard where the plans status is "In Revision", or "Submitted".	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 8:45:07 PM Other Cynthia Marrero PLAN WAS APPROVED</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/5/2025 3:00:02 PM State Monitor Helen Gross No evidence was initially uploaded into PA FedMonitor.... no letter or screenshot - However, documentation was provided during our virtual visit. -- approved 10/10/24 (CSI)</td> </tr> </tbody> </table>	District Comments	3/30/2025 8:45:07 PM Other Cynthia Marrero PLAN WAS APPROVED	Monitor Comments	5/5/2025 3:00:02 PM State Monitor Helen Gross No evidence was initially uploaded into PA FedMonitor.... no letter or screenshot - However, documentation was provided during our virtual visit. -- approved 10/10/24 (CSI)
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>B. Is your building operating a Title IA preschool program? If so, check "Met" and provide evidence in the plan. If your building does not operate a Title IA preschool program, check "N/A".</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Evidence from Schoolwide plan to demonstrate building is operating Title IA preschool program.</p>	<table border="1"> <thead> <tr> <th data-bbox="1549 159 2045 207" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1549 207 2045 380"> <p>3/30/2025 8:45:39 PM Other Cynthia Marrero building does not operate a Title IA preschool program</p> </td> </tr> <tr> <th data-bbox="1549 380 2045 428" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1549 428 2045 607"> <p>5/5/2025 3:00:43 PM State Monitor Helen Gross The school does not have a Title IA preschool program.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 8:45:39 PM Other Cynthia Marrero building does not operate a Title IA preschool program</p>	Monitor Comments	<p>5/5/2025 3:00:43 PM State Monitor Helen Gross The school does not have a Title IA preschool program.</p>
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Monitor Comments									
<p>5/5/2025 3:00:43 PM State Monitor Helen Gross The school does not have a Title IA preschool program.</p>									
<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 border="1"> <thead> <tr> <th data-bbox="1549 691 2045 740" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1549 740 2045 1016"> <p>5/5/2025 3:03:18 PM State Monitor Helen Gross Stakeholder sign-in sheets / proof / identification of role of attendee- not provided..... prior to 10//10/24 Information was provided during our virtual review.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 3:03:18 PM State Monitor Helen Gross Stakeholder sign-in sheets / proof / identification of role of attendee- not provided..... prior to 10//10/24 Information was provided during our virtual review.</p>		
Monitor Comments									
<p>5/5/2025 3:03:18 PM State Monitor Helen Gross Stakeholder sign-in sheets / proof / identification of role of attendee- not provided..... prior to 10//10/24 Information was provided during our virtual review.</p>									

[ABCCSFebruary-QuarterlyProgressMonitoring.pptx.pdf](#)
[CSISchoolPlan_2024-2025.docx](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plan's goals.</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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Agendas and sign-in sheets of meetings AND copies of data reports.</p>	<table border="1"> <thead> <tr> <th data-bbox="1549 126 2055 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1549 180 2055 423"> <p>5/5/2025 3:06:47 PM</p> <p>State Monitor Helen Gross</p> <p>Data review document provided but no additional information was seen. Information was provided during our virtual review.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 3:06:47 PM</p> <p>State Monitor Helen Gross</p> <p>Data review document provided but no additional information was seen. Information was provided during our virtual review.</p>
Monitor Comments							
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ABCCS2024-2025SchoolPlan(1).xlsx							
<p>4. The Schoolwide Program/Plan has been made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>ESEA Section1114(b)(4)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> A link available on school website to the schoolwide plan, and, if applicable, evidence of how the SWP Plans are made available in alternate languages.</p> <p><input type="checkbox"/> Statement in handbook to say that Title IA schoolwide plan is in the office for review And, if applicable, evidence of how the SWP Plans are made available in alternate languages.</p>			
cyber.png							

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
Note: If the school does not have an "Approved", "In Revision", or "Submitted" 2024-25 Schoolwide Plan, it must be monitored in the Targeted Assistance section.					
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. If operating a Title IA preschool in a Targeted Assistance building (not from set aside funds), evidence of selection criteria is needed. Please mark N/A if this is not applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster that includes rank order listing.	
3. 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	
4. 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	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>5. The Title I school coordinates with and supports the regular education program.</p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, corresponding sign-in sheets, and minutes	
<p>6. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and corresponding sign in sheets	

Comments

Aspira attendees: Brenda Harrel Lead Administrator Katrina Condos - Coordinator of Data & Reporting Cynthia Marrerro - Data & Reporting Analyst - Grant Coordinator

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

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

LEA Level Monitoring

	<u>Name</u>	Check if Interviewed
Superintendent:	Sean London	<input type="checkbox"/>
Business Manager:		<input type="checkbox"/>
Federal Program Coordinator:	Cynthia Marrero	<input checked="" type="checkbox"/>
Other:		<input type="checkbox"/>

School Level:

Program Reviewer: Helen Gross, Ed.D. Margaret A. Ptakowski, Ph.D.

Internal Risk Assessment: Completion

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
1. Internal Risk Assessment CFR 200.303	1. Internal risk assessment tool must be used to evaluate and quantify the risks associated with the operation or performance of the LEA's internal controls regarding its administration of its federal education funds. See 2 CFR 200.303. The Risk Assessment Tool comprises multiple sections, each addressing specific aspects of the grant administration process in accordance with State and local requirements, the Uniform Grants Guidance (2 CFR Part 200) and the Education Department General Administrative Regulations (EDGAR).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA's reviewed internal risk assessment and identified 3-5 areas of focus AND evidence of ongoing review and evaluation of internal risk factors and compliance issues. This evidence may include email correspondence, policy or procedures updates, letters, internal control updates, etc... that pertain to the internal risk assessment. See internal risk assessment template: DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td> 3/31/2025 6:44:02 PM Other Cynthia Marrero THE FINANCE AND GRANT PROCUREMENT COORDINATOR MEETS ONCE A MONTH. </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> 5/5/2025 11:24:02 AM Monitor Margaret Ptakowski Please see the hyperlink to the left. This document is to be completed in order to comply with : Internal risk assessment tool must be used to evaluate and quantify the risks associated with the operation or performance of the LEA's internal controls regarding its administration of its federal education funds. S </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> 5/5/2025 3:09:12 PM State Monitor Helen Gross In addition, no internal tool / documentation was provided. </td> </tr> </table>	District Comments	3/31/2025 6:44:02 PM Other Cynthia Marrero THE FINANCE AND GRANT PROCUREMENT COORDINATOR MEETS ONCE A MONTH.	Monitor Comments	5/5/2025 11:24:02 AM Monitor Margaret Ptakowski Please see the hyperlink to the left. This document is to be completed in order to comply with : Internal risk assessment tool must be used to evaluate and quantify the risks associated with the operation or performance of the LEA's internal controls regarding its administration of its federal education funds. S	Monitor Comments	5/5/2025 3:09:12 PM State Monitor Helen Gross In addition, no internal tool / documentation was provided.
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Monitor Comments												
5/5/2025 3:09:12 PM State Monitor Helen Gross In addition, no internal tool / documentation was provided.												

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				
1. Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	b. 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%.	<table border="1"> <tr> <th>District Comments</th> </tr> <tr> <td>3/30/2025 9:50:59 PM Other Cynthia Marrero NO CARRYOVERS</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/5/2025 11:49:28 AM Monitor Margaret Ptakowski NO CARRYOVERS</td> </tr> </table>	District Comments	3/30/2025 9:50:59 PM Other Cynthia Marrero NO CARRYOVERS	Monitor Comments	5/5/2025 11:49:28 AM Monitor Margaret Ptakowski NO CARRYOVERS
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
NOCARRYOVER.pdf										
<p>2. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>a. LEA appropriately distributed funds to all Title I buildings.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Must include LEA budget (Not from eGrants) 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. DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1688 196 2055 240">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 245 2055 383"> <p>3/30/2025 9:51:29 PM Other Cynthia Marrero ONE SCHOOL / LEA</p> </td> </tr> <tr> <th data-bbox="1688 388 2055 431">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 436 2055 602"> <p>5/5/2025 11:32:26 AM Monitor Margaret Ptakowski Reviewed documents</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 9:51:29 PM Other Cynthia Marrero ONE SCHOOL / LEA</p>	Monitor Comments	<p>5/5/2025 11:32:26 AM Monitor Margaret Ptakowski Reviewed documents</p>
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egrants.pa.gov_1SCHOOL.pdf CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleI.pdf										
	<p>b. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application</p> <p><input type="checkbox"/> Provide written RC approval for not servicing a school that has 75% or more of students from low income families.</p>	<table border="1"> <thead> <tr> <th data-bbox="1688 781 2055 824">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 829 2055 1040"> <p>5/5/2025 11:33:11 AM Monitor Margaret Ptakowski Charter school; one building</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:33:11 AM Monitor Margaret Ptakowski Charter school; one building</p>		
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egrants.pa.gov_1SCHOOL.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	c. 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 checked="" type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 10:01:52 PM Other Cynthia Marrero REPORTS TO IDENTIFY NO PRE-K ON OCTOBER 1 23-24 AND 24-25 PIMS REPORT. ACS REPORT</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/5/2025 11:33:30 AM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:01:52 PM Other Cynthia Marrero REPORTS TO IDENTIFY NO PRE-K ON OCTOBER 1 23-24 AND 24-25 PIMS REPORT. ACS REPORT	Monitor Comments	5/5/2025 11:33:30 AM Monitor Margaret Ptakowski Reviewed documents
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<p>3. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)</p>	a. 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:34:38 AM Monitor Margaret Ptakowski reviewed documents; No expenditures for homeless to date</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:34:38 AM Monitor Margaret Ptakowski reviewed documents; No expenditures for homeless to date		
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>b. 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"/>	<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 DFP - ESSA Monitoring Resources/Templates/Samples	<p>District Comments</p> <p>3/30/2025 10:06:14 PM Other Cynthia Marrero HOMELESS, POC, AND COMMUNITY OUTREACH</p> <p>Monitor Comments</p> <p>5/5/2025 11:35:58 AM Monitor Margaret Ptakowski Reviewed documents</p>

[CyberESSA-TitleIStaff.pdf](#)
[SEMI-ANNUAL_ESSA_S-1_CYBER_ROSARIO_LANIA.pdf](#)
[SEMI-ANNUAL_ESSA_S-1_CYBER_ESQUILIN_JOANNE.pdf](#)

	<p>c. Each LEA shall reserve at least one percent of its Title IA allocation to assist schools to carry out the activities for Parent and Family Engagement.</p> <ul style="list-style-type: none"> Please note: This can be marked N/A if the LEA receives less than \$500,000 in Title IA 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. (Must be able to decipher that expenditures are parent and family engagement activities.)	<p>District Comments</p> <p>3/30/2025 10:19:29 PM Other Cynthia Marrero ONE SCHOOL/LEA. PPT PAGE 11</p> <p>Monitor Comments</p> <p>5/5/2025 11:37:04 AM Monitor Margaret Ptakowski Reviewed document;</p>
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[CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleI.pdf](#)
[ConsolidatedApplicationDiscussionSY24-25CYBERFeb-2025.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>d. For those LEAs that received \$500,000 and more in Title IA funds, of the 1% reserved for the Parent and Family Engagement set aside, LEAs must distribute at least 90% to schools with priority given to high need schools.</p> <ul style="list-style-type: none"> Please note: This can be marked N/A if the LEA receives less than \$500,000 in Title IA funds. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Building Level budgets (not from eGrants) that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1688 131 2055 196">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 196 2055 370">3/30/2025 10:21:03 PM Other Cynthia Marrero ONE SCHOOL/LEA. PPT PAGE 11</td> </tr> <tr> <th data-bbox="1688 370 2055 423">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 423 2055 597">5/5/2025 11:39:08 AM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:21:03 PM Other Cynthia Marrero ONE SCHOOL/LEA. PPT PAGE 11	Monitor Comments	5/5/2025 11:39:08 AM Monitor Margaret Ptakowski Reviewed documents
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	<p>e. 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"/>	<input type="checkbox"/> Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page	<table border="1"> <thead> <tr> <th data-bbox="1688 841 2055 906">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 906 2055 1079">3/30/2025 10:21:27 PM Other Cynthia Marrero NO funds for Foster students</td> </tr> <tr> <th data-bbox="1688 1079 2055 1133">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 1133 2055 1344">5/5/2025 11:39:27 AM Monitor Margaret Ptakowski No funds for foster students</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:21:27 PM Other Cynthia Marrero NO funds for Foster students	Monitor Comments	5/5/2025 11:39:27 AM Monitor Margaret Ptakowski No funds for foster students
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	<p>f. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</p> <p><input checked="" type="checkbox"/> Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1688 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 180 2055 427"> 3/30/2025 10:24:11 PM Other Cynthia Marrero FOSTER CARE POC JOANNE ESQUILIN IS PAID WITH TITLE I FUNDS </td> </tr> <tr> <th data-bbox="1688 427 2055 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 483 2055 647"> 5/5/2025 11:39:57 AM Monitor Margaret Ptakowski Reviewed documents </td> </tr> </tbody> </table>	District Comments	3/30/2025 10:24:11 PM Other Cynthia Marrero FOSTER CARE POC JOANNE ESQUILIN IS PAID WITH TITLE I FUNDS	Monitor Comments	5/5/2025 11:39:57 AM Monitor Margaret Ptakowski Reviewed documents
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	<p>g. 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"/>	<p><input type="checkbox"/> Spreadsheet demonstrating calculations</p>	<table border="1"> <thead> <tr> <th data-bbox="1688 889 2055 946">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 946 2055 1122"> 3/30/2025 10:25:42 PM Other Cynthia Marrero NO Salary and Fringe Benefit </td> </tr> <tr> <th data-bbox="1688 1122 2055 1179">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 1179 2055 1385"> 5/5/2025 11:40:14 AM Monitor Margaret Ptakowski NO Salary and Fringe Benefit </td> </tr> </tbody> </table>	District Comments	3/30/2025 10:25:42 PM Other Cynthia Marrero NO Salary and Fringe Benefit	Monitor Comments	5/5/2025 11:40:14 AM Monitor Margaret Ptakowski NO Salary and Fringe Benefit
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5/5/2025 11:40:14 AM Monitor Margaret Ptakowski NO Salary and Fringe Benefit										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>h. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Must include statement of expenditures for each set aside AND must also include LEA Title IA budget (not from eGrants)</p>	<table border="1"> <thead> <tr> <th data-bbox="1682 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 180 2053 321"> 3/30/2025 10:26:11 PM Other Cynthia Marrero NO Optional set asides, </td> </tr> <tr> <th data-bbox="1682 321 2053 370">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 370 2053 578"> 5/5/2025 11:40:29 AM Monitor Margaret Ptakowski NO Optional set asides </td> </tr> </tbody> </table>	District Comments	3/30/2025 10:26:11 PM Other Cynthia Marrero NO Optional set asides,	Monitor Comments	5/5/2025 11:40:29 AM Monitor Margaret Ptakowski NO Optional set asides
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	<p>i. If the LEA reserved funds for State and Federal Liaison, 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"/>	<p><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</p> <p><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1682 578 2053 708">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 708 2053 883"> 3/30/2025 10:26:30 PM Other Cynthia Marrero NO reserved funds for State and Federal Liaison </td> </tr> <tr> <th data-bbox="1682 883 2053 932">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 932 2053 1346"> 5/5/2025 11:40:43 AM Monitor Margaret Ptakowski NO reserved funds for State and Federal Liaison </td> </tr> </tbody> </table>	District Comments	3/30/2025 10:26:30 PM Other Cynthia Marrero NO reserved funds for State and Federal Liaison	Monitor Comments	5/5/2025 11:40:43 AM Monitor Margaret Ptakowski NO reserved funds for State and Federal Liaison
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	<p>j. 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"/>	<ul style="list-style-type: none"> <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 DFP - ESSA Monitoring Resources/Templates/Samples 	<table border="1"> <tr> <th data-bbox="1690 126 2053 175">District Comments</th> </tr> <tr> <td data-bbox="1690 175 2053 354"> 3/30/2025 10:26:44 PM Other Cynthia Marrero NO reserved funds for Pre-K Programs </td> </tr> <tr> <th data-bbox="1690 354 2053 402">Monitor Comments</th> </tr> <tr> <td data-bbox="1690 402 2053 613"> 5/5/2025 11:41:01 AM Monitor Margaret Ptakowski NO reserved funds for Pre-K Programs </td> </tr> </table>	District Comments	3/30/2025 10:26:44 PM Other Cynthia Marrero NO reserved funds for Pre-K Programs	Monitor Comments	5/5/2025 11:41:01 AM Monitor Margaret Ptakowski NO reserved funds for Pre-K Programs
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	<p>k. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Statement of expenditures for Neglected Institution 	<table border="1"> <tr> <th data-bbox="1690 966 2053 1015">District Comments</th> </tr> <tr> <td data-bbox="1690 1015 2053 1193"> 3/30/2025 10:26:54 PM Other Cynthia Marrero NO Neglected Institution served </td> </tr> <tr> <th data-bbox="1690 1193 2053 1242">Monitor Comments</th> </tr> <tr> <td data-bbox="1690 1242 2053 1445"> 5/5/2025 11:41:13 AM Monitor Margaret Ptakowski NO Neglected Institution served </td> </tr> </table>	District Comments	3/30/2025 10:26:54 PM Other Cynthia Marrero NO Neglected Institution served	Monitor Comments	5/5/2025 11:41:13 AM Monitor Margaret Ptakowski NO Neglected Institution served
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4. Transferability into Title IA Sec. 5103(b)	a. 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	<table border="1"> <thead> <tr> <th data-bbox="1682 121 2062 178">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 178 2062 354">5/5/2025 11:42:19 AM Monitor Margaret Ptakowski reviewed documents</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:42:19 AM Monitor Margaret Ptakowski reviewed documents
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	b. 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 DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1682 716 2062 773">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 773 2062 948">5/5/2025 11:43:51 AM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:43:51 AM Monitor Margaret Ptakowski Reviewed document
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5. Transferability into Title IIA	<p>a. 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	<table border="1"> <thead> <tr> <th data-bbox="1682 121 2062 178" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 178 2062 354">3/30/2025 10:33:18 PM Other Cynthia Marrero NO Transferability into Title II</td> </tr> <tr> <th data-bbox="1682 354 2062 410" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 410 2062 620">5/5/2025 11:49:06 AM Monitor Margaret Ptakowski NO Transferability into Title II</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:33:18 PM Other Cynthia Marrero NO Transferability into Title II	Monitor Comments	5/5/2025 11:49:06 AM Monitor Margaret Ptakowski NO Transferability into Title II
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6. Transferability into Title IIIA	<p>a. 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 IIIA, 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	<table border="1"> <thead> <tr> <th data-bbox="1682 121 2062 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 178 2062 354">3/30/2025 10:34:30 PM Other Cynthia Marrero NO Transferability into Title III</td> </tr> <tr> <th data-bbox="1682 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 410 2062 620">5/5/2025 11:44:32 AM Monitor Margaret Ptakowski NO Transferability into Title III</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:34:30 PM Other Cynthia Marrero NO Transferability into Title III	Monitor Comments	5/5/2025 11:44:32 AM Monitor Margaret Ptakowski NO Transferability into Title III
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3/30/2025 10:34:30 PM Other Cynthia Marrero NO Transferability into Title III										
Monitor Comments										
5/5/2025 11:44:32 AM Monitor Margaret Ptakowski NO Transferability into Title III										
	<p>b. 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 DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1682 690 2062 747">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 747 2062 922">3/30/2025 10:34:39 PM Other Cynthia Marrero NO Transferability into Title III</td> </tr> <tr> <th data-bbox="1682 922 2062 979">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 979 2062 1388">5/5/2025 11:44:40 AM Monitor Margaret Ptakowski NO Transferability into Title III</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:34:39 PM Other Cynthia Marrero NO Transferability into Title III	Monitor Comments	5/5/2025 11:44:40 AM Monitor Margaret Ptakowski NO Transferability into Title III
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
7. Transferability into Title IVA	<p>a. 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	<table border="1"> <thead> <tr> <th data-bbox="1682 121 2062 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 178 2062 354">3/30/2025 10:33:42 PM Other Cynthia Marrero NO Transferability into Title IV</td> </tr> <tr> <th data-bbox="1682 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 410 2062 621">5/5/2025 11:44:52 AM Monitor Margaret Ptakowski NO Transferability into Title IV</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:33:42 PM Other Cynthia Marrero NO Transferability into Title IV	Monitor Comments	5/5/2025 11:44:52 AM Monitor Margaret Ptakowski NO Transferability into Title IV
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
8. Comparability The LEA complies with the comparability provisions of Title IA. Sec. 1118(c)	a. 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 type="checkbox"/>	<input checked="" 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.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:45:53 AM Monitor Margaret Ptakowski Reviewed document it is not signed. Submitted 11/06/2024</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:45:53 AM Monitor Margaret Ptakowski Reviewed document it is not signed. Submitted 11/06/2024		
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5/5/2025 11:45:53 AM Monitor Margaret Ptakowski Reviewed document it is not signed. Submitted 11/06/2024										
ComparabilityAssurancesABCCS24-25(3).pdf										
	b. 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	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 10:40:50 PM Other Cynthia Marrero LEAs IS exempt.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/5/2025 11:46:12 AM Monitor Margaret Ptakowski LEA is exempt</td> </tr> </tbody> </table>	District Comments	3/30/2025 10:40:50 PM Other Cynthia Marrero LEAs IS exempt.	Monitor Comments	5/5/2025 11:46:12 AM Monitor Margaret Ptakowski LEA is exempt
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9. 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)	a. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget (not from eGrants).	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:47:01 AM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:47:01 AM Monitor Margaret Ptakowski Reviewed document		
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
10. 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)	a. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	<input checked="" type="checkbox"/>	<input 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 (not from eGrants).	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:48:06 AM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:48:06 AM Monitor Margaret Ptakowski Reviewed documents
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11. Supplement/Supplant Sec. 1118(b)	a. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget (not from eGrants).	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:48:48 AM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:48:48 AM Monitor Margaret Ptakowski Reviewed document
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Comments

Additional attendees: Brenda Harrel Lead Administrator Katrina Condos - Coordinator of Data & Reporting

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				
<p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented.</p> <p>NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</p> <p>UGG Sec 200.501</p>	<p>a. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports and evidence of Corrective Action implementation if previous audit had findings, if applicable.</p>	<table border="1"> <thead> <tr> <th data-bbox="1453 415 1673 472">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1453 472 1673 613"> <p>3/30/2025 10:47:26 PM Other Cynthia Marrero CAV 22-23 SY</p> </td> </tr> <tr> <th data-bbox="1453 613 1673 662">Monitor Comments</th> </tr> <tr> <td data-bbox="1453 662 1673 1081"> <p>5/5/2025 3:16:19 PM State Monitor Helen Gross Two most recent audit reports were not provided as required. The referenced corrective action in the suggested implementation of evidence refers directly to any findings, if applicable, from the audit reports.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 10:47:26 PM Other Cynthia Marrero CAV 22-23 SY</p>	Monitor Comments	<p>5/5/2025 3:16:19 PM State Monitor Helen Gross Two most recent audit reports were not provided as required. The referenced corrective action in the suggested implementation of evidence refers directly to any findings, if applicable, from the audit reports.</p>
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						<p style="text-align: right;"> 181519176_CAVLetter_98328800_Draft.pdf 181519176_CAV_51897830_Draft.pdf 181519176_CAVLetter_51987857_Draft.pdf Cyber_CAVLetter_59269351_Draft.pdf CyberCAVFiscal2019-2020.pdf </p>				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. Obligating Funds UGG Sec. 200.309	b. 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 border="1"> <thead> <tr> <th data-bbox="1673 123 2062 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 178 2062 363">3/30/2025 11:00:31 PM Other Cynthia Marrero began obligating funds JULY 1, 2024</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:00:31 PM Other Cynthia Marrero began obligating funds JULY 1, 2024
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egrants.pa.gov_1SCHOOL.pdf GrantledgerreportCYBER.xls								
3. Record Retention UGG Sec. 200.333	a. 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 checked="" type="checkbox"/> Record retention policy that includes how federal program records are maintained AND screenshot of federal files/records. <input checked="" type="checkbox"/> Photo of files/records	<table border="1"> <thead> <tr> <th data-bbox="1673 461 2062 516">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 516 2062 873">5/5/2025 11:53:43 AM Monitor Margaret Ptakowski Please only check one box.. Could not visualize screenshot or pictures of files; Purchasing transactions were dated back to 2018</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:53:43 AM Monitor Margaret Ptakowski Please only check one box.. Could not visualize screenshot or pictures of files; Purchasing transactions were dated back to 2018
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800.RECORDSMANAGEMENT-RETENTION-DATATEMPLATErev2025.pdf Screenshot2025-03-30at11.03.46?PM.jpeg Purchasingtransactions_HistoryCyber.xlsx								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>4. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>a. 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> DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1673 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355"> <p>5/5/2025 11:54:31 AM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:54:31 AM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p>
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<p>827-112.CONFLICTOFINTERESTTEMPLATErev2025(1).pdf</p>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. Allowability of Costs Procedures UGG Sec 200.403	a. 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.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1673 123 2062 180" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355"> 5/5/2025 11:55:13 AM Monitor Margaret Ptakowski Reviewed document </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:55:13 AM Monitor Margaret Ptakowski Reviewed document
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[403-AllowabilityofCostsProceduresrev2025\(2\).pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
6. Procurement Procedures UGG Sec 200.320, 200.88	a. 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.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:55:37 AM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:55:37 AM Monitor Margaret Ptakowski Reviewed document
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[320.Procurements-FederalProgramsFEB2025\(1\).pdf](#)

	b. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 11:59:20 AM Monitor Margaret Ptakowski Documents presented were for the 23-24 SY. There were not any procurement requests for the 24-25 SY to date</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 11:59:20 AM Monitor Margaret Ptakowski Documents presented were for the 23-24 SY. There were not any procurement requests for the 24-25 SY to date
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[scores\(2\).pdf](#)
[assesment\(2\).pdf](#)
[RFP23-24CoreCurriculum-ScoringSheet.xlsx-EvaluationSummary\(1\).pdf](#)
[VendorBids-GoogleDrive.pdf](#)
[CYBER2023RFPCorecurricular\(7\).pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Aspira-1.jpg RFPQA2023CoreCurricularResourcesandMaterialsResponsesKMC5.28.23(2).pdf ThePhiladelphiaInquirer,LLC_CyberRFP2023(1).pdf Cost_PriceAnalysis(1).pdf CYBER2023RFPCorecurricular(8).pdf								
<p>7. Cash Management Procedures</p> <p>UGG Sec. 200.305</p>	<p>a. Cash Management the LEA must maintain written procedures to implement the following cash management requirements:</p> <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.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1673 365 2055 423" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 423 2055 594"> <p>5/5/2025 11:59:41 AM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:59:41 AM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p>
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305-CASHMANAGEMENTProceduresrev2025(1).pdf								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>8. Travel Reimbursement Policy</p> <p>UGG Sec. 200.474</p>	<p>a. Travel the LEA must have written travel policies for travel costs to be allowable.</p> <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) 	☑	☐	☐	<p>☑ Board approved policy - Policy does not have to be specific to federal funds.</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355"> <p>5/5/2025 11:59:50 AM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 11:59:50 AM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p>
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331-626.1-TRAVELREIMBURSEMENTPOLICY2025.docx.pdf								
	<p>b. Implementation of Travel Reimbursement Policy</p> <p>Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.</p>	☑	☐	☐	<p>☑ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 829 2062 886">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 886 2062 1068"> <p>5/5/2025 12:00:15 PM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 12:00:15 PM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>9. Prior Written Approval for Various Expenditures</p> <p>UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>a. 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 11:24:43 PM Other Cynthia Marrero not requested Prior Written Approval for Various Expenditures for this sy</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/5/2025 12:01:00 PM Monitor Margaret Ptakowski Did not request Prior Written Approval for Various Expenditures for this SY</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:24:43 PM Other Cynthia Marrero not requested Prior Written Approval for Various Expenditures for this sy	Monitor Comments	5/5/2025 12:01:00 PM Monitor Margaret Ptakowski Did not request Prior Written Approval for Various Expenditures for this SY
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<p>10. Time and Effort Procedures</p>	<p>a. 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.</p>	<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. DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:01:20 PM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:01:20 PM Monitor Margaret Ptakowski Reviewed document		
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[430-TimeandEffortDocumentationProceduresREVFEB2025.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>11. Title IA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>a. Title IA 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. 	☑	☐	☐	<p>☑ Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355"> <p>5/5/2025 12:02:45 PM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed documents</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 12:02:45 PM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed documents</p>
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	<p>b. Title IA 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355"> <p>3/30/2025 11:27:40 PM Other Cynthia Marrero NO staff working on multiple cost objectives</p> </td> </tr> <tr> <th data-bbox="1673 355 2062 412">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 412 2062 621"> <p>5/5/2025 12:02:55 PM Monitor Margaret Ptakowski NO staff working on multiple cost objectives</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 11:27:40 PM Other Cynthia Marrero NO staff working on multiple cost objectives</p>	Monitor Comments	<p>5/5/2025 12:02:55 PM Monitor Margaret Ptakowski NO staff working on multiple cost objectives</p>
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	<p>b. Title IIA 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355"> <p>3/30/2025 11:27:49 PM Other Cynthia Marrero NO staff working on multiple cost objectives</p> </td> </tr> <tr> <th data-bbox="1673 355 2062 412">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 412 2062 621"> <p>5/5/2025 12:03:55 PM Monitor Margaret Ptakowski NO staff working on multiple cost objectives</p> </td> </tr> </tbody> </table>	District Comments	<p>3/30/2025 11:27:49 PM Other Cynthia Marrero NO staff working on multiple cost objectives</p>	Monitor Comments	<p>5/5/2025 12:03:55 PM Monitor Margaret Ptakowski NO staff working on multiple cost objectives</p>
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<p>15. Title IA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>a. Title IA 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.	<table border="1"> <thead> <tr> <th data-bbox="1673 690 2062 745">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 745 2062 959"> 5/5/2025 12:07:42 PM Monitor Margaret Ptakowski Reviewed documents </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:07:42 PM Monitor Margaret Ptakowski Reviewed documents		
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<p>TitleIResources02_05_25-CopyofAsset-Cyber.pdf PO71875ANDINVOICECYBER.pdf PO76062ANDINVOICESCYBER.pdf</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	b. Title IA LEA conducts a physical inventory of all items every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 355">3/30/2025 11:43:48 PM Other Cynthia Marrero signed inventory log from IT Department</td> </tr> <tr> <th data-bbox="1673 355 2062 412">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 412 2062 586">5/5/2025 12:08:00 PM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:43:48 PM Other Cynthia Marrero signed inventory log from IT Department	Monitor Comments	5/5/2025 12:08:00 PM Monitor Margaret Ptakowski Reviewed documents
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16. Title IIA Equipment and Related Property UGG Sec. 200.313	a. Title IIA 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log of items purchased with Title IIA. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1673 651 2062 708">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 708 2062 883">3/30/2025 11:48:02 PM Other Cynthia Marrero NO ASSET PURCHASE FOR TITLE II</td> </tr> <tr> <th data-bbox="1673 883 2062 940">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 940 2062 1146">5/5/2025 12:08:41 PM Monitor Margaret Ptakowski NO ASSET PURCHASE FOR TITLE II</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:48:02 PM Other Cynthia Marrero NO ASSET PURCHASE FOR TITLE II	Monitor Comments	5/5/2025 12:08:41 PM Monitor Margaret Ptakowski NO ASSET PURCHASE FOR TITLE II
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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	b. Title IIIA LEA conducts a physical inventory of all items every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 178 2062 354">3/30/2025 11:46:58 PM Other Cynthia Marrero NO ASSET PURCHASE FOR TITLE III</td> </tr> <tr> <th data-bbox="1673 354 2062 409">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 409 2062 621">5/5/2025 12:09:34 PM Monitor Margaret Ptakowski NO ASSET PURCHASE FOR TITLE III</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:46:58 PM Other Cynthia Marrero NO ASSET PURCHASE FOR TITLE III	Monitor Comments	5/5/2025 12:09:34 PM Monitor Margaret Ptakowski NO ASSET PURCHASE FOR TITLE III
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TitleIResources02_05_25-CopyofAsset-Cyber.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	b. Title IVA LEA conducts a physical inventory of all items every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years. DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 11:47:15 PM Other Cynthia Marrero NO ASSET PURCHASE FOR TITLE IV</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/5/2025 12:10:04 PM Monitor Margaret Ptakowski NO ASSET PURCHASE FOR TITLE IV</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:47:15 PM Other Cynthia Marrero NO ASSET PURCHASE FOR TITLE IV	Monitor Comments	5/5/2025 12:10:04 PM Monitor Margaret Ptakowski NO ASSET PURCHASE FOR TITLE IV
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TitleIResources02_05_25-CopyofAsset-Cyber.pdf										
19. Title IA Program Performance Report UGG 200.328	a. 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 6, 2025.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:11:00 PM Monitor Margaret Ptakowski Document submitted 1/6/2025</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:11:00 PM Monitor Margaret Ptakowski Document submitted 1/6/2025		
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PerformanceReport(4).pdf										
	b. Title IA 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.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:11:40 PM Monitor Margaret Ptakowski Documentation submitted</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:11:40 PM Monitor Margaret Ptakowski Documentation submitted		
Monitor Comments										
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PerformanceReportSubmissionESSA23-24CYBER-TITLEI.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
20. Title IIA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IIA Program Performance Report submitted by the due date of January 6, 2025.	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 178" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 178 2062 427"> 5/5/2025 12:12:43 PM Monitor Margaret Ptakowski Funds were transferred Document submitted dated 1/6/25 </td> </tr> <tr> <td data-bbox="1673 427 2062 646"> 5/5/2025 3:25:39 PM State Monitor Helen Gross Because of transferability, this report did not need to be submitted. </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:12:43 PM Monitor Margaret Ptakowski Funds were transferred Document submitted dated 1/6/25	5/5/2025 3:25:39 PM State Monitor Helen Gross Because of transferability, this report did not need to be submitted.	
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PerformanceReport(5).pdf										
	b. Title IIA 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.	<table border="1"> <thead> <tr> <th data-bbox="1673 711 2062 766" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 766 2062 976"> 3/30/2025 11:53:07 PM Other Cynthia Marrero NO NARRATIVE, FUNDS WERE TRANSFERRED </td> </tr> <tr> <th data-bbox="1673 976 2062 1031" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 1031 2062 1206"> 5/5/2025 12:13:06 PM Monitor Margaret Ptakowski Funds were transferred </td> </tr> </tbody> </table>	District Comments	3/30/2025 11:53:07 PM Other Cynthia Marrero NO NARRATIVE, FUNDS WERE TRANSFERRED	Monitor Comments	5/5/2025 12:13:06 PM Monitor Margaret Ptakowski Funds were transferred
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments			
21. Title IIIA Program Performance Report UGG 200.328	a. 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 6, 2025.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:14:13 PM Monitor Margaret Ptakowski Performance reports submitted 1/6/2025</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:14:13 PM Monitor Margaret Ptakowski Performance reports submitted 1/6/2025	
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						PerformanceReport(6).pdf PerformanceReport(7).pdf			
	b. Title IIIA 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.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:14:27 PM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:14:27 PM Monitor Margaret Ptakowski Reviewed documents	
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						PerformanceReportSubmissionESSA23-24CYBER-TITLEIII.pdf PerformanceReportSubmissionESSA23-24CYBER-TITLEIIIMM.pdf			
22. Title IVA Program Performance Report UGG 200.328	a. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IVA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IVA Program Performance Report submitted by the due date of January 6, 2025.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:14:58 PM Monitor Margaret Ptakowski Funds were transferred Document submitted dated 1/6/25</td> </tr> <tr> <td>5/5/2025 3:26:14 PM State Monitor Helen Gross Because of transferability, this report did not need to be submitted.</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:14:58 PM Monitor Margaret Ptakowski Funds were transferred Document submitted dated 1/6/25	5/5/2025 3:26:14 PM State Monitor Helen Gross Because of transferability, this report did not need to be submitted.
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						PerformanceReport(8).pdf			

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	b. Title IVA 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.	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2025 11:52:57 PM Other Cynthia Marrero NO NARRATIVE, FUNDS WERE TRANSFERRED</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/5/2025 12:15:12 PM Monitor Margaret Ptakowski Funds were transferred</td> </tr> </tbody> </table>	District Comments	3/30/2025 11:52:57 PM Other Cynthia Marrero NO NARRATIVE, FUNDS WERE TRANSFERRED	Monitor Comments	5/5/2025 12:15:12 PM Monitor Margaret Ptakowski Funds were transferred
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Monitor Comments										
5/5/2025 12:15:12 PM Monitor Margaret Ptakowski Funds were transferred										
23. Allowability of Costs UGG 200.403(a)	a. Title IA costs are determined to be necessary, reasonable, and allocable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable AND the LEA Title IA budget (not from eGrants)	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:15:31 PM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:15:31 PM Monitor Margaret Ptakowski Reviewed document		
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	b. Title IIA costs are determined to be necessary, reasonable, and allocable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable AND the LEA Title IIA budget (not from eGrants)	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/5/2025 12:16:34 PM Monitor Margaret Ptakowski Reviewed document</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:16:34 PM Monitor Margaret Ptakowski Reviewed document		
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	c. Title IIIA costs are determined to be necessary, reasonable, and allocable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable AND the LEA Title IIIA budget (not from eGrants)	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 363">5/5/2025 12:16:44 PM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:16:44 PM Monitor Margaret Ptakowski Reviewed documents		
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	d. Title IVA If the LEA received less than \$30,000, Title IVA costs are determined to be necessary, reasonable, and allocable. If the LEA received more than \$30,000 mark this NA and answer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable AND the LEA Title IVA budget (not from eGrants)	<table border="1"> <thead> <tr> <th data-bbox="1673 532 2062 589">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 589 2062 773">5/5/2025 12:16:53 PM Monitor Margaret Ptakowski Reviewed documents</td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:16:53 PM Monitor Margaret Ptakowski Reviewed documents		
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CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleIV.pdf CyberCharter-Annual-Report_Statement-of-Revenues-and-Expenditures-23-24.xlsx										
	e. Title IVA - 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.	<table border="1"> <thead> <tr> <th data-bbox="1673 902 2062 959">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 959 2062 1170">3/31/2025 12:01:19 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> <tr> <th data-bbox="1673 1170 2062 1227">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 1227 2062 1469">5/5/2025 12:17:04 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> </tbody> </table>	District Comments	3/31/2025 12:01:19 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I	Monitor Comments	5/5/2025 12:17:04 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	f. Title IVA - If the LEA received more than \$30,000 in Title IVA 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.	<table border="1"> <thead> <tr> <th data-bbox="1673 131 2062 196" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 196 2062 407">3/31/2025 12:01:24 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> <tr> <th data-bbox="1673 407 2062 456" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 456 2062 708">5/5/2025 12:17:11 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> </tbody> </table>	District Comments	3/31/2025 12:01:24 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I	Monitor Comments	5/5/2025 12:17:11 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I
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Monitor Comments										
5/5/2025 12:17:11 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I										
	g. Title IVA - If the LEA received more than \$30,000 in Title IVA 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.	<table border="1"> <thead> <tr> <th data-bbox="1673 708 2062 773" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 773 2062 984">3/31/2025 12:01:28 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> <tr> <th data-bbox="1673 984 2062 1032" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 1032 2062 1344">5/5/2025 12:17:15 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I</td> </tr> </tbody> </table>	District Comments	3/31/2025 12:01:28 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I	Monitor Comments	5/5/2025 12:17:15 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I
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5/5/2025 12:17:15 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	h. Title IVA - If the LEA received more than \$30,000 in Title IVA 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.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1673 123 2062 178" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 178 2062 389"> 3/31/2025 12:01:33 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I </td> </tr> <tr> <th data-bbox="1673 389 2062 444" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 444 2062 691"> 5/5/2025 12:17:19 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I </td> </tr> </tbody> </table>	District Comments	3/31/2025 12:01:33 AM Other Cynthia Marrero FUNDS WERE TRANSFERRED TO TITLE I	Monitor Comments	5/5/2025 12:17:19 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I
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Monitor Comments										
5/5/2025 12:17:19 PM Monitor Margaret Ptakowski FUNDS WERE TRANSFERRED TO TITLE I										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>24. 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>a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1673 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 423"> <p>5/5/2025 12:18:38 PM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document; NEED actual budget with exact expenditures to date</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 12:18:38 PM</p> <p>Monitor Margaret Ptakowski</p> <p>Reviewed document; NEED actual budget with exact expenditures to date</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments			
<p>25. 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>a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 427"> <p>5/5/2025 12:19:30 PM Monitor Margaret Ptakowski Funding transferred to Title I however- need and expenditure to date</p> </td> </tr> <tr> <td data-bbox="1673 427 2062 708"> <p>5/5/2025 3:29:24 PM State Monitor Helen Gross Discussion required. Though "transferability" took place the actual Title program budget is never actually transferred.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 12:19:30 PM Monitor Margaret Ptakowski Funding transferred to Title I however- need and expenditure to date</p>	<p>5/5/2025 3:29:24 PM State Monitor Helen Gross Discussion required. Though "transferability" took place the actual Title program budget is never actually transferred.</p>
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<p>5/5/2025 12:19:30 PM Monitor Margaret Ptakowski Funding transferred to Title I however- need and expenditure to date</p>									
<p>5/5/2025 3:29:24 PM State Monitor Helen Gross Discussion required. Though "transferability" took place the actual Title program budget is never actually transferred.</p>									

[CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleII\(1\).pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>26. 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>a. 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"/>	<input checked="" type="checkbox"/> LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 178">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 178 2062 389"> <p>5/5/2025 12:19:54 PM Monitor Margaret Ptakowski Reviewed documents; NEED expenditures to date</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 12:19:54 PM Monitor Margaret Ptakowski Reviewed documents; NEED expenditures to date</p>
Monitor Comments								
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<p>CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleIIIMM.pdf CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleIII.pdf</p>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments			
<p>27. 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.</p>	<p>a. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget (not from eGrants) AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	<table border="1"> <thead> <tr> <th data-bbox="1673 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2062 391"> <p>5/5/2025 12:20:19 PM Monitor Margaret Ptakowski Reviewed document; NEED expenditures to date</p> </td> </tr> <tr> <td data-bbox="1673 391 2062 672"> <p>5/5/2025 3:28:39 PM State Monitor Helen Gross Discussion required. Though "transferability" took place the actual Title program budget is never actually transferred.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/5/2025 12:20:19 PM Monitor Margaret Ptakowski Reviewed document; NEED expenditures to date</p>	<p>5/5/2025 3:28:39 PM State Monitor Helen Gross Discussion required. Though "transferability" took place the actual Title program budget is never actually transferred.</p>
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Component III: Consolidation of Federal Administrative Funds

Requirements

A local educational agency (LEA) that consolidates administrative funds for any fiscal year (FY) shall not use any other funds under the programs included in the consolidation for administration for that FY (Every Student Succeeds Act [ESSA] Section 8203). Indirect costs are a part of costs of administration; thus, indirect costs pertaining to programs included in the consolidation may only be paid out of the funds available for the administrative cost pool. For example, if a program must budget and expend at least 85 percent on direct services to students, then the total allowable for administration (e.g., program administration plus indirect costs) cannot exceed 15 percent.

Programs that may be included in the consolidation of administrative funds are:

- Title I, Part A (Basic)
- Title I, Part C (Migrant Education)
- Title I, Part D (Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III (Immigrant Students)
- Title III (English Learner Students)
- Title IV, Part A (Student Support and Academic Enrichment)

The consolidated funds may be used for the administration of the programs included in the consolidation and for uses, at the school district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
The LEA is consolidating Federal Administrative funds. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from Regional Coordinator including the above information.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1570 126 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1570 180 2053 354"> 3/31/2025 1:18:46 PM Other Cynthia Marrero LEA IS NOT consolidating Federal Administrative funds. </td> </tr> <tr> <th data-bbox="1570 354 2053 407" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1570 407 2053 581"> 5/5/2025 12:20:42 PM Monitor Margaret Ptakowski LEA IS NOT consolidating Federal Administrative funds. </td> </tr> </tbody> </table>	District Comments	3/31/2025 1:18:46 PM Other Cynthia Marrero LEA IS NOT consolidating Federal Administrative funds.	Monitor Comments	5/5/2025 12:20:42 PM Monitor Margaret Ptakowski LEA IS NOT consolidating Federal Administrative funds.
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5/5/2025 12:20:42 PM Monitor Margaret Ptakowski LEA IS NOT consolidating Federal Administrative funds.									

Component IV: Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)

Requirements

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2023-24 SY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	
1. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools	

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2024-2025 School Year
ASPIRA Bilingual Cyber CS**

ASPIRA BILINGUAL CYBER CS

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Sean London _____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Helen Gross, Ed.D.
Margaret A. Ptakowski, Ph.D.

Visit Date: 5/6/2025

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Time Documentation UGG Sec. 200.430	a. The LEA and Title IA 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 employee's activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <thead> <tr> <th data-bbox="1711 272 2062 332">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1711 332 2062 505"> 5/5/2025 12:22:41 PM Monitor Margaret Ptakowski Reviewed documents </td> </tr> </tbody> </table>	Monitor Comments	5/5/2025 12:22:41 PM Monitor Margaret Ptakowski Reviewed documents
Monitor Comments								
5/5/2025 12:22:41 PM Monitor Margaret Ptakowski Reviewed documents								
SEMI-ANNUAL_ESSA_S-1_CYBER_ZAKRZEWSKI,_HEIDI.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_WALDINGER,_JOY.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_SHORT,_PAMELA.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_ROSARIO,_LANIA.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_NIEVES-ECHEVARRIA,_JENNIFER.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_PENA,_MELANIE.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_BANAS,_KELLY.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_DALTON,_JULIANNE.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_ESQUILIN,_JOANNE.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_FLANNERY,_THOMAS.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_FREBERG,_MIRANDA.pdf SEMI-ANNUAL_ESSA_S-1_CYBER_PAULSEN,_TAYLOR.pdf								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
	<p>b. If the LEA and Title IA School has staff working on multiple cost objective with a fixed schedule and would like to use a semi-annual certification for those staff member, the LEA and Title I School is required to seek approval from the RC.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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</p>	<table border="1"> <tr> <td data-bbox="1711 121 2062 178" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1711 178 2062 389"> <p>3/31/2025 1:21:52 PM Other Cynthia Marrero NO School has staff working on multiple cost objective</p> </td> </tr> <tr> <td data-bbox="1711 389 2062 446" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1711 446 2062 682"> <p>5/5/2025 12:21:49 PM Monitor Margaret Ptakowski NO School has staff working on multiple cost objective</p> </td> </tr> <tr> <td data-bbox="1711 682 2062 738" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1711 738 2062 987"> <p>5/5/2025 12:21:58 PM Monitor Margaret Ptakowski NO School has staff working on multiple cost objective</p> </td> </tr> </table>	District Comments	<p>3/31/2025 1:21:52 PM Other Cynthia Marrero NO School has staff working on multiple cost objective</p>	Monitor Comments	<p>5/5/2025 12:21:49 PM Monitor Margaret Ptakowski NO School has staff working on multiple cost objective</p>	Monitor Comments	<p>5/5/2025 12:21:58 PM Monitor Margaret Ptakowski NO School has staff working on multiple cost objective</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	c. 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	<table border="1"> <tr> <th data-bbox="1711 123 2053 180">District Comments</th> </tr> <tr> <td data-bbox="1711 180 2053 391">3/31/2025 1:19:38 PM Other Cynthia Marrero NO Personnel Activity Reports (PARs) for employees</td> </tr> <tr> <th data-bbox="1711 391 2053 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1711 448 2053 691">5/5/2025 12:22:06 PM Monitor Margaret Ptakowski NO Personnel Activity Reports (PARs) for employees</td> </tr> </table>	District Comments	3/31/2025 1:19:38 PM Other Cynthia Marrero NO Personnel Activity Reports (PARs) for employees	Monitor Comments	5/5/2025 12:22:06 PM Monitor Margaret Ptakowski NO Personnel Activity Reports (PARs) for employees
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Monitor Comments										
5/5/2025 12:22:06 PM Monitor Margaret Ptakowski NO Personnel Activity Reports (PARs) for employees										
2. Building Level Budget	a. The LEA and Title IA School maintains a building level budget documenting ALL Title IA expenditures, including preschool expenditures if applicable.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title IA building (not from eGrants) level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis DFP - ESSA Monitoring Resources/Templates/Samples	<table border="1"> <tr> <th data-bbox="1711 691 2053 748">Monitor Comments</th> </tr> <tr> <td data-bbox="1711 748 2053 1068">5/5/2025 12:23:42 PM Monitor Margaret Ptakowski Do you have an actual expenditure to date budget?</td> </tr> </table>	Monitor Comments	5/5/2025 12:23:42 PM Monitor Margaret Ptakowski Do you have an actual expenditure to date budget?		
Monitor Comments										
5/5/2025 12:23:42 PM Monitor Margaret Ptakowski Do you have an actual expenditure to date budget?										
<p style="text-align: right;"> CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleIV.pdf CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleIIIMM.pdf CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleIII.pdf CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleI.pdf CyberESSABUDGET-FERE-GrantReport24-25Audit.xlsx-TitleII(1).pdf </p>										

Comments

Aspira attendees: Brenda Harrel Lead Administrator Katrina Condos - Coordinator of Data & Reporting Cynthia Marrero - Data & Reporting Analyst - Grant Coordinator



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 March 3, 2025, 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)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	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)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	1
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	87	3	70
Evaluation/Reevaluation: Process and Content	258	3	519
Individualized Education Program: Process and Content	546	3	251
Procedural Safeguards: Process and Content	118	2	0
TOTALS	1009	11	840

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	214	6	82
Program Implementation: Special Ed Teacher Interviews	311	2	123
Program Implementation: Parent Interviews	215	10	101
TOTALS	740	18	306

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 Advisor will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Advisor, 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

2024 - 2025



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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

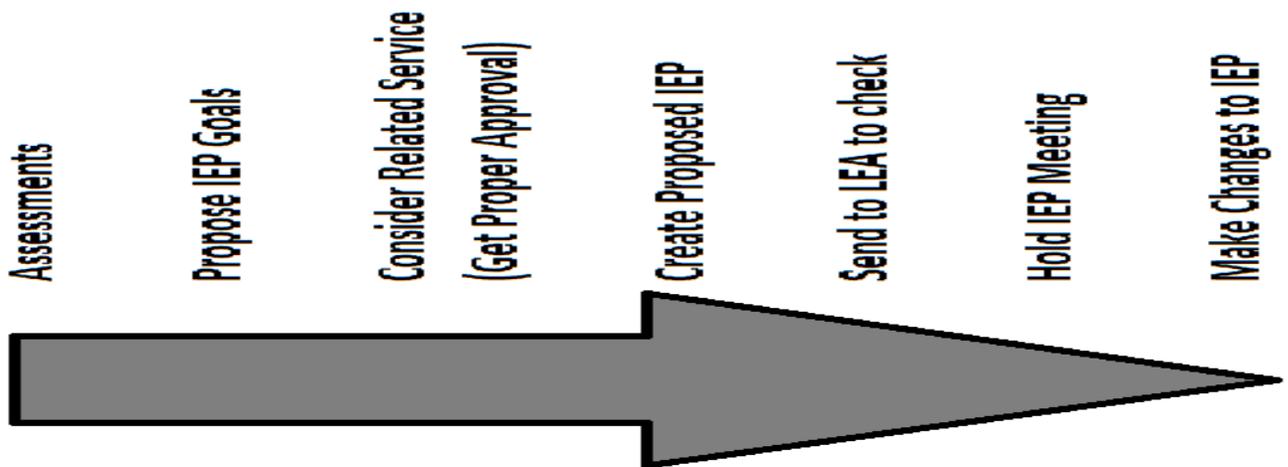
10 Day Rule

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:
 - Curriculum Based Measures
 - Baselines from FBAs
 - Attendance and Behavior Records
 - 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.
 - Below is an example of the data needed to explain how the student qualifies under each section of the 6 point criteria:
 - 1. Marie is in grade 5.
 - 2. She presented with a full-scale IQ of 52 and adaptive rating scales in the extremely low range in 4/5 subtests.
 - 3. She requires intensive, direct, repeated instruction to learn. She is currently reading at a pre-primer level and learning to point to the largest number in a sequence of 3.
 - 4. Marie requires extensive adaptations and support throughout the school, home, and community. She has a one-on-one paraprofessional to support her with adaptive skills such as toileting and navigating through the school environment. She has a supports coordinator through the county.
 - 5. Marie requires instruction significantly reduced in depth, breadth, and complexity. Her instructional goals are aligned to the PASA DLM Essential Elements.
 - 6. Marie needs substantial modifications to the general education curriculum to include one-on-one instruction, prompting hierarchy, and picture exchange system to communicate basic wants and needs.

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.

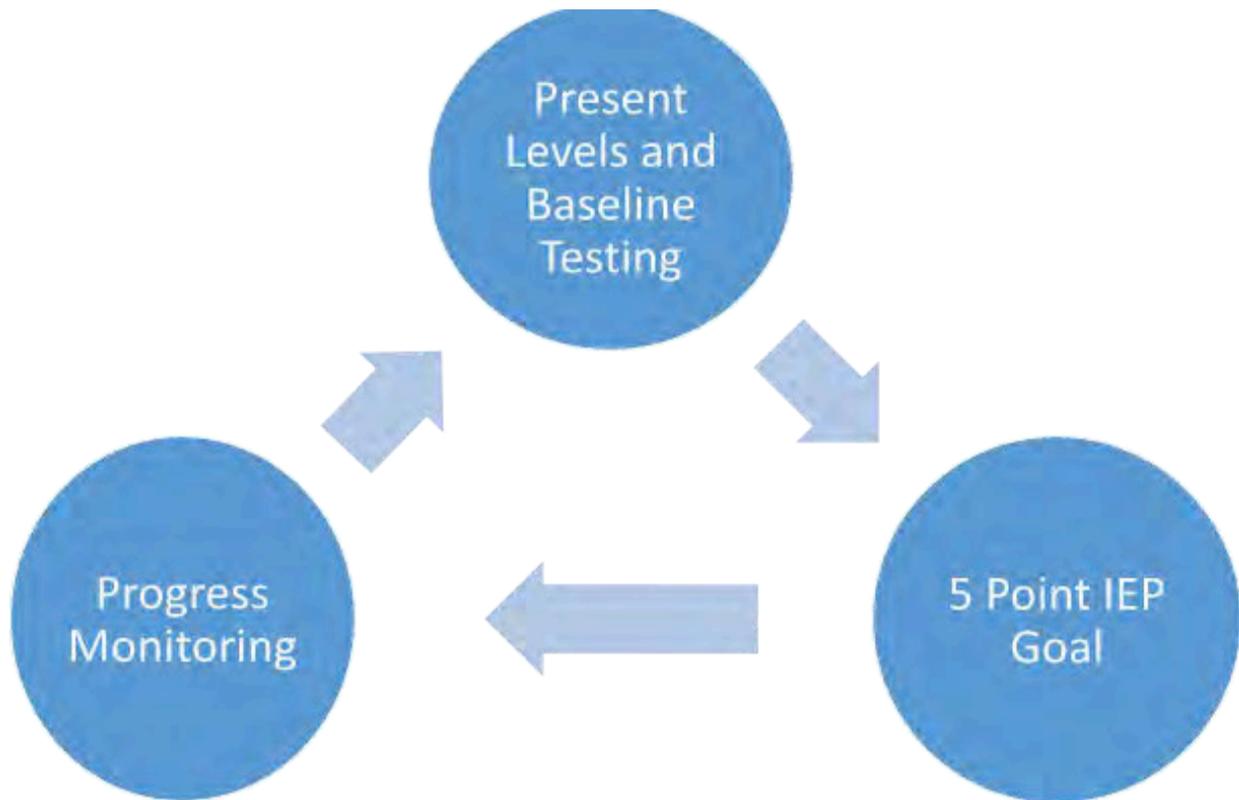
Explain why the child cannot participate in the regular assessment:

- 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 Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	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.	

<p>Short term objectives/benchmarks</p> <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)

- 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)
- 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)
- 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)
- 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

- 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
- 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.
- 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.
- 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.
- 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

<i>For LEA Use Only:</i> 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%).	This educational placement does not provide the supports necessary for your child to attain [his/her] current IEP goals.
Separate instruction outside of the general education class, individually or with other students with disabilities (LRE = 79%-40%).	OR
Separate instruction outside of the general education class, individually or with other students with disabilities (LRE <39%).	This placement does not provide your child with an educational placement in the Least Restrictive Environment (LRE).

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)
--	--------------------	-----------------------------

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/Filing Protocols

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.**
- Ensure that you follow the File Table of Contents and file everything away as noted. (i.e. FBAs go under Section 2 Evaluation)
- Sign the sign in sheet on the left hand side of the binder.

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 as 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 or Elizabeth 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 to 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 to 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

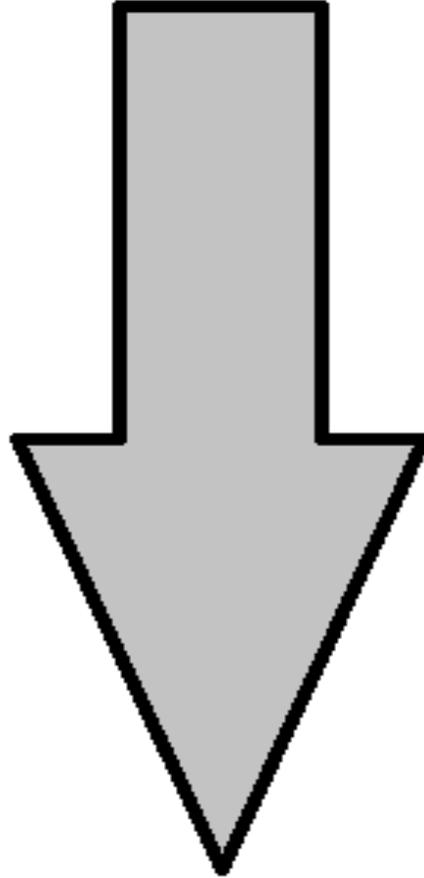
Complete Interview Forms
(Parent, Student, Teacher)

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. Prior Written Notice & 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 Prior Written Notice and Permission to Re-evaluate:**
 - i. Language for Prior Written Notice for a Re-Evaluation 2023:**
 - 1. Explanation of why the reevaluation is proposed:**
 - a. This should be student specific. Here are some examples:
 - i. 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. After a review of records, STUDENT NAME previously had a Positive Behavior Support Plan at their previous school, however, the school was unable to provide us a

copy of that document. ABCCS would like to conduct a new Functional Behavior Assessment to determine's STUDENT NAME'S behavioral needs and supports.

2. Description of the data used as basis for proposed reevaluation (including each evaluation procedure, assessment, record, or report used as basis for proposed reevaluation):

- a. This should be student specific. Here are some examples:
 - i. STUDENT NAME has been displaying some behavioral concerns that are impacting their education.
 - ii. STUDENT NAME'S documentation from their previous school indicates that behaviors were an area of concerns, but a FBA/PBSP was not provided. The IEP team would like to conduct an updated Functional Behavior Assessment.

3. Other factors considered relevant to the proposed re-evaluation:

- a. This should be student specific. Here are some examples:
 - i. N/A
 - ii. Parent/Teacher Input

4. Other options considered relevant to the proposed reevaluation and why the other options were rejected:

- a. This should be student specific. Here are some examples:
 - i. Not conducting a Functional Behavior Assessment was rejected because the IEP team would like to determine whether or not STUDENT NAME is in needs of behavioral supports.

ii. Language for Consent for a Re-Evaluation 2023:

1. The following types of tests and assessments will be administered to your child to gather additional information:

- a. Functional Behavior Assessment, teacher & school records, classroom observations/data collection, 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

Antecedent (prevention strategies):

Examples:

- 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.

Consequence strategies:

Example:

- 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.

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.

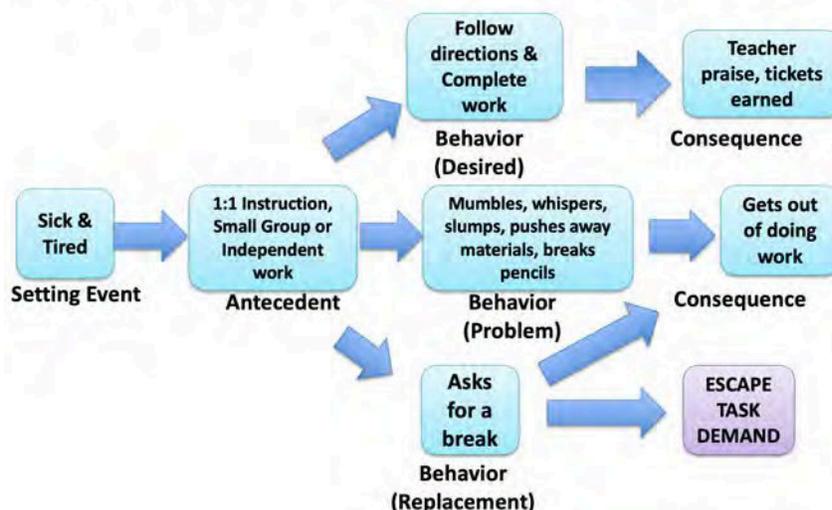
- Outline strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior. This may include a description of environmental adjustments, or adjustments to type of content or instruction presented to the student.

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.
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Progress Monitoring	<ul style="list-style-type: none"> ● Progress Monitor based on the annual IEP goal.
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English Language Learners and IEPs

<p><i>English proficiency is considered part of a student's educational programming. 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

<p><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></p>	
<p><i>Steps to Revise the Document</i></p>	<ul style="list-style-type: none"> ● Previous IEP ● Previous Re-evaluation
<p><i>Steps to Revise an IEP</i></p>	<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.
<p><i>Items to Document</i></p>	<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

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.

<p><i>Steps to Amend the Document</i></p>	<ul style="list-style-type: none"> ● Review Grades & Attendance in PowerSchool ● Previous IEP
<p><i>Steps to Amend an IEP</i></p>	<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.
<p><i>Items to Document</i></p>	<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

<p><i>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 than 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></p>	
<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"> ○ 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. ○ 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"> ○ Describe the amendment on the front page with the above statement. ○ 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
Documents that Need to be Signed or included	<ul style="list-style-type: none"> ● Parent and Student Invitation ● ABCCS Adoption Template <ul style="list-style-type: none"> ○ 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
Avoid large or noisy crowds Avoid Long Delays Avoid Repetitive tasks Avoid Power struggles Avoid Long periods of desk work

Avoid seating arrangement next to instigating peers
Avoid negative language, such as “no” or “stop”
Avoid reprimands
Avoid talking about the student’s problem behavior in their presence.

Environmental Engineering

Post all classroom rules and daily schedules in prominent locations
Preferential Seating
Needed materials are easily accessible
Rearrange the room or furniture
Create separate or designated work areas
Quiet Areas
Change lighting
Adjust sound
Minimize or eliminate distracting materials

Provide Structure

Set Clear Expectations and Rules
Preview Rules and Behavioral Expectations
Structured Daily Schedule
Visual Schedule
Preview Schedule
Preferred Activities scheduled in daily routines
Schedule adjustment
Non-preferred activities scheduled among preferred activities
Student involved in planning
Planned activities for transition times
Routines or signals to prepare for transition
Minimize down time
Predictability
Structuring non-instructional periods, including recess

Provide Strategies to Increase Compliance

Offer Choices
5-10 second compliance window
Effective commands
Prompting
Precision requests
Proximity control
Quiet start requests
Allow flexible seating positions

Design Social Supports

Positive Peer role models
High rate of positive responses
Peer mentor/tutor opportunities

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
Career/Vocational: 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.	<ul style="list-style-type: none"> ● Simplified directions ● Graphic organizers ● Extended time ● Preferential Seating Arrangements - Front of Classroom/Reduce Distractions ● Small Group Testing 	Career planning websites: pacareerzone.org pacareerstandards.com educationplanner.org You need to apply to: Office of Vocational Rehabilitation 444 N. 3 rd Street, 5 th Floor Philadelphia, PA 19123 (215) 560- 1900
Social Skills and Behavior: 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.	<ul style="list-style-type: none"> ● Simplified directions ● Graphic organizers ● Extended time ● Preferential Seating Arrangements - Front of Classroom/Reduce Distractions ● Small Group Testing 	Student needs to understand the importance of schedule keeping. Student also needs to report to commitments on time and on a regular basis.
Independent Living Skills: N/A	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
Postsecondary Education and Training: Given the necessary material, Student will prepare for an appropriate two-year or junior college with teacher conferences at 80%	Student should to consider Community College of Philadelphia as an option.	Community College of Philadelphia (CCP): Center of Disability	1700 Spring Garden St, Room M1-22, Philadelphia, PA 19130 215-751-8050	Center of Disability at CCCP will effectively help Student enroll and prepare for the upcoming semester.

<p>Employment:</p> <p>With provided assistance, Student will prepare for competitive employment at 80%.</p>	<p>Student should begin to look for employment in areas that interest him. He should also begin completing job applications and preparing for interviews</p>	<p>Office of Vocational Rehabilitation (OVR)</p>	<p>444 N. 3rd Street, 5th Floor Philadelphia, PA 19123 (215) 560-1900</p>	<p>OVR provides vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment.</p>
<p>Independent Living:</p> <p>The IEP team considered this transition area and determined there is no need for specially designed instruction at this time.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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	

School District Individual Corrective Action Plan - Bureau of Special Education.

CONFIDENTIAL

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

School District: ASPIRA Bilingual Cyber CS

Superintendent: Mrs. Andrea Kirwin

Special Education Director/Coordinator: Chris Jennings

BSE Special Education Advisor: Dr. Beth Marvin

Date of Report: _____

Student Name: [REDACTED] PA Secure ID: [REDACTED] Grade: 1 Disability: Other Health Impairment				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 284 Parental concerns for enhancing the education of the student (if provided by parent to the LEA)		5/27/2026		<input type="checkbox"/>

Student Name: [REDACTED] PA Secure ID: [REDACTED] Grade: 9 Disability: Intellectual Disability				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 306 Short Term Objectives		5/27/2026		<input type="checkbox"/>

Student Name: [REDACTED]
PA Secure ID: [REDACTED]

Grade: 11

Disability: Other Health Impairment

	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 273 Copy of Procedural Safeguards Notice was given to parent during the school year		5/27/2026		<input type="checkbox"/>
FR 338 Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)		5/27/2026		<input type="checkbox"/>
FR 339 Parent has selected a consent option		5/27/2026		<input type="checkbox"/>

Student Name: [REDACTED] PA Secure ID: [REDACTED] Grade: 7 Disability: Specific Learning Disability				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 183 For students evaluated for SLD documentation of Agree/Disagree		5/27/2026		<input type="checkbox"/>



Community Based Instruction

October 11th, 2024



What Is It and Why?

- Community Based Instruction is educational instruction in naturally occurring community environments providing students “real life experiences.”
- The goal is to provide a variety of hands-on learning opportunities to help students acquire the skills to live in the world today.
- CBIs will typically be held once a week.

Pre-CBI Expectations

- In the days leading up to the CBI, teacher should be doing direct instructions and activities to prep them for the skills that will be assessed on the CBI.
 - For example, if going to the restaurant, they will want to review the menu ahead of time. Choose what they would like to order and budget their money accordingly. Tax and tip could be skills practiced during this CBI as well.
 - Different levels may practice different skills on the same CBI. For example, if going to the mall Reading 1s may be working on survival signs while Reading 4s may be asking if stores are hiring and what is the best way to apply for a position.
- As a teaching/IA pair, you should be determining what skills will be taught and assessed during the CBI.

Staff Expectations on CBIs

- All staff members are expected to monitor and support their students on Community Based Instruction. Students should never be left alone on a CBI.
- All staff should be taking data and assessing the students' independence in the community setting using an assessment tool such as the [prompting scale](#) (more on assessments/grading in future slides).

Staff Expectations

- Staff will not be able to take their breaks on CBIs to ensure students are safely monitored at all times. Breaks will be scheduled after everyone returns back to school.
- If staff needs to step away from the group for a short period of time, this must be communicated with other staff in the group to ensure that all students are monitored.
- Upon return, please utilize the staff lounges and take lunches outside of the classroom setting.
- **At no time should staff utilize community based instruction for their personal needs.**
- The dress code policy should be followed on all CBIs unless administration approves dress down.



Bus Norms

- All Staff members are expected to sit with their group of students where they can visually see all students in their assigned seats. Bus seating charts will be provided prior to the first CBI.
- Staff should monitor for appropriate behavior and address any misbehavior as necessary throughout the entire bus trip to and from the CBI location.
- The school bus continues to be instructional time - staff should not be on their cell phones to and from the CBI



Recreation and Leisure CBIs

- Some of our trips are more recreational such as Shady Brook Farm, the Movies, and Skyzone.
- There should still be skills identified to work on such as:
 - Social Skills
 - Two-sided conversations
 - Transactional skills with purchasing
 - Scavenger Hunts
 - Location of universal places such as restroom, First Aide, Customer Service

CBI Assessments/Prompting Scale

- Assessments should be used on every CBI and should be geared towards the skills the students will be working on during the CBI
- Task analysis (TA) is a great tool for creating teacher made CBI assessments
- “Task analysis for instructional design is a process of analyzing and articulating the kind of learning that you expect the learners to know how to perform.” (Jonassen, Tessmer, & Hannum, 1999, p.3).
- TA is a way to break down a larger task into small, discrete tasks in an effort to complete an entire skill
- Any skill can be broken down into smaller steps can be addressed through a TA
- TAs can be individualized and used to target specific skills your students need to work on
- The prompting/independence grading scale is then used to provide students with a percentage of independence for each task analysis rather than a measure of accuracy.

CBI Assessments/Prompting Scale

Task Analysis Example

High Level Analysis

CBI: Dollar Tree

Date:

Teacher:

Student Name:										
Objectives:	Trial 1	Trial 2								
Transportation: Chooses an appropriate seat										
Maintains an appropriate noise level										
Remains seated throughout the entire trip										

CBI Assessments/Prompting Scale

<u>Walking Around the Store:</u> Stays with pre-determined group					
Maintains appropriate noise level					
Keeps hands to self while around merchandise					
<u>Locating Items:</u> Determines what they are locating					

Locates correct area in store for item needed
Locates correct item
Locates price tag
Reads price tag

<u>Purchasing Items</u> Finds the line					
Puts items on belt					
Hands over money					
Takes bag and receipt					
Says "Thank you."					
TOTAL:					

Grading:

6 = Independent; 5 = 1 prompt; 4 = 2 prompts; 3 = 3-4 prompts; 2 = 5+ prompts; 1 = Physical Prompt; 0 = noncompliance

Grading Scale:

6/6 = 100%

5/6 = 83%

4/6 = 67%

3/6 = 50%

2/6 = 33%

1/6 = 17%

0/6 = 0%

**Percentage of Independence per skill area*

6	Independent	This student knows how to do the task without any help from the teacher and/or instructional assistant. *The student required 0 prompts from the teacher or instructional assistant.
5	Requires Prompting	*The student required only 1 prompt from the teacher or instructional assistant.
4	Requires Prompting	*The student required 2 prompts from the teacher or instructional assistant.
3	Requires Prompting	*The student required 3-4 prompts from the teacher or instructional assistant.
2	Requires Prompting	*The student required 5+ prompts from the teacher or instructional assistant.
1	Requires hand-over-hand assistance	Hand-over-hand assistance was required to complete the targeted response.
0	Noncompliance	The student refused to complete the required task.

When Thinking about Prompting....

Least Invasive



Most Invasive

Gesture
Indirect Verbal
Direct Verbal
Modeling
Partial Physical Assist
Full Physical Assist





Types of Prompting:

INDEPENDENT: The student knows how to do this task without any help from you. Move on to the next task!

INDIRECT VERBAL (IV): An indirect verbal prompt tells the student that something is expected but not exactly what. Example: "What next?" "Now what?" Start here when using the increasing hierarchy.

DIRECT VERBAL (DV): This is a direct statement of what we expect the student to do or say. Example: "Come here." "Put the glass on the counter." This level of prompt requires that the student be able to follow your direction. If the indirect verbal assist didn't work, move to this level.

GESTURE: Pointing, facial expression, mouthing words silently or otherwise indicating with a motion what you want the student to do.

MODELING: Modeling is simply showing the student what you want him or her to do. You do not physically touch the student. In order for modeling to work, the student must know how to imitate another person's actions.



Types of Prompting:

PARTIAL PHYSICAL ASSIST (PPA): As the name suggests, a partial physical assist is less intense or intrusive than a full physical assist. If full physical assist is hand-over-hand, the partial physical assist can be visualized as providing minimal supportive guidance--touching the wrist to stabilize handwriting and encouraging the student to jump without actually lifting his or her body off the ground are two examples of providing PPA.

FULL PHYSICAL ASSIST (FPA): Hand-over-hand assistance to complete the targeted response. This is usually used when the target response is motor in nature. For example, a full physical assist might entail putting your hand on the student's hand and moving the student's hand through the action of writing his or her name. If the student is learning to jump up and down, providing a full physical assist would mean physically lifting the student up and down in a jumping motion. You will know before you start teaching if the student will need this type of assistance. If so, use the decreasing prompt hierarchy instead.



Independence

“A true indicator of independence is having the student complete the entire task sequence without the necessity of having you in the room.”

Related Services and CBIs:

CBIs = real-life opportunities to apply functional skills targeted in OT and Speech sessions

OT:

- Fine motor skills
- Self regulation/ sensory processing
- Motor planning (sequencing and planning an action)
- Dressing skills

Speech

- Having conversation about trip (before, during, and after)
- Asking for help
- Requesting/ordering
- Getting information
- Practicing vocabulary

Post CBI Expectations

- Class time after CBIs should still be structured. Students should not have unstructured free time after CBIs. Movies should NOT be a post CBI norm.
- Please maximize the time before and after CBIs to complete prep and reflection activities.

Questions





Exit Ticket

Complete the Exit Ticket



Aspira Schools of PA Professional Development Sign-In Sheet

Date: 10/11/24

Session: CBI PD

Led by: Jodie Alicea & Chris Jennings

Attendee's Name	Email	PPID
Tanairis Martes-Alvarado	tmartes-alvarado@cber.aspirapa.org	
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Jenny Kim	jkim@cyber.aspirapa.org	
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Ayanna Witherspoon	awitherspoon@aspirapa.org	
Jasely Figueroa	jafigueroa@cybers.aspirapa.org	██████

*Do not add a row, scroll down to the next page.

Attendee's Name	Email	PPID
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Understanding
Classroom
Management
(Revised)

Objectives

- ❑ To understand how classroom management impacts student learning.
- ❑ To provide strategies on building a positive classroom culture.
- ❑ To understand how the Behavior Specialists are involved to support.
- ❑ Introduce the London Loot reward system and its benefits

CLASSROOM Management Styles Baumrind (71)

What is your preferred style to managing student behavior?

High
Control



Low
Control

AUTHORITARIAN

Direct Instruction

Strict Enforcement

Accepted tasks

Quiet

AUTHORITATIVE

Firm but Fair

Considers Consequences

Clear Directions

Positive Feedback

PERMISSIVE

Teacher doesn't set boundaries

Students do what they want

Know nothing about the students

INDULGENT

Low Involvement



High Involvement

Positive Classroom Culture

- ❑ **Students learn better when they feel safe.**
- ❑ **Having routines and goals helps students to understand structure.**
- ❑ **Norms should be established BEFORE classroom lessons begin.**
- ❑ **Your classroom, your influence, your culture.**

Positive Classroom Culture

- ❑ **Firm, Fair, Consistent**
- ❑ **Safety is the TOP PRIORITY!**
- ❑ **Students have a hard time learning when they feel unsafe, hungry, and/or tired.**
- ❑ **Must establish norms.**
 - ❑ **Example: Students raise their hands while the instructor is asking for quiet.**

Positive Classroom Culture

- ❑ **Classroom Norms Should Be Posted.**
- ❑ **Instead of admonishing for behaviors, rephrase in the form of the posted rules.**
- ❑ **Consequences and rewards can also be posted for reference.**

Positive Classroom Culture

- ❑ Give students praise. (It's FREE!!!)
- ❑ Offer structured free time. (oxymoron)
- ❑ Have a classroom reward system. ([London Loot](#))
- ❑ Contact families!

Steps to Address Negative Behaviors

- ❑ **Non-Verbal redirection: Use of proximity (standing close to a student not following norms), pointing to rules poster, tapping on desk or shoulder, modeling hand raising, etc.**
- ❑ **Verbal redirection (Refer to the posted norms)**
- ❑ **Verbal redirection 2 consequence warning (Document in PS)**

Steps to Address Negative Behaviors

- ❑ **Verbal redirection 3 assign a consequence as posted. (Document in PS)**
- ❑ **Escalated Consequences - Call home**
 - ❑ **Assign a detention (Document in PS)**
 - ❑ **Assign 2nd detention/Refer to a Behavioral Specialist (Document in PS)**
 - ❑ **After 2nd detention, refer to Behavioral Specialist (Document in PS)**

Level 1 infractions - Several, but not all

- Failure to follow classroom rules
- Disruptive or Offensive Language
- Disrespect of Teachers or Adult Personnel
- Willful non-compliance of lawful or appropriate instructions of a staff member
- Leaving Class w/o permission
- Truancy/Tardiness/Cutting Class
- Verbal Altercation (No Physical Contact)
- Cheating
- Sleeping
- Classroom Disruption

Exit Ticket

Recall the video we watched at the beginning of the presentation. What do you believe is or will be your Classroom Management Style.

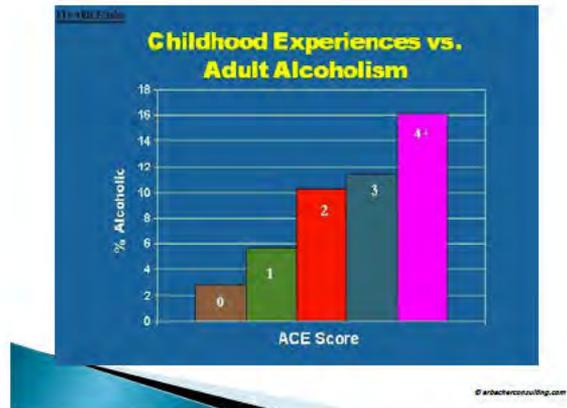
Classroom Management
8/20/24

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mraymond@cyber.aspirapa.org	██████	Classroom management
riakupova@cyber.aspira.org	██████	Classroom Management and PBS
cmuffett@cyber.aspirapa.org	██████	Classroom Management and School PBS
ptorres@aspirapa.org	██████	Classroom Management System
jtoledo@aspirapa.org	██████	Classroom Management/ PBS
jdalton@cyber.aspirapa.org	██████	Classroom Management/ School PBS
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katherine.dimauro@aspirapa.org	██████	Classroom Management/ School PBS
efroehlich@cyber.aspirapa.org	██████	Classroom Management/Danielson Domain 2
nforsythe@cyber.aspirapa.org	██████	Classroom Management/School PBS
svelayutham@cyber.aspirapa.org	██████	Classroom Management/School PBS
mfreberg@aspirapa.org	██████	Classroom Management/School PBS

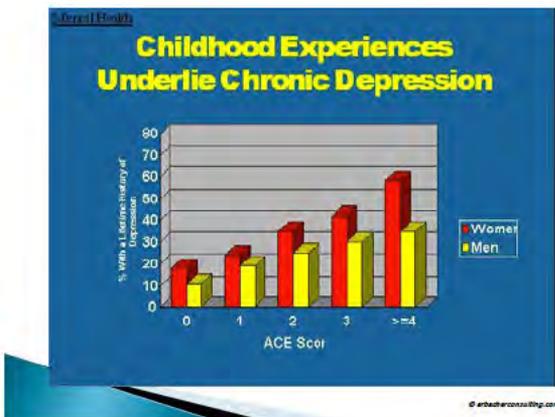
ecroulet@cyber.aspirapa.org	██████	Classroom Management/School PBS
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bswartz@cyber.aspirapa.org	██████	Creating classroom management



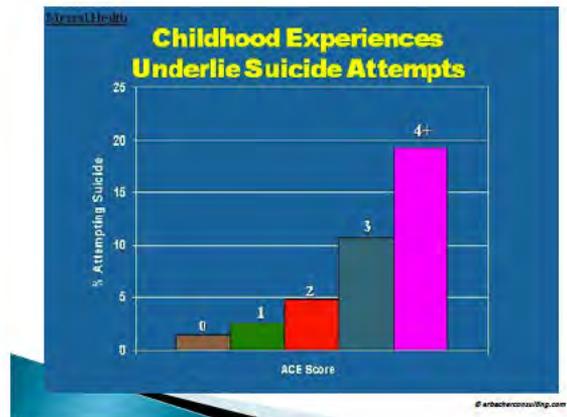
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10

Philadelphia ACES Study, 2012

New adversities in Phila. ACE study

- ▶ Unsafe neighborhoods.
- ▶ Witnessing community violence.
- ▶ Experiencing discrimination.
- ▶ Being bullied.
- ▶ Living in foster care.



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Philadelphia ACES Study

Philadelphia Urban ACES study: Outcomes

- ▶ Compared to original Kaiser study, higher rates for:
 - Emotional abuse (33.2% Phila. vs. 10.6% Kaiser)
 - Physical abuse (35.0% vs. 28.3%)
 - Substance-abusing household member (34.8% vs. 26.9%)
 - Household member serving time in prison (12.9% vs. 4.7%)



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Philadelphia ACES Study

Philadelphia Urban ACE study outcomes (2)

- ▶ Highest overall scores – three new items:
 - Witnessing violence (40.5%).
 - Experiencing discrimination (34.5%).
 - Feeling unsafe in neighborhood (27.3%).
- ▶ With ACE score of 4+, higher rates of:
 - MH diagnosis.
 - Depression and suicide attempts.
 - Substance abuse.
 - Multiple sexual partners.



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Trauma-Informed Care

The core concept = safe, trusting relationships

Relationships are the foundation for change.

Relationships become the primary vehicle through which new meanings about feelings, beliefs, behavior, and identity are resourced to emerge.



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Theo

Theo spent the first 3 years of his life in a Bulgarian orphanage. When he was brought home to be adopted in the US, he had no language, not even the Bulgarian equivalent of yes, no, or mama. Three months later, he was enrolled in preschool. Everytime he was left at school, he believed he'd never see his adoptive parents again. Every time he was left, his brain would replay the day his birth mother brought him to the orphanage. Of course, at 3 years old, he could not verbalize this. The fear of abandonment would consume him and he would rage. Sometimes for hours. This repeated itself through the school years. Theo responded well to teachers who "got him" and raged against teachers who didn't. He was deeply affected by his middle school assistant principal who never gave up trying to understand Theo. The and his mom wrote a book as they believe teachers who know better...do better. These are (some of) their tips (adapted by me!).

Teachers' Guide to Trauma by Melissa Sadin & Nathan Levy with Theo Sadin

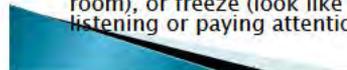


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Tip #1

Do not yell at me – I fight, freeze or flee because the yelling triggers my amygdala.

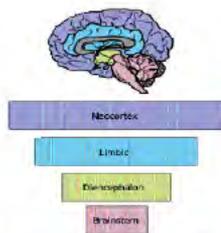
- ▶ Children with trauma find little relief in their exchanges with adults around them. Relationships cannot be trusted to reassure or soothe their states of tension and arousal.
- ▶ Overwhelmed children shut down their feelings. They push away their memories of pain. They stop relying on relationships around them to protect them. They stop trusting and believing in others.
- ▶ They will fight (they may yell, throw things, or hit), flee (they may move away or leave the room), or freeze (look like they aren't listening or paying attention).



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The brain organizes from bottom to top, with the lower parts of the brain (brain stem/diencephalon aka "survival brain") developing earliest, the cortical areas (thinking brain) much later."

▶ Bruce Perry



The brainstem controls heart rate, body temperature, and other survival-related functions. It also stores anxiety or arousal states associated with a traumatic event. Moving upward towards the neocortex, complexity of functions increases. The limbic system stores emotional information and the neocortex controls abstract thought and cognitive memory.

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Conscious Discipline Brain State Model

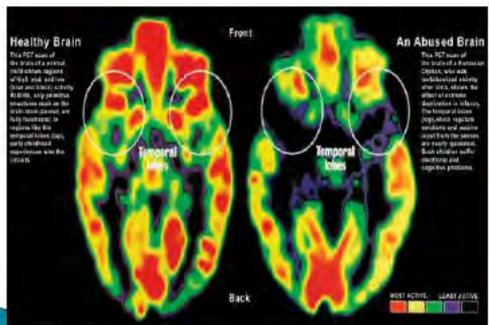


The Conscious Discipline Brain State Model helps us understand how the brain works in relation to discipline. An upset child is always in a threat state (fight or flight). We must actively calm ourselves if we are to help a child calm themselves. Taking these steps creates safety and helps them to experience the desired response in the future.



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Impact of Trauma on Neurodevelopment



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What to do...

- ▶ Build relationships with these students.
- ▶ Teachers must remain calm and in control to help children feel safe
- ▶ When a student needs correction, use blame free and positive language to reduce shame triggers and help them stay present in the situation.
- ▶ Be firm, consistent AND caring
- ▶ Teach repetitive meditative breathing—helps to calm
- ▶ Stay light-hearted to help relax the student's fear response.
- ▶ Use humor when appropriate.



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Breathing Exercises



YouTube video on Teacher Tipster (The Cocoa Trick) had a fun breathing activity.

Apps
 Calm
 Breath 2 Relax
 Simply Being
 Meditation
 Relax & Rest
 Headspace

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Yoga

Benefits of yoga for children

1. Yoga is non-competitive.
2. Yoga teaches self-acceptance.
3. Namaste: The light in me sees the light in you
4. Yoga encourages healthy habits.
5. Focus. Focus. Focus.
6. Yoga teaches calming techniques.
7. Children learn self-awareness



Books

- [Anna and Her Rainbow-colored Yoga Mats](#) by Giselle Shardlow
- [Good Night Yoga: A Pose by Pose Bedtime Story](#) by Marian Gates
- [Yogakids: Educating the Whole Child Through Yoga](#) by Marsh Wenig



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10 Ways to Build Relationships with Kids

- 1 Talk to them about non-school related subjects.
- 2 Let them teach you about their interests.
- 3 Remember things about their lives.
- 4 Share about your own life.
- 5 Engage in activities with them.
- 6 Tell hilarious (and even embarrassing) stories.
- 7 Show respectful stories from your life.
- 8 Do messy things.
- 9 Use their interests in your lessons and activities.
- 10 Apologize when you mess up.

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Tip #2

Show me what I do well. I have a negative world view and am unable to see the good in myself.

- ▶ Show them their pattern of good grades
- ▶ Set goals: Guild on short term objectives that lead to goal attainment.
- ▶ Break big assignments into smaller parts.
- ▶ Avoid crossing off problems they don't have to do. This feeds into negative views of themselves that you think they can't do it.

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Tip #3

Help me out of my SHAME CYCLE

- ▶ Example: Teacher sees a student take a pen off her desk
- ▶ TEACHER: Theo, that's my pen. Please put it back.
- ▶ THEO: This? This is my pen. I brought it from home.

Instead:

- ▶ TEACHER: Theo, next time you want to borrow my pen, just ask me
- ▶ Do NOT engage in a power struggle. Children with trauma are survivalists and living in their survival brain.

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Tip #4

Take care of yourself. I will find your weakness.

- ▶ You may have your own trauma and be easily triggered. Be aware of this. Take the ACES Survey: www.acestoohigh.com
- ▶ Learn to understand that your frustration with a student may be your own stress response system being activated.
- ▶ AND, 46% of all teachers report high daily stress. Teaching is stressful.
- ▶ Check in with yourself at least once through the school day.
- ▶ Seek supervision and support.

More on SELF-CARE ...

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Tip #5

Teach me to self-regulate. Give me a place to self-regulate

- ▶ Create a space in the classroom for students to participate in regulation activities
- ▶ A chill out space; a calm corner; a place of peace
- ▶ Encourage students to go there to actively work to regain control of their emotions.
- ▶ Teach techniques to calm the limbic system.

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Take a Break: Calm Down Corners

• Encouraging children to take a break can be an important strategy in teaching students emotional self-regulation

• When students are frustrated, taking a break can help them regroup and return to work

• Designate a space within the classroom that can be used by students in need of a break

You can read more about creating a space for children to practice self-regulation skills in the classroom at:

<http://www.responsiveclassroom.org/what-is-responsive-classroom-time-out/>

<https://www.responsiveclassroom.org/time-out-teaching-self-regulation/>

<https://www.responsiveclassroom.org/a-quiet-place-for-rough-moments/>

Curtis, Erbacher & Howard, 2017

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Calm Down Corner

Materials that can be placed in the break location for use by students:

Stress ball/Silly Putty/Puffer balls/Rubiks cube/Tangle fidget
Water bottle with straw
Blank paper/Boogie board
Word Search Puzzles/Mazes/Dot-to-Dots
Mini Mandalas to color
Things to write/draw with Relaxing Music and Headphones
Yoga pose cards
Activities to promote deep breathing activities: Bubbles/Pinwheels/Straws and pompoms, etc., posters
Lavender sachet/Scent bottles, etc.
Snowglobes and glitter wands
Small stuffed toy, depending on the age of the students in the room



Curtis, Erbacher & Howard, 2017

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Tip #6

Have an organized classroom – a disorganized classroom feeds my internal chaos.

- ▶ Look at the physical arrangement or your room.
 - Is there ample space to move around?
 - Is there room for a calm down corner?
 - Are classroom rules posted
 - Is there some empty space on the wall?
- ▶ A neat and organized space is a safe space.
- ▶ Establish a predictable and stable classroom.



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Tip #7

Be consistent and fair with me

- ▶ One size fits ONE
- ▶ Say what you will do and do what you say.
- ▶ Fair is getting what you need. Fair is not everyone getting the same thing.
- ▶ Be careful with homework, I may not have a safe place at home to do school work.
- ▶ Less is more – use fewer words as too many words can lead to students with trauma getting confused. Then they may become afraid and flight, fight or freeze kicks in.
 - Keep it simple
 - Use concrete language
 - Model / demonstrate what you say
 - Consistently check for understanding

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Tip #8

Help me develop executive functions – I struggle to organize my approach to an assignment and I lose everything that is not taped to my head.

- ▶ Provide accommodations as appropriate:
 - Examples: Preferential seating, brain breaks
- ▶ If a child does not get sufficient opportunity for attachment and care in the early years, development in the prefrontal cortex and limbic system can be stalled.
- ▶ Trauma-informed education includes the strategies already mentioned such as self-regulation, creating a feeling of safety, and establishing trusting relationships.
- ▶ Teach students to think.
 - In elementary school, practice how to unpack their backpack.
 - In middle school, teach them how to organize a locker. Show them.
 - In high school, you may need to backtrack and teach missed skills. Don't say "you should have learned that."

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Fidgets



- Children that physically can't stay still in their seat often depend on fidget toys for controlling emotions
- Fidgets free up brains for critical thinking, reading concepts, communication, getting thoughts on paper and making skill sets automatic
- Children lack attention and focus because they don't have the movement they need; their body isn't thinking about schoolwork

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Tip #9

Be curious about me – ask me about what I like and what I am interested in.

- ▶ Use students' interests to engage them in learning.
- ▶ Asking about themselves, what they like, why they seem upset, will spark conversations that can assist in developing a relationship.
- ▶ When you have an established trust with a student with trauma, you will have much more success in helping them learn to regulate and persist in learning.
- ▶ When children begin to develop the amygdala within the limbic system, they can soothe themselves and self regulate. Then, when the prefrontal cortex becomes activated, they begin to think before they act. And, they begin to think about the feelings of others.

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Trauma-Informed Practices

Trauma lens shifts the focus

- ▶ Traditional focus: "What's *wrong* with you."
- ▶ The new question and focus: "What *happened* to you."

Even better, ask one more question, to link past & present: "What needs to happen *right now*?" - "How can I help, and how can we work together?"

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Tip #10

Do not suspend me or give me detention.

- Zero tolerance came to schools in response to the shooting at Columbine High School. However, suspending a 5-year old for making a gun symbol with their fingers is not helpful.
- Since then, significant research conducted has not found this makes schools safer. Actually, it leads to failing grades, drop out and school to prison pipeline
- There is no research that suspensions improve behavior.
- For those with trauma, suspension can be retraumatizing. It may heighten feelings of abandonment.
- Find other ways to respond to behavior that interferes with learning. Find a way to help them learn from this and grow their brain.

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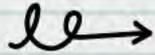
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Trauma In the Classroom

10/16/25

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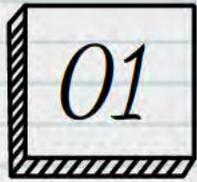


IA & 1:1 PD

September 25th, 2024

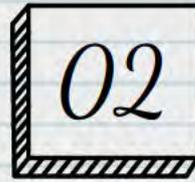


Today's Agenda



01

General
Expectations



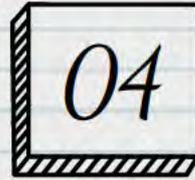
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Classroom
Expectations



03

Behavior &
Classroom
Management



04

Sensory Room
Norms





01



General

Expectations

Important Things to Remember



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 ABCCES Instructional Assistants & 1:1s - 7:45 arrival time

Student arrival time **Elementary** = 7:30

There will be a **BJNDER** in the Cafeteria provided for all JA's and 1:1s to sign in and out. (7:45-7:50) No later than 7:50 am

If you are available to be here at 7:30, you are allowed to come in and bill for the extra time, however in order to do this your sign-in time must match your billing time.



Calling Out

Call/Text/Email Kate Macomber

- (215) 354-7701 or kmacomber@cyber.aspirapa.org

You must call out prior to 7:30 a.m.

- Best practice is to provide as much notice as possible (e.g., doctor's appointments, vacation, etc.).
- For emergencies, you must inform Kate 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 Kate 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/Liberty/Aspire and Kate to inform them of your need to leave early. An email or text to Kate will suffice.



Dress Code Policy

- Aspiria of PA Schools have a **Business Dress Policy** Monday through Thursday.
- Choose clothing that is comfortable, but 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
- NO offensive, distracting, or revealing clothing
- Any staff member who does not comply with Aspiria'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.
- ABCCS Dress Down Policy - Every Friday**
 - Closed toed shoes always, nothing too tight or form fitting, nothing with offensive language or graphics, no ripped jeans, no shorts or tank tops/crop tops



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/Friday.
- Should you need to change your break for any reason, please contact Kate to see if she can accommodate the change.
 - kmacomber@cyber.aspirapa.org
- ACS/KES/Aspire/Liberty 1:1 Staff - **no breaks on Wednesday** to maximize your hours
- All Instructional Assistants - breaks following student dismissal on Wednesdays.

OTHER REMINDERS:

- Please utilize staff lounges (Staff Room, Aspire Room) for lunch breaks.
- Refrain from eating your lunch in the classroom during instructional time. This is distracting to the students.
- If you're hungry (especially on a Wednesdays 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 you inform the teacher or someone that you are leaving the room to use the restroom.
- 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 students 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.



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 Kate Macomber, Andrew Paulsen, or Dr. Jennings

• We are all mandated reporters. If you hear a student discussing a situation that happened at home or at school that raises concerns, please immediately report it to your supervisors. No concern is too small—report, report, report!

• If a student makes a suicidal comment, please inform your classroom teacher, Kate Macomber, Andrew Paulsen, or Dr. Jennings immediately. Students must be seen by a counselor prior to leaving the school building.



Timesheets

ACS Employees:

- Cyber Elementary staff will provide timesheets to Kate Macomber or Andrew Paulsen. This is the Elementary link: 

[Elementary ACS Link](#)

RES Employees:

- Dr. Jennings will continue to approve timesheets for RES employees.

Aspire & Liberty Employees

- Follow your normal procedures - your agencies reach out to us if they have any questions regarding your time.



Timesheets - Additional Reminders

****ALL Timesheets must be completed and sent for approval by COB on Fridays.****

ACS staff members please fill out your timesheet in its entirety! - total daily hours, total weekly hours

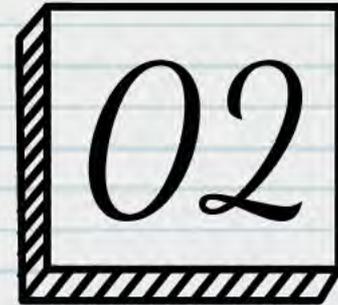
- Monday/Tuesday/Thursday/Friday 7:45 - 3:15, 30 min break (7)
- Wednesday 7:45-1:00, no break (5.25)
- TOTAL**: 33.25 hours

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 for hours you are not here, must be time you arrive at the building

- Please remember that Wednesdays are **SHORT DAYS!**
- If you are not in and/or leave early, please only bill for hours you worked!

KES Employees-please only bill for the hours you are assigned to as well.



Classroom Expectations

Your role as an JA, 1:1, or Floater



The Instructional Assistant Role

- 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
- Go with students to Preps, Lunch, and Recess
- YOU ARE ALSO EXPECTED TO ATTEND ALL MEETINGS AND TRAININGS WITH YOUR TEACHER!!



The Floater Role or "Extra Support"

- 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.



The 1:1 Role

- - "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 and supporting with the platform Schoology.
 - 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 



☆ *Supporting Behavior & Classroom Management*

JA & 1:1 Responsibilities



Behavior & Classroom Management

Basics



- Students learn better when they feel safe.
- Having routines and goals helps students to understand structure.
- Norms should be established **BEFORE** classroom lessons begin.
- Your classroom, your influence, your culture.
 - All classroom adults are part of the teaching team - you need to be on the **SAME PAGE** regarding student behavior

Establish Rules, Rewards, and Consequences



- Classroom Norms/Rules Should Be Posted.
- Consequences and rewards can also be posted for reference.
 - If they are not - collaborate as a classroom team to create these
- Instead of admonishing for behaviors, rephrase in the form of the posted rules.



Reward Ideas



- Give students praise. (It's FREE!!!)
- Offer structured free time. (oxymoron)
- Have a classroom reward system. (London Loot)
- Contact families!



London Loot



- Rewards for positive behavior, good grades, helping others, and demonstrating the 5 C's of Cyber - Compassion, Collaboration, Community, Consistency, and Commitment
- Can be redeemed for various rewards:
 - Snacks, classroom privileges, access to special events, toys/fidgets
- The use of London Loot should be standard across the school so that any teacher, JA, or school adult can distribute and reward any student

Hierarchy of Consequence



- Non-Verbal redirection: Use of proximity (standing close to a student not following norms), pointing to rules poster, tapping on desk or shoulder, modeling hand raising, etc.
- Verbal redirection (Refer to the posted norms)
- Verbal redirection 2 consequence warning (Document in PS)

Hierarchy of Consequence



- Verbal redirection 3 assign a consequence as posted. (Document in PS)
- Escalated Consequences - Call home
 - Assign a detention (Document in PS)
 - Assign 2nd detention/Refer to a Behavioral Specialist (Document in PS)
 - After 2nd detention, refer to Behavioral Specialist (Document in PS)

Scenario Activity!

For each scenario, discuss with your seat pairs how you would resolve the situation.

After each scenario, 1-2 seat pairs will share out their resolutions.

Scenario 1

Jodie is running late to class. You are already in science class waiting for him. When he arrives at the class, he is muttering under his breath and drops his book bag at the door.

What should you do?

Scenario 2

Kate is silent at breakfast. She refuses to answer any prompting questions. She is walked to math class and immediately knocks over her chair and desk.



What should you do?



Scenario 3

You're out in the community for CBJ. Your teacher assigned you to work with 4 students in a small group to complete a scavenger hunt.

One female student needs to use the bathroom, and one male student needs to use the bathroom at the same time. The bathrooms are not near each other, but one of the students in your CBJ group has an assigned 1:1.

How would you handle this situation?

Scenario 4

The english teacher is standing up in front of the classroom presenting the instructions for the students upcoming activity. Alex is cursing loudly. He is distracting other students. The teacher has already addressed him twice.

How do you support the teacher?

Scenario 5

You're overhearing a conversation between two staff members at lunch. The one staff member is venting about a behavioral incident with a student in STAR or Sped UH that they had to deal with earlier in the day. The staff members are in ear's distance of students and you are concerned that the students are hearing their conversation.

What would you do in that moment?

Scenario 6

During class, you observe teacher speaking to a student in a way that might not be appropriate for your particular student. The staff member is speaking to the student in a direct tone, his/her voice is raising, and their body language is showing they are angry.

How do you handle this situation?

Scenario 7

The class is not responding to the teacher's reminders about norms. Some of the students appear to be sleeping, some are talking, and some are out of their seats.

As the teacher redirects the classroom, what steps can you take to support the situation?



Sensory Room Guidelines



Sensory Room

•

• The sensory room should be used **PROACTIVELY** as much as possible (before 😊 students are in a state of dysregulation)

• A student who is **SENSORY SEEKING** may be **UNDER-REACTIVE** and need **ALERTING** of sensory systems

✿ • A student who is **SENSORY AVOIDING** may be **OVER-REACTIVE** and need **CALMING** of sensory systems

• Observe the student's responses to all activities completed in the sensory space. Notice if they find the activity calming, organizing or alerting. Observe their body language and facial expression during the activity

• Your student may look to you for co-regulation, remember to stay extra calm in times of stress, keep voice low meet the child on their physical level



Things to Consider Before Use



- What does this student typically like to use in the sensory space?
- What should be turned on in the sensory space- music, lighting, etc.
- Does this student need a break from an overstimulating environment, or are they seeking additional sensory input?
- Would this student benefit from calming or alerting of a particular sensory system? If the student needs alerting, be sure to do a calm down activity before transitioning back to class
- What supports for transitioning will I use?

Sensory Room Rules

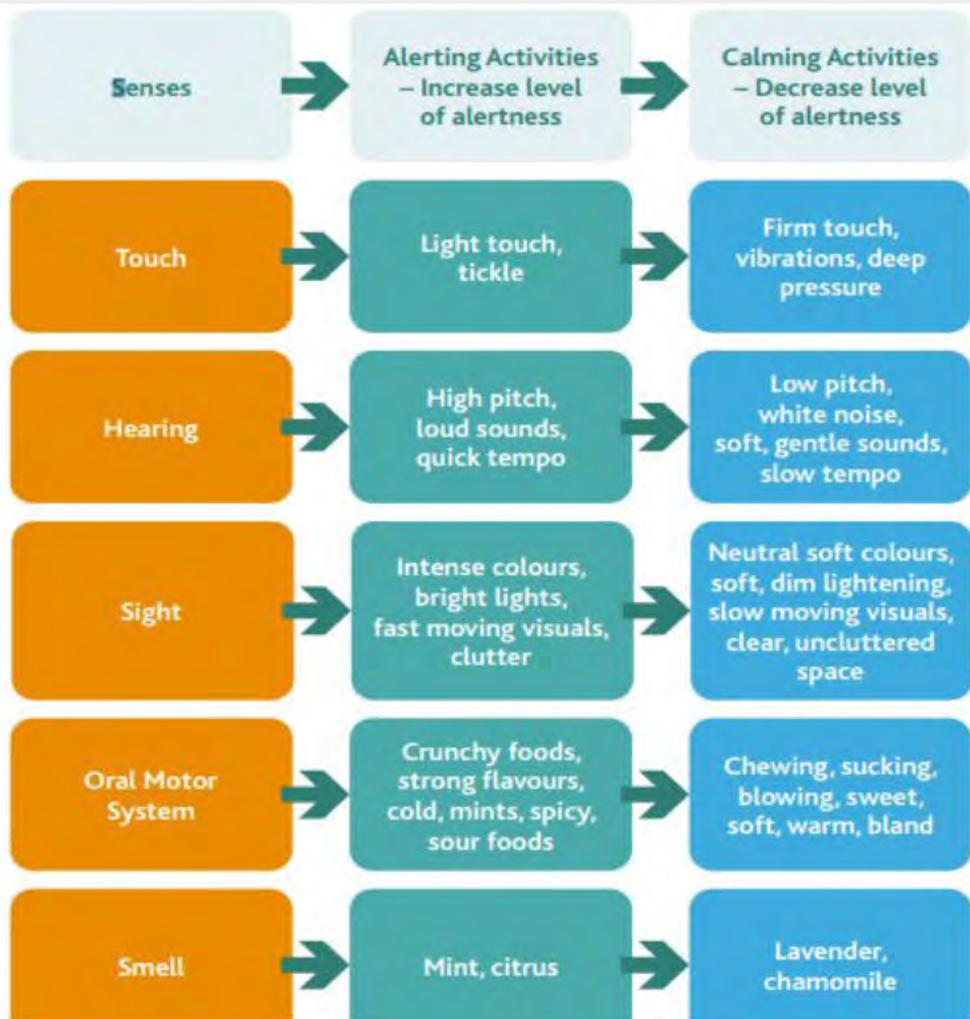
- Students should be accompanied by an adult and supervised at ALL TIMES 
- Observe what your student gravitates towards
- **Research has identified that the most important piece of kit in a sensory room is always the person facilitating the session (Grace 2020, Ashdown 2013)**
- Messes should be cleaned up
- Equipment should be cleaned and disinfected after use
- Equipment should be kept in the sensory room
- Nothing should be brought into the sensory room
- Limit visit to 15-20 minutes
- Limit number of students in sensory room to 4-5
- Be prepared to leave if the room needs to be used for an emergency 

• The Sensory Room is NOT...



- Extra play time
- A babysitter/ staff break time
- Free time for the students
 - Note: students should still have a voice during sensory time.
 - Never force specific sensory experiences on a child
- A substitute for outdoor recess
- A reward or punishment
 - A student cannot earn sensory room time, or have it taken away if they do not comply
- A time out





Vestibular System
(Movement)

Fast irregular
movement,
rotation

Backwards and
forwards movement,
slow rhythmical,
swinging or rocking

Proprioceptive
System
(Body Awareness)

Heavy muscle work
against resistance,
weighted activities
(lifting, pulling,
pushing)

Heavy weighted
activities (lifting,
pulling, pushing),
yoga movements

Interoception
(the internal
sense, helps you
feel what is
going on inside
your body)

Skipping, running,
jumping jacks,
heavy muscle work
against resistance,
yoga and
mindfulness,
ask how the
students feel
before, during and
after the activity

Soft music, gentle
rocking, heavy
weighted activities
(lifting, pulling,
pushing), yoga
movements, breathing
exercises and
mindfulness, ask
how the students
feels before, during
and after the activity



Questions :)



- Please find me after to ask any questions about specific students!





Aspira Schools of PA Sign-In Sheet

Title: 1:1 and IA Training-Roles and Responsibilities
Date: 9/25/24

Name	PD
<i>Ashley Rodriguez</i>	Roles and Responsibilities
<i>Matt Walsh</i>	Roles and Responsibilities
<i>Emma Maldonado</i>	Roles and Responsibilities
<i>Allanah Price</i>	Roles and Responsibilities
<i>Ashanti Glover</i>	Roles and Responsibilities
<i>Noah Forsythe</i>	Roles and Responsibilities
<i>Yaniris Taveras</i>	Roles and Responsibilities
<i>Glendorra Moy</i>	Roles and Responsibilities
<i>Nikki Moy-Doheny</i>	Roles and Responsibilities
<i>Thea Sobral</i>	Roles and Responsibilities
<i>Carolyn Valentin-Flores</i>	Roles and Responsibilities
<i>Mia Catala</i>	Roles and Responsibilities
<i>Bakir Scott</i>	Roles and Responsibilities
<i>Sonia Ramirez</i>	Roles and Responsibilities
<i>Roseana Wragg</i>	Roles and Responsibilities
<i>Brittany Hicks</i>	Roles and Responsibilities
<i>Milagros (Vanessa) Santiago</i>	Roles and Responsibilities
<i>Rick Macauley</i>	Roles and Responsibilities
<i>Ayanna Witherspoon</i>	Roles and Responsibilities

<i>Veronica Jimenez</i>	Roles and Responsibilities
<i>Angel Rios</i>	Roles and Responsibilities
<i>Tiffany Lopez</i>	Roles and Responsibilities
<i>Taniris Martes</i>	Roles and Responsibilities
<i>Nydia Martes</i>	Roles and Responsibilities
<i>Janirra Rodriguez</i>	Roles and Responsibilities
<i>Linda Williams</i>	Roles and Responsibilities
<i>Jennifer Cepeda</i>	Roles and Responsibilities
<i>Nafeesah Burton</i>	Roles and Responsibilities
<i>Miranda Mauro</i>	Roles and Responsibilities
<i>Amberlee Ortiz</i>	Roles and Responsibilities



Aspira Schools of PA Sign-In Sheet

Title: 1:1 and IA Training- Behavior Supports and Expectations

Date: 2/5/24

<i>Name</i>	Title
<i>Thea Sobral</i>	Behavior Supports and Expectations
<i>Carolyn Valentin-Flores</i>	Behavior Supports and Expectations
<i>Jonathan Velez</i>	Behavior Supports and Expectations
<i>Bakir Scott</i>	Behavior Supports and Expectations
<i>Sonia Ramirez</i>	Behavior Supports and Expectations
<i>Roseana Wragg</i>	Behavior Supports and Expectations
<i>Brittany Hicks</i>	Behavior Supports and Expectations
<i>Noah Forsythe</i>	Behavior Supports and Expectations
<i>Yaniris Taveras</i>	Behavior Supports and Expectations
<i>Glendorra Moy</i>	Behavior Supports and Expectations
<i>Lisa Murray</i>	Behavior Supports and Expectations
<i>Nikki Moy-Doheny</i>	Behavior Supports and Expectations
<i>Ashley Rodriguez</i>	Behavior Supports and Expectations
<i>Matt Walsh</i>	Behavior Supports and Expectations
<i>Emma Maldonado</i>	Behavior Supports and Expectations
<i>Allanah Price</i>	Behavior Supports and Expectations
<i>Ashanti Glover</i>	Behavior Supports and Expectations
<i>Milagros (Vanessa) Santiago</i>	Behavior Supports and Expectations
<i>Jaslyn Melendez</i>	Behavior Supports and Expectations
<i>Rick Macauley</i>	Behavior Supports and Expectations
<i>Ayanna Witherspoon</i>	Behavior Supports and Expectations

<i>Veronica Jimenez</i>	Behavior Supports and Expectations
<i>Angel Rios</i>	Behavior Supports and Expectations
<i>Tiffany Lopez</i>	Behavior Supports and Expectations
<i>Taniris Martes</i>	Behavior Supports and Expectations
<i>Jennifer Cepeda</i>	Behavior Supports and Expectations
<i>Nafeesah Burton</i>	Behavior Supports and Expectations
<i>Miranda Mauro</i>	Behavior Supports and Expectations
<i>Amberlee Ortiz</i>	Behavior Supports and Expectations
<i>Taniris Martes</i>	Behavior Supports and Expectations
<i>Lori Sicillia</i>	Behavior Supports and Expectations
<i>Nydia Martes</i>	Behavior Supports and Expectations
<i>Janirra Rodriguez</i>	Behavior Supports and Expectations
<i>Linda Williams</i>	Behavior Supports and Expectations



Indicator 13: Transition Compliance in the IEP

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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-PBVRS-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 School. 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><i><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.</i></p> <p><i><u>Supported employment</u> is paid work in a community setting with others without disabilities and with support services (e.g., job coaching services).</i></p> <p><i><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.</i></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 - MORE SPECIFIC INFORMATION FOR EACH PORTION OF GRID BELOW

Postsecondary Education/Training, Employment, Independent Living Goal:	Measurable Annual Goal?
<p><i>Timing + Student Name + Goal</i></p> <p>Examples:</p> <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>	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>

	<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></p>	
<p>Individualized Goals (Best Practice)</p>		
<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

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English 1	English 2	English 3	English 4
Algebra 1	Algebra 2	Geometry	Civics
World History	Biology 1	US History	Senior Seminar / JAG
Physical Science	World Language 1	Biology 2	(Any failed courses students need to re-take)
Foundations	Foundations	World Language 2	
Health/PE	Arts/Humanities Elective	Arts/Humanities Elective	

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 to Support:</u> Post-Secondary Education	<u>Activities to Support:</u> Employment	<u>Activities to Support:</u> Independent Living
Attend a college fair <i>(9-12 grade)</i>	Explore your “dream job” and identify the	Explain likes and dislikes outside of school <i>(9-12 grade,</i>

	training/education needed (9-11 grade)	STAR)
Attend military fair (9-12 grade)	Learn about employer expectations (e.g., attire, punctuality, hygiene, calling out sick, job expectations, etc.) (9-12 grade, STAR)	Develop a budget/work on budgeting skills (9-12 grade, STAR)
Attend a trade school/vocational training fair (9-12 grade)	Attend a job fair (11-12th grade)	Research frequently visited destinations in your community and determine how you will independently travel to those destinations using Google Maps or Septa Trip Planner (9-12 grade).
Meet with counselor to review goals and credits (9-12 grade)	Complete an employment/career interest inventory. (9-12 grade, STAR)	Join an extracurricular activity at school (9-12 grade, STAR)
Develop a graduation credit plan (9-12 grade)	Demonstrate problem solving strategies (9-12 grade)	Practice advocating for your needs during classes, IEP meetings, etc. (9-12 grade, STAR)
Sign up for the PSATs (10-11 grade)	Practice filling out job applications (9-12 grade, STAR)	Describe and be aware of the medications you take (name, dosage, why you're taking them). (As needed)
Sign up for SATs and advocate for accommodations that he or she will need (11-12 grade)	Practice/review job interviewing skills (9-12 grade, STAR)	Learn how to access transportation in the community (9-12 grade)
Attend a college visit (11-12 grade)	Participate in a mock interview (9-12 grade)	Learn how to manage (his or her) money. (9-12 grade)
Visit technical school or certificate program (11-12 grade, STAR)	Research 5-10 jobs that interest you and discuss what accommodations you may need (9-11 grade)	Evaluate future financial needs and how these relate to future career choices (9-12 grade)
Investigate scholarship opportunities and funding sources (11-12 grade)	Create a resume (9-12 grade)	Practice self-advocacy skills (9-12 grade)
Apply to a 2-year college (11-12 grade)	Explore job accommodations (9-12 grade)	Develop a weekly and a monthly time schedule and keep track of events in a daily/weekly planner (9-12 grade)
Apply to a 4-year college (11-12 grade)	Learn about work incentive counseling through AHEDD (9-12 grade--students who receive SSI)	Utilize conflict resolution skills to help solve problems amongst interpersonal relationships (9-12 grade)
Research postsecondary school locations, tuition costs, and course lists of schools that fit your interests (9-12 grade)	Identify attitudes and behaviors necessary for job success (9-12 grade)	(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 (11-12 grade)
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>	<p>N/A - Brigance G-2 or G-3</p>
<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>	<p>Brigance G-1 Job Interview Questions</p>	<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>	<p>N/A- Brigance G-1</p>
<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>	<p>Brigance G-4 Completes a Job-Resume Outline</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>	<p>N/A - Brigance G-4</p>
<p>Given a cover letter template, (student name) will write a cover letter to a prospective employer with --% independence moving from</p>	<p>Cover Letter Template (see resource packet for the teacher created template)</p>	<p>Career Education and Work Academic Standard 13.2.11.C</p>	<p>Cover Letter Template</p>

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.”	
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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



ABCCS Professional Development Sign-In Sheet

Title: Indicator 13 Transition Planning

Date: 8/21/24

Email	PPID	Title of Presentation (Taken from a central sign in sheet.)
cjennings@aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
jwaldinger@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
dmarcial@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
cmuffett@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
sklinke@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
ecroulet@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
boakesjemiellita@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
tlopez@cyber.aspirapa.org		Indicator 13 Transition Planning
ckahana@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
lyromeo@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
jarodriguez@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
jafigueroa@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
Erin.english@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
jenglish@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
mcarrington@aspirapa.org		Indicator 13 Transition Planning
bderito@cyber.aspirapa.org	[REDACTED]	Indicator 13 Transition Planning
Amie.miller@cyber.aspirapa.org		Indicator 13 Transition Planning
hyounger@cyber.aspirapa.org		Indicator 13 Transition Planning

Exact Path training

Session Summary

Today, our training focused on the following topics, although we leaned into some of these more heavily than others based on the questions from the teachers:

- Reflecting on Exact Path in 2023-24
- 2024-25 Exact Path Implementation
- Making Use of Learning Path Data
- Data Conversations with Students
- Best Practices of Exact Path

Resources

Please feel free to share the following resources with your teachers:

- [Session slide deck](#)
- [Participant handout from the session](#) – This includes a variety of helpful links pertaining to the topics we discussed. I also added an entire row of resources related to translation needs based on the questions that came up.
- [Exact Path Edmentum Learning Community](#) – This gives access to free, live webinars on a range of topics for both new and experienced teachers and/or administrators.

Next Steps

- I have you on my calendar for February 14 from 10:30-12:00 to do a mid-year data review PD with your teachers. We will connect as this date gets closer to discuss the agenda in more detail.
- I will also be reaching out to you in about a month to schedule our administrative mid-year meeting for some time in December or January. If you'd like to get a jump on scheduling that session, you can [click here to select a time](#) that works best for you. (This calendar link is specifically for the mid-year review meetings.)
- I am also always happy to connect with you and/or any of your teachers who would like to have more discussions about Exact Path and/or Courseware between now and the February PD. Feel free to share [my regular calendar link](#) with your teachers to use at any time!

Thank you again for allowing me to visit your school today. Please don't hesitate to reach out at any time. I look forward to our continued partnership throughout this year!



Aspira Schools of PA
Sign-In Sheet

Title: Edmentum- Exact Path

Date: 9/4/24

spletcher@cyber.aspirapa.org	██████	Edmentum
lbrown@aspirapa.org	██████	Edmentum
lnqi.lopez@cyber.aspirapa.org	██████	Exact path
michael.schoenblum@aspirapa.org	██████	Exact Path
sfell@cyber.aspirapa.org	██████	Exact Path
hzakrzewski@cyber.aspirapa.org	██████	Exact Path
bswartz@cyber.aspirapa.org	██████	Exact Path
riakupova@cyber.aspirapa.org	██████	Exact Path
mdunvan@cyber.aspirapa.org	██████	Exact Path
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cmuffett@cyber.aspirapa.org	██████	Exact Path
mraymond@cyber.aspirapa.org	██████	EXACT PATH
gricelda.lugo@cyber.aspirapa.org	██████	Exact Path
mpena@cyber.aspirapa.org	██████	Exact Path
rowraqq@cyber.aspirapa.org	██████	Exact Path
jnewton-famous@cyber.aspirapa.org	██████	Exact Path
jtoledo@aspirapa.org	██████	Exactpath



Travis Carson <tcarson@cyber.chpschools.org>

Achieve3000 Professional Learning Follow Up (SA-542379)

McMenemy-Hoang, Mary <mary.mcmenemy-hoang@mheducation.com>

Fri, Oct 11, 2024 at 6:25 PM

To: "boakesjemielita@cyber.aspirapa.org" <boakesjemielita@cyber.aspirapa.org>, "dsmith@cyber.aspirapa.org" <dsmith@cyber.aspirapa.org>, "katherine.dimauro@aspirapa.org" <katherine.dimauro@aspirapa.org>, "tifflopez@cyber.aspirapa.org" <tifflopez@cyber.aspirapa.org>, "erin.english@cyber.aspirapa.org" <erin.english@cyber.aspirapa.org>, "tmartes-alvarado@cyber.aspirapa.org" <tmartes-alvarado@cyber.aspirapa.org>, "vejimenez@cyber.aspirapa.org" <vejimenez@cyber.aspirapa.org>, "yyangelo@cyber.aspirapa.org" <yyangelo@cyber.aspirapa.org>, "tcarson@aspirapa.org" <tcarson@aspirapa.org>, "kburton@cyber.aspirapa.org" <kburton@cyber.aspirapa.org>
Cc: "Vogel, Stefanie" <stefanie.vogel@mheducation.com>

Hello!

Thank you again for joining me for our Achieve3000 Literacy Professional Learning session. I hope that you found the session valuable as you continue your usage of Achieve3000 Literacy this school year. Below is a follow up resource that will support best practices. Please do not hesitate to reach out if you have any questions.

 [Best Practices Achieve3000 2.0 - Follow Up.pdf](#)

Additional Supports for Session Topics:

Assigning Lessons (*new Lesson Planning tab*): [LessonPlanning_Search_and_Assign.pdf \(achieve3000.com\)](#)

Career Center Activity: [PlanningYourCareer.pdf \(achieve3000.com\)](#)

Tracking Activity Scores Graph: [TrackYourActivityScore.pdf \(achieve3000.com\)](#)

Motivation Tips:  [A3K Lit Motivation Ideas.docx](#)

**You may need to be logged into Achieve3000 first to access some of the above links.*

If you felt the session was valuable, please complete this super quick survey and let us know what was most impactful: <https://mh.my.site.com/training/s/survey?apptNo=542379>

If there was rostering follow up needed, please watch for additional communication in the coming week.

Thanks,

Mary



Mary McMenemy-Hoang Professional Services Director

McGraw-Hill | School

[8787 Orion Place, Columbus, OH 43240](#)

C: 908-420-8012

mary.mcmenemy-hoang@mheducation.com

mheducation.com



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Aspira Schools of PA Sign-In Sheet

Title: Special Education Overview -Related Services and IEP Developmental Components
Date: 8/20/24

Email	PPID	PD Title
boakesjemiellita@cyber.aspirapa.org	████████	Achieve 3000
dsmith@cyber.aspirapa.org	████████	Achieve 3000
katherine.dimauro@aspirapa.org	████████	Achieve 3000
tifflopez@cyber.aspirapa.org	████████	Achieve 3000
erin.english@cyber.aspirapa.org	████████	Achieve 3000
tmartes-alvarado@cyber.aspirapa.org	████████	Achieve 3000
vejimenez@cyber.aspirapa.org	████████	Achieve 3000
yyangelo@cyber.aspirapa.org	████████	Achieve 3000
tcarson@aspirapa.org	████████	Achieve 3000
kburton@cyber.aspirapa.org	████████	Achieve 3000
ewolff@cyber.aspirapa.org	████████	Achieve 3000



ASPIRA Bilingual Cyber Charter School

Join us for an Informative Parent Workshop

Title I: Spring Into Success – A Parent & School
Partnership Meeting

Tuesday, April 15, 2025
9:30am – 10:30am

Parents and families are invited to attend a special session
where we will:

- Learn about Financial Planning for Individuals with Disabilities
- Review the Title I School–Parent–Student Compact
- Complete the Parent Involvement Survey
- Explore a variety of family resources and supports

Your voice and participation matter—don't miss this
opportunity to stay informed and connected!

Contact Ms. Joanne
267-297-1883

For more information:
www.abccs.org

www.abccs.org

ASPIRA Bilingual Cyber Charter School

Únase a nosotros en un taller informativo para padres.

¡I: Primavera hacia el éxito - Reunión de colaboración entre padres y escuelas

Martes, 15 de abril de 2025
9:30 a. m. - 10:30 a. m.

Se invita a los padres y familias a asistir a una sesión especial donde:

- Aprenderemos sobre planificación financiera para personas con discapacidad
- Revisaremos el Pacto entre la escuela, los padres y los estudiantes del Título I
- Completaremos la encuesta de participación parental
- Exploraremos diversos recursos y apoyos familiares

Su voz y participación son importantes: ¡no pierda esta oportunidad de mantenerse informado y conectado!

Contacte a la Sra. Joanne
267-297-1883

Para más información:
www.abccs.org

www.abccs.org

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
 School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

Topic of Workshop/Meeting: **Breakfast With Families** Time: **9:30 AM- 1030 AM**

- Sign in
- Financial Planning for Individuals with Disabilities
- Title 1 School -Parent-Student Compact
- Title I: Spring into Success - A Parent and School Partnership Meeting
- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Horta Layla Gonzalez	[Redacted]	[Redacted]	Cyber.
[Redacted]	Vargas Leticia Rosario	[Redacted]	[Redacted]	Cyber.
[Redacted]	Reverio	[Redacted]	[Redacted]	Cyber
[Redacted]	Gonzalez Orquidea Jacinto mamá	[Redacted]	[Redacted]	
[Redacted]	Gonzalez Orquidea Jacinto mamá	[Redacted]	[Redacted]	
[Redacted]	Schavetchina	[Redacted]	[Redacted]	Cyber
[Redacted]	Angel Arroyo	[Redacted]	[Redacted]	
[Redacted]	Past Vanirycruz S	[Redacted]	[Redacted]	
[Redacted]	Lacuri Dorila Salazar	[Redacted]	[Redacted]	cyber.
[Redacted]	Grace Gonzalez	[Redacted]	[Redacted]	cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
 School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

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- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Horton Layla Gonzalez	[Redacted]	[Redacted]	Cyber.
[Redacted]	Vargas Leticia Rosario	[Redacted]	[Redacted]	Cyber.
[Redacted]	Rosario	[Redacted]	[Redacted]	Cyber
[Redacted]	Gonzalez Orquidea Jacinto mamá	[Redacted]	[Redacted]	
[Redacted]	Gonzalez Orquidea Jacinto mamá	[Redacted]	[Redacted]	
[Redacted]	Selavetchina	[Redacted]	[Redacted]	Cyber
[Redacted]	Angel Acroyo	[Redacted]	[Redacted]	
[Redacted]	Pat Vanirycruz S	[Redacted]	[Redacted]	
[Redacted]	Lacusi Paola Salazar	[Redacted]	[Redacted]	cyber
[Redacted]	Grace Gonzalez	[Redacted]	[Redacted]	Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
 School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

Topic of Workshop/Meeting: **Breakfast With Families** Time: **9:30 AM- 1030 AM**

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- Title 1 School -Parent-Student Compact
- Title I: Spring into Success - A Parent and School Partnership Meeting
- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[REDACTED]	Weaver			
[REDACTED]	Smith Jasmyh Smith			
[REDACTED]	Gonzalez Eric Apple			
[REDACTED]	Geigis Darciano Ortega			
[REDACTED]	Rivera Nahant Rivera			
[REDACTED]	Moren. Karen Rojas			
[REDACTED]	Encarnacion Rosa Oviedo	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Encarnacion li	[REDACTED]	[REDACTED]	11
[REDACTED]	Peguer Daniela Peguero	[REDACTED]	[REDACTED]	Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

Topic of Workshop/Meeting: **Breakfast With Families** Time: **9:30 AM- 1030 AM**

- Sign in
- Financial Planning for Individuals with Disabilities
- Title 1 School -Parent-Student Compact
- Title I: Spring into Success - A Parent and School Partnership Meeting
- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[Redacted] Acavedo	Kimainy Torres / [Redacted]	[Redacted]	[Redacted]	Cyber
[Redacted] Garcia	Kissainis Ojeda [Redacted]	[Redacted]	[Redacted]	Cyber
[Redacted] Slaughter	Sacquelene Vazquez - Slaughter	2167767419	[Redacted]	Cyber
[Redacted] Cruz	Elizabeth Sanchez - [Redacted]	[Redacted]	[Redacted]	Cyber
[Redacted]	Sara Rodriguez [Redacted]	[Redacted]	[Redacted]	Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
 School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

Topic of Workshop/Meeting: **Breakfast With Families** Time: **9:30 AM- 1030 AM**

- Sign in
- Financial Planning for Individuals with Disabilities
- Title 1 School -Parent-Student Compact
- Title I: Spring into Success - A Parent and School Partnership Meeting
- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Dasha Pizarro	[Redacted]	[Redacted]	
[Redacted]	Walmira Rivera	[Redacted]	[Redacted]	
[Redacted]	Cassandra Warren	[Redacted]	[Redacted]	
[Redacted]	Whidelande 5246N Canine st	[Redacted]	[Redacted]	
[Redacted]	GERALDE MOSEPH	[Redacted]	[Redacted]	
[Redacted]	Gilmary Casul Maritza Zabala	[Redacted]	[Redacted]	Cyber
[Redacted]	Gilmary Casul Maritza Zabala	[Redacted]	[Redacted]	Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: ASPIRA Bilingual Cyber Charter School Date October 21, 2024

Topic of Workshop/Meeting: Breakfast with Families Time: 9:30 AM- 10:30 AM

- Sign in
- Introduction
- School Expectations/ Mckinney Vento
- Activities/ Games
- PTO Elections
- Questions/ Comments

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Nohemi Rivera	[Redacted]	[Redacted]	[Redacted]
[Redacted]	Daniela B. y Francis H.	[Redacted]	[Redacted]	Cyber
[Redacted]	Amanda Delgado	[Redacted]	[Redacted]	Cyber
[Redacted]	Ernesto Gonzalez	[Redacted]	[Redacted]	Cyber
[Redacted]	Yudenia Nunez	[Redacted]	[Redacted]	Cyber
[Redacted]	ESTHER SINDY ETIENNE	[Redacted]	[Redacted]	[Redacted]
[Redacted]	Eugene Blount	[Redacted]	[Redacted]	Cyber
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	Rosa Oviedo	[Redacted]	[Redacted]	Cyber
[Redacted]	Janidsia Guadalupe	[Redacted]	[Redacted]	STAR

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: ASPIRA Bilingual Cyber Charter School Date October 21, 2024

Topic of Workshop/Meeting: Breakfast with Families Time: 9:30 AM- 10:30 AM

- Sign in
- Introduction
- School Expectations/ Mckinney Vento
- Activities/ Games
- PTO Elections
- Questions/ Comments

Student Name	Parent Name Address	Phone number	Email	School
[REDACTED] KIM	DONNA LIM & NHA KIM	[REDACTED]	[REDACTED]	Cyber
[REDACTED] FARE	Elsa Tigre	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	María Simenez	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Sashalee Simenez	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Darliana Ortega	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Darliana Ortega	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Maritza Zabala / Gilmary Casut	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Maritza Zabala / Gilmary Casut	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Kissaiis Oriedo	[REDACTED]	[REDACTED]	Cyber
[REDACTED]	Dorothea D minus	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: ASPIRA Bilingual Cyber Charter School Date October 21, 2024

Topic of Workshop/Meeting: Breakfast with Families Time: 9:30 AM- 10:30 AM

- Sign in
- Introduction
- School Expectations/ Mckinney Vento
- Activities/ Games
- PTO Elections
- Questions/ Comments

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Elizabeth Sanchez	[Redacted]	[Redacted]	Aspira Cyber
[Redacted]	Julia Cruz	[Redacted]	[Redacted]	Aspira Cyber
[Redacted]	Joseph Smith	[Redacted]	[Redacted]	Cyber
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet

School: ASPIRA Bilingual Cyber Charter School Date October 21, 2024

Topic of Workshop/Meeting: Breakfast with Families Time: 9:30 AM- 10:30 AM

- Sign in
- Introduction
- School Expectations/ Mckinney Vento
- Activities/ Games
- PTO Elections
- Questions/ Comments

Student Name	Parent Name Address	Phone number	Email	School
[REDACTED]	GERALDE JOSEPH	[REDACTED]		Cyber
[REDACTED]	Sara N Rodriguez	[REDACTED]		Cyber
[REDACTED]	Sara N Rodriguez			Cyber
[REDACTED]				

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
 School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

Topic of Workshop/Meeting: **Breakfast With Families** Time: **9:30 AM- 1030 AM**

- Sign in
- Financial Planning for Individuals with Disabilities
- Title 1 School -Parent-Student Compact
- Title I: Spring into Success - A Parent and School Partnership Meeting
- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Weaver			
[Redacted]	Smith Jasmyh Smith			
[Redacted]	Gonzalez Eric Ayala			
[Redacted]	Sciab Daniela Ortega			
[Redacted]	Nohemi Rojas			
[Redacted]	Karen Rojas			
[Redacted]	Prosa Oviedo			Cyber
[Redacted]	1			11
[Redacted]	Daniela Peguero			Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
 School: **ASPIRA Bilingual Cyber Charter School**, Date: **April 15, 2025**

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- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
[Redacted]	Kimairy Torres / [Redacted]	[Redacted]	[Redacted]	Cyber
[Redacted]	Kissainis Aiedo [Redacted]	[Redacted]	[Redacted]	Cyber
[Redacted]	Sacquelene Vazquez - slaughter	26776741	[Redacted]	Cyber
[Redacted]	Elizabeth Sanchez - [Redacted]	[Redacted]	[Redacted]	Cyber
[Redacted]	Sara Rodrigo [Redacted]	[Redacted]	[Redacted]	Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

ASPIRA Schools Title I Parent Meeting Sign-In Sheet
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- Title 1 Parent Involvement Survey
- Mckinney Vento Brochures
- Comments/upcoming events

Student Name	Parent Name Address	Phone number	Email	School
	Dasha Pizarro			
	Welma Rivera			
	Cassandra Warren			
	Widelauke			
	GERALDE MOSEPH			
	Gilmary Casut / Maritza Zabala			Cyber
Gilmary Casut / Maritza Zabala				Cyber

Other Members (Title I Teachers, Classroom Teachers, Principals, etc.)

Name: _____

Submitted by: _____

Progress Monitoring & Behavior Data Collection

Academics & Behavior

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, creating a triangular shape in the bottom right of the slide.

Aimsweb – RCBM – Reading Fluency

- Time student for 1 minute
- Mark any errors
 - Skipped words
 - Mispronounced words
 - Inserted words
- If student pauses for three seconds - give them the word they are stuck on, but mark that as an error
- Mark where the student ended after one minute
- Count how many words the student read correctly in one minute.

In the woods there is a cave. The cave is deep and dark. 13
Animals do not live in the cave. No one knows about the cave. 26
Jeff likes to play in the woods. He likes to go up trees. 39
One day he finds the cave. Jeff knows he cannot go in the 52
cave by himself. He will tell his dad about it. His dad will know 66
what to do. 69
Jeff shows his dad the cave. His dad calls one of his 81

In the woods there is a cave. The cave is deep and dark. 13
Animals do not live in the cave. No one knows about the cave. 26
Jeff likes to play in the woods. He likes to go up trees. 39
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cave by himself. He will tell his dad about it. His dad will know 66
what to do. 69
Jeff shows his dad the cave. His dad calls one of his 81

Aimsweb - MAZE

Time student for 3 minutes

They will need to circle the word that makes the most sense out of the three options

You may not assist or read anything to them

Mark how many correct out of how many attempted

Bess makes pots out of clay. She makes huge pots. The huge **(very, water, pots)** hold food. She makes tiny pots. **(Make, The, It)** tiny pots are for water. Kids **(stir, nice, use)** them as cups. Only Bess knows **(some, for, how)** to make the pots. Ned wants **(are, to, as)** make pots, too.

One day he **(goes, home, takes)** to see Bess. Bess has mud **(one, sad, all)** over her hands. She looks at **(cups, Ned, can)**.

"I want to make pots," Ned **(for, wants, says)**.

"You are too little to make **(first, pots, water)**," Bess says.

Bess makes pots out of clay. She makes huge pots. The huge **(very, water, pots)** hold food. She makes tiny pots. **(Make, The, It)** tiny pots are for water. Kids **(stir, nice, use)** them as cups. Only Bess knows **(some, for, how)** to make the pots. Ned wants **(are, to, as)** make pots, too.

One day he **(goes, home, takes)** to see Bess. Bess has mud **(one, sad, all)** over her hands. She looks at **(cups, Ned, can)**.

"I want to make pots," Ned **(for, wants, says)**.

"You are too little to make **(first, pots, water)**," Bess says.

3/6

Read Works – Comprehension

Simone Biles

by Caitlyn Meagher



This is an illustration of Simone Biles in the middle of a jump.
Denish C (CC BY-NC-ND 2.0)

Have you seen the Olympics? One Olympic sport is gymnastics. Simone Biles is an Olympic gymnast. She uses balance, strength, and creativity when she performs.

This test is untimed

The student must read the passage independently and answer the questions

Simply mark the questions as answered correct or incorrect

Name: _____ Date: _____

1. Who is Simone Biles?

- A. an Olympic skater
- B. an Olympic gymnast
- C. a famous actor

2. What happened after Biles won 4 gold medals at the 2016 Olympics?

- A. A few years later, she became the American gymnast with the most awards ever.

Aimsweb – MCOMP – Calculation

Student:	Teacher:	Date:
1 $\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$	2 $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	3 $\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$
4 $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	5 $\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	6 $\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$

Time student for 8 minutes

No calculators permitted

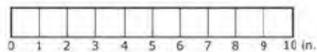
Students are allowed to skip questions and/or skip around

Questions may be read aloud as needed or requested

Answer keys are provided - mark correct or incorrect

Aimsweb – MCAP – Problem Solving

- 1 How long is the carrot?



_____ in.

- 2 Write the answer in each blank.

Of these numbers

957 401 685 593

_____ is the smallest

_____ is the largest

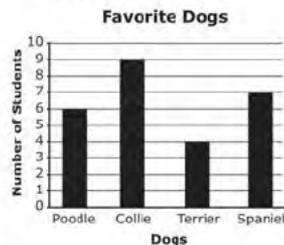
- 3 What is the height of the candle?



- 5 Write the answer in the blank.

$$9 + 32 + 15 = \underline{\hspace{2cm}}$$

- 6 Use the graph to answer the question.



How many students like spaniels? _____

- 7 Write + or - in the blank.

$$79 \underline{\hspace{1cm}} 25 = 54$$

Time student for 8 minutes

No calculators permitted

Students are allowed to skip questions and/or skip around

Questions may be read aloud as needed or requested

Answer keys are provided - mark correct or incorrect

Aimsweb – Letter ID, Letter Sound Fluency, Number ID

Pay attention to the title at the top of the page!

Time the student for 1 min

Mark any errors

Mark where the student finished after 1 min

Count how many correct out of how many attempted

AIMSweb® Number Identification - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

1	2	8	3	7	4	9
---	---	---	---	---	---	---

 / 7 (7)

8	1	9	10	0	4	5
---	---	---	----	---	---	---

 / 7 (14)

AIMSweb® Letter Naming Fluency - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

u o L P K b E j H h / 10 (10)

S c a U I K T N L Y / 10 (20)

AIMSweb® Letter Sound Fluency - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

a y m p n e v b f c / 10 (10)

z r u g c b e l k p / 10 (20)

Aimsweb – Spelling

Allow about 15 seconds per word

The assessment should only take about 2-3 minutes to complete

ID	Word	CLS	CCLS
1	apart	6	6
2	inside	7	13
3	clay	5	18

Aimsweb – Writing

Read the prompt aloud

Students have 1 minute to brainstorm

Students have 3 minutes to write

This will be collected and scored by Case Managers

AIMSweb® W-CBM Story Starters

Cross-Age Suitable for All Benchmark Grades

1. I couldn't fall asleep in my tent. I heard this noise outside and ...
2. My father sold his store last year and my whole family ...
3. All during the day I was nervous. I ran home at 3:00. When I got home ...
4. I was fishing in the river when I felt a terrific tug on the line and ...

Behavior Data Collection – Samples

Tally the number of times for each behavior.

Monday:	Tuesday:
Verbal aggression-cursing/ name calling-	Verbal aggression-cursing/ name calling-
Tantrums-	Tantrums-
Elopement from seat/ work area-	Elopement from seat/ work area-
nt/ attempted at from room-	Elopement/ attempted e/lopement from room-

Plan: I, [REDACTED], will be on task and engaged in my assignments for _____ out of 26 trials. If I am successful, I will be able to earn _____ on Tuesday afternoon and _____ on Friday afternoon.

	Monday	Tuesday	Thursday	Friday
Homeroom				
1st half SS				
2nd half SS				
1st half ELA				

Class	Monday		
Rdg. Intervention			
Mr. Scullin	1	2	3
Geometry			
Ms. Blue	1	2	3
English			
Ms. Bishop	1	2	3
Chemistry			
Mr. Paul	1	2	3

Printables





Aspira Schools of PA Professional Development Sign-In Sheet

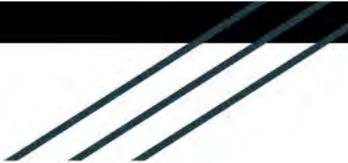
Title: Special Education Overview -Related Services and IEP Developmental Components
Date: 8/20/24

Email	PPID	Title of Presentation (Taken from a central sign in sheet.)
cjennings@aspirapa.org	██████	Progress Monitoring and IEP Feedback
jwaldinger@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
pkoshy@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
dmarcial@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
cmuffett@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
sklinke@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
ecroulet@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
nmatres@cyber.aspirapa.org		Progress Monitoring and IEP Feedback
Arios@cyber.aspirapa.org		Progress Monitoring and IEP Feedback
boakesjemiellita@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
tlopez@cyber.aspirapa.org		Progress Monitoring and IEP Feedback
jcolon-velazquez@aspirapa.org	██████	Progress Monitoring and IEP Feedback
awhitherspoon@aspirapa.org		Progress Monitoring and IEP Feedback
ckahana@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
lyromeo@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
jarodriguez@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
ltorres-caraballo@cyber.aspirapa.org	██████	Progress Monitoring and IEP Feedback
vjimenez@cyber.aspirapa.org		Progress Monitoring and IEP Feedback
taylor.paulsen@aspirapa.org	██████	Progress Monitoring and IEP Feedback

jafigueroa@cyber.aspirapa.org



Progress Monitoring and IEP Feedback



Special Education ABCCS

Jennings, Davison, and Paulsen



Cyber Demographics HS and Elementary

High School

- 44% Special Education
- 39% English Language Learners

Elementary

- 41% Special Education
- 34% English Language Learners

Disability categories for school-age kids with IEPs



Source: U.S. Department of Education (2023)

Percentages rounded

Differentiation and SDI Examples

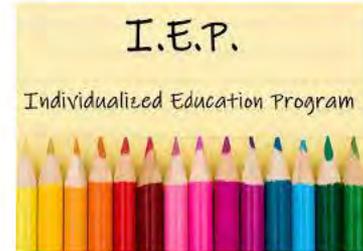
[Best Practice Examples of Differentiation and Modified Assignments](#)

[Differentiation Virtual Supports](#)

AI Support- [Breaking things down so you do not have to.](#)

[Speechify](#)- Log in with your school google email.

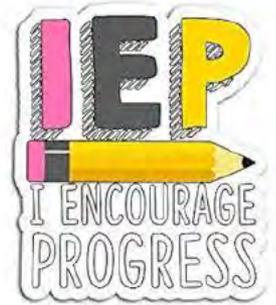
SDI can be generally described as adapting content, methods, and/or instructional delivery to address the unique needs of a student. The design and delivery of instruction is what will enable students to achieve the highest outcomes.



IEP Feedback

- IEP feedback must be provided within **72 business hours** of receiving the form or email asking for your input.
- Case managers have strict guidelines to follow. Missing information prevents them from completing the process in a timely manner.
- IEP feedback is extremely important because the classroom teacher often sees the student more than other other individual. If they are lacking attending or work, please respond with the attempts you have made to support them. Save this response and copy it to the Retention Prevention process. This will save you time.
- Related Services Feedback-Should be in 48 hours prior to the IEP meeting date.

Roles and Responsibilities



Before the Meeting:

- Implement the current IEP.
- Collect data on academic and behavioral performance.
- Respond to the case manager within 72 hours of their email.
- Reach out to case manager as soon as a student issue arises.
- Be prepared to share student progress at IEP meeting.

Roles and Responsibilities

At the Meeting:

- Provide the parent with a breakdown of classroom data and progress.
- Detail performance in class (academics, behaviors, attendance).
- Communicate the modifications and accommodations used within your class.
- State what next steps you will take to support the student.
- Identify missing assignments and assessments.



Roles and Responsibilities

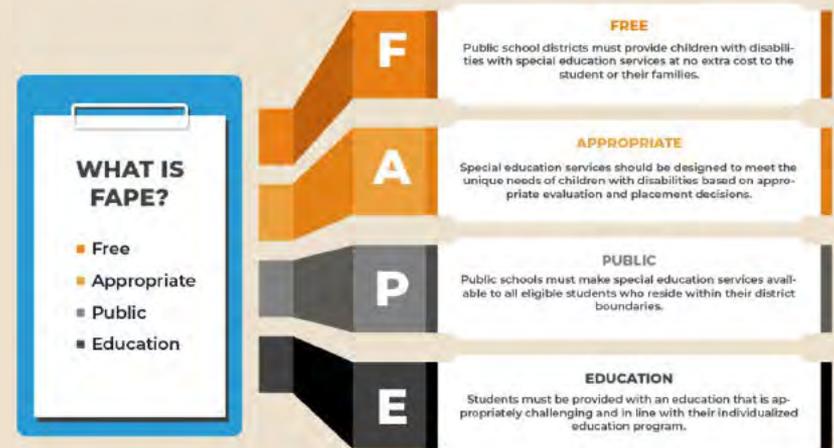
After the Meeting:

- Implement the new IEP.
- Continue to collect new data on the students' performance as it relates to their IEP.
- Contact the case manager with any issues or concerns.
- Complete the DocuSign Notification ****It will stop notifying you to sign if you acknowledge and sign the document otherwise it will keep coming for a year.**



Why is it important?

- It is what is best for the student!
- It protects you/us in legal situations.
- The data you collect is your defense on how you implemented that students IEP.



Things to remember:

- Placement decisions are made as a team. If you have a suggestion about a student's placement that would be outside of the building or for a different program, please discuss this with the case manager first prior to the meeting.
- Parents should be respected at all times even if we disagree with their actions or input.
- Mixture of Data - Quantitative vs. Qualitative

Meeting Attendance:

- The educator is not required to stay for duration of the meeting.
- A regular education teacher must attend and sign the IEP.
- Coverage can be provided for meeting when given advanced notice.
- Be sure to share positives and highlight student strengths.

Example of Best Practice Feedback

Jodie has several strengths in my classroom. She is cooperative and works well with others. Her classroom participation grades are always high and she has turned in 85% of her assignments. Her current rating is a positive. During assessments, she often becomes nervous and will not always complete the test within the allotted time. Her current assessments average is 62%. Again, her class participation is excellent and she currently has earned a 95% for participation. She turns in her classwork on time and if she does not finish it in class she takes it home and returns it the next day. She is not currently missing any assignments at this time. She was given an extension on one assignment that she still has to turn in but it is not considered missing. Small group instruction, peer support, simplified directions, guided notes, and frequent check ins have been successful interventions utilized in the class. She becomes nervous and that impedes her ability to be successful on assessments. With supports she is able to complete the work in class but she needs to continue to develop her ability to read and analyze text. From her assessments, she struggled with reading passages and breaking down what she read to explain deeper connections to other texts.

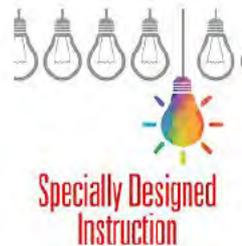
Get to Know Your Case Managers!!!

Elementary

- Amie Miller
- Nicole Weirich
- Holly Younger

High School

- Elizabeth Croulet
- Meisha Carrington
- Christel Hibbard-Pond
- Jackie Butz



Quick Tips for Specifically Designed Instruction

Specially designed instruction is the unique set of supports provided to an individual student based on his or her learning needs to remove barriers that result from the student's disability.

- SDI is defined in the Individuals with Disabilities Education Act (IDEA) as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child’s disability; and
 - (ii) To ensure access of the child to the general curriculum...”
- SDIs may be listed with IEP goal or as part of the table in section VI of the IEP.

Where Do I Find the SDIs and Present Levels?

Present Levels (Testing Results) - Section II of the IEP (towards the beginning)

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

SDIs - Section IV of the IEP (towards to the end)

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS

Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

What Does It Look Like At ABCCS?

Test/Cluster	Raw Score	Std Score	90% Conf. Interval	%ile Rank	GSV	Grade Equiv.	RPI
Word Identification	38	95	88 - 102	37.0	547	10.4	85/90
Word Comprehension	66	117	111 - 123	87.0	546	>12.9	97/90
Passage Comprehension	31	107	98 - 116	68.0	543	>12.9	96/90
Reading Comprehension		113	108 - 118	81.0	545	>12.9	96/90

Modifications and SDI

Allow [REDACTED] to re-read text in order to gain understanding

Encourage [REDACTED] to ask for help when he needs it

Extended time to complete tests and quizzes

Provide positive encouragement when [REDACTED] is struggling with a task

Preferential seating - [REDACTED] should sit near where instruction is taking place

Break down large tasks into smaller, more manageable chunks

Provide step by step instructions for independent work

Clear expectations with consistent rules and routines

Questions

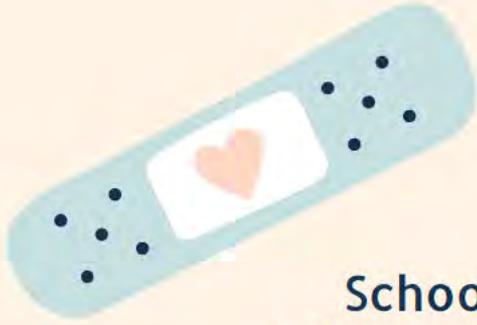
[Exit Ticket](#)



Occupational Therapy in Schools

ll

Jenny Kim, MS, OTR/L
Colleen Wismer, MS, OTR/L



School- Based Occupational therapy is a unique profession that uses the core principles of occupational therapy to help a child participate in their academic curriculum.



School-based OT is a **related service**, meaning it cannot stand alone on an IEP and it must be utilized to support academic participation



School vs Clinical OT

- Focusing on ability to access education
- Focus on role of student
- Classroom adaptations
- Sensory adaptations/accomodations

- Fine Motor
- Visual Motor

- Focusing on daily living skills
- Address all roles of the child (both in **and** outside of school)
- Sensory integration

Objectives



01

**Understanding
OT's role in schools**

02

When to refer to OT

03

**Utilizing
adaptations in the
classroom**

04

**Importance of
carryover within
the classroom**





**What does occupational
therapy look like in
schools?**

Focuses on...



**Handwriting/
Typing**



**Sensory
Regulation**



**Self
Care/Classroom
Management**



**Transition/
Work Skills**



Handwriting/Typing



- Ability to control their hands and fingers while completing typing/handwriting tasks
- Finger and hand strength
- Utilizing two hands
- Visual motor
- Directional concepts and visual memory



Sensory Regulation



- Evaluating sensory systems to pinpoint difficulties
- Sensory management within the classroom
- Having the necessary tools and adaptations available



Self Care/Classroom Management



- Focus on ADLs and IADLs
 - opening food containers
 - opening lockers
 - dressing tasks (zipping, buttoning, etc)
- Following directions in the classroom



Transition/Work Skills



- Focusing on the skills that students need to help them succeed after school
- IADLs
 - Money management skills
 - Filling out job applications
 - Producing signature



When to refer for OT- Handwriting/Fine Motor



- Lack of hand dominance
 - Difficulty crossing midline
 - Difficulty with pencil grasp that is not corrected by teacher strategies
 - Child cannot use both hands in an activity
 - Poor eye hand coordination
 - Persistent directional and spatial difficulties
 - Difficulty copying from the board
 - Poor ability to maintain a proper sitting position
 - Illegible handwriting and difficulty recognizing errors despite sufficient instruction
- 
- 

When to Fix a Grasp

- Child complains of pain or fatigue
 - Grip changes during writing
 - Grip does not give adequate control
 - Student does not yet have a fixed grip
 - Grip is developmentally immature
-
- NOTE: It can be very hard to change grip after 2nd grade



When to refer for OT – sensory regulation

- Student is demonstrating sensory sensitivities that are interfering with their participation in the school day or academic curriculum
- Student is demonstrating difficulties with regulation in the classroom and specific triggers are unclear
- Sensory based actions are based off of a **reaction** to something rather than acting based off of need or want. Not all behaviors are sensory based and not all sensory based behaviors are negative (i.e. stimming)
- Goal is to not to change sensory behaviors or needs but rather to provide accommodations and necessary tools. With fidgets, it is **not** just a toy or reward. It is a way to provide a way to calm and provide the necessary sensory input.

Accommodations and Strategies– Positioning

- **Adjust the seat and desk/table height:**
 - Soles of students' feet should touch the ground
 - Use a box on the floor if child's feet are dangling
 - Desk height should be no more than 2" below elbow when child is seated
- **Alternatives to sitting:**
 - Laying on stomach
 - Standing to do work at desk or with paper on wall (coloring)
- **Paper positioning**
 - For right-handers, the paper should be slanted approximately 45 degrees to the left
 - For left-handers, the paper should be slanted approximately 45 degrees to the right

Accommodations and Strategies–Handwriting

- Pencil Grasp
 - Wrap a rubber band around the pencil about 1-inch up from the point to show them where to put their fingers
 - Pencil grips
 - Use small writing utensils that are easier to control
- Dot or other visual cue for letter start point
- Practice using whole arm movements to write letters in the sky
- Write using different mediums (i.e. shaving cream, play dough, sand)
- Keep a cheat sheet of commonly reversed letters or a letter strip for kids with directional arrows for formation
- Encourage starting letters at the top



Accommodations and Strategies–Handwriting (cont.)

- Bold or darken lines
- Use a highlighter to provide a visual boundary for letters
- Use a popsicle stick or finger as a spacer tool
- Have students skip lines in a composition notebook
- Adapted paper
 - 3 lined paper
 - Graph paper





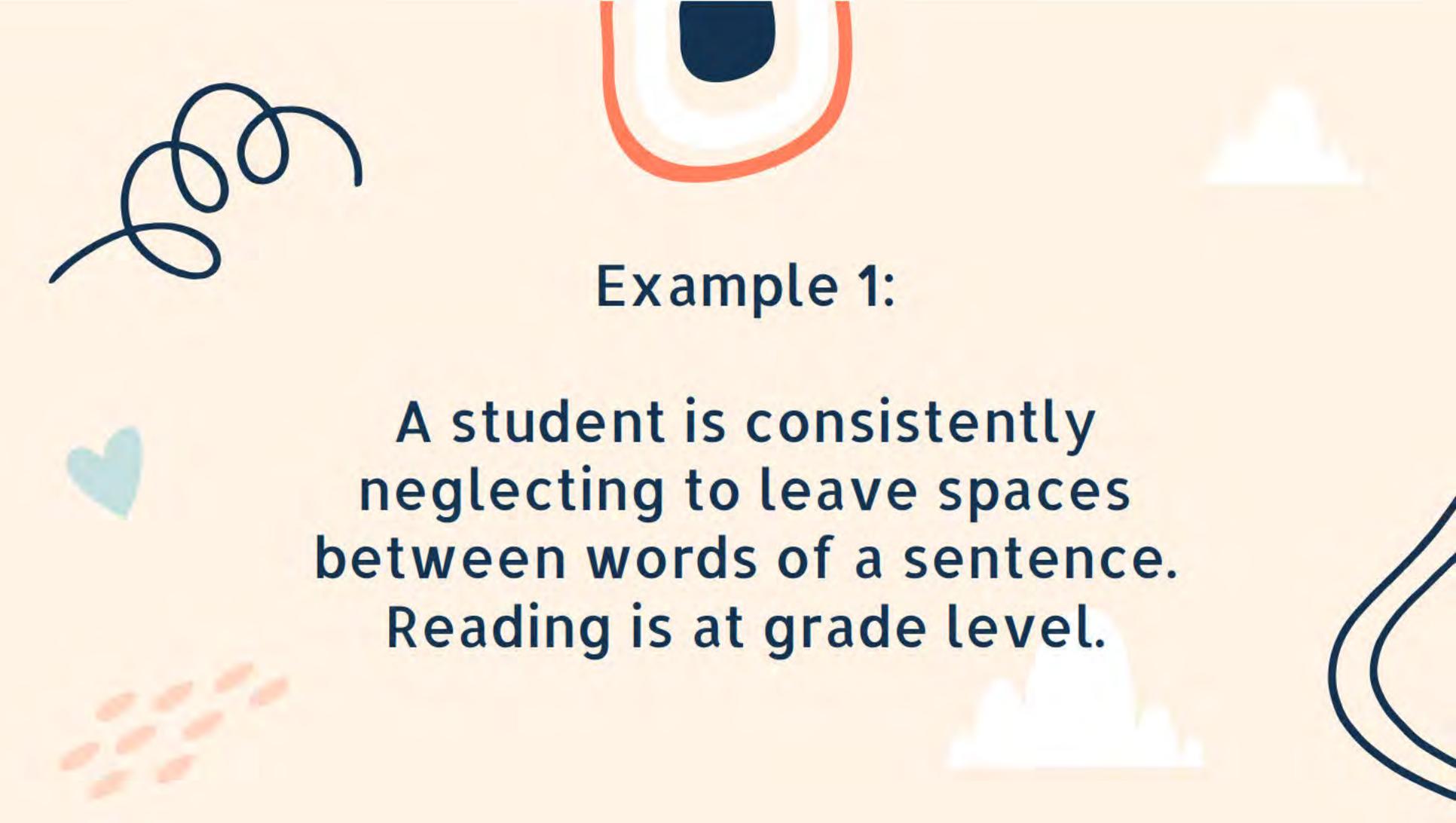
Consistency!

Consistency is the best way to make any changes and progress! Things taught and learned in OT sessions should be carried over within the classrooms!



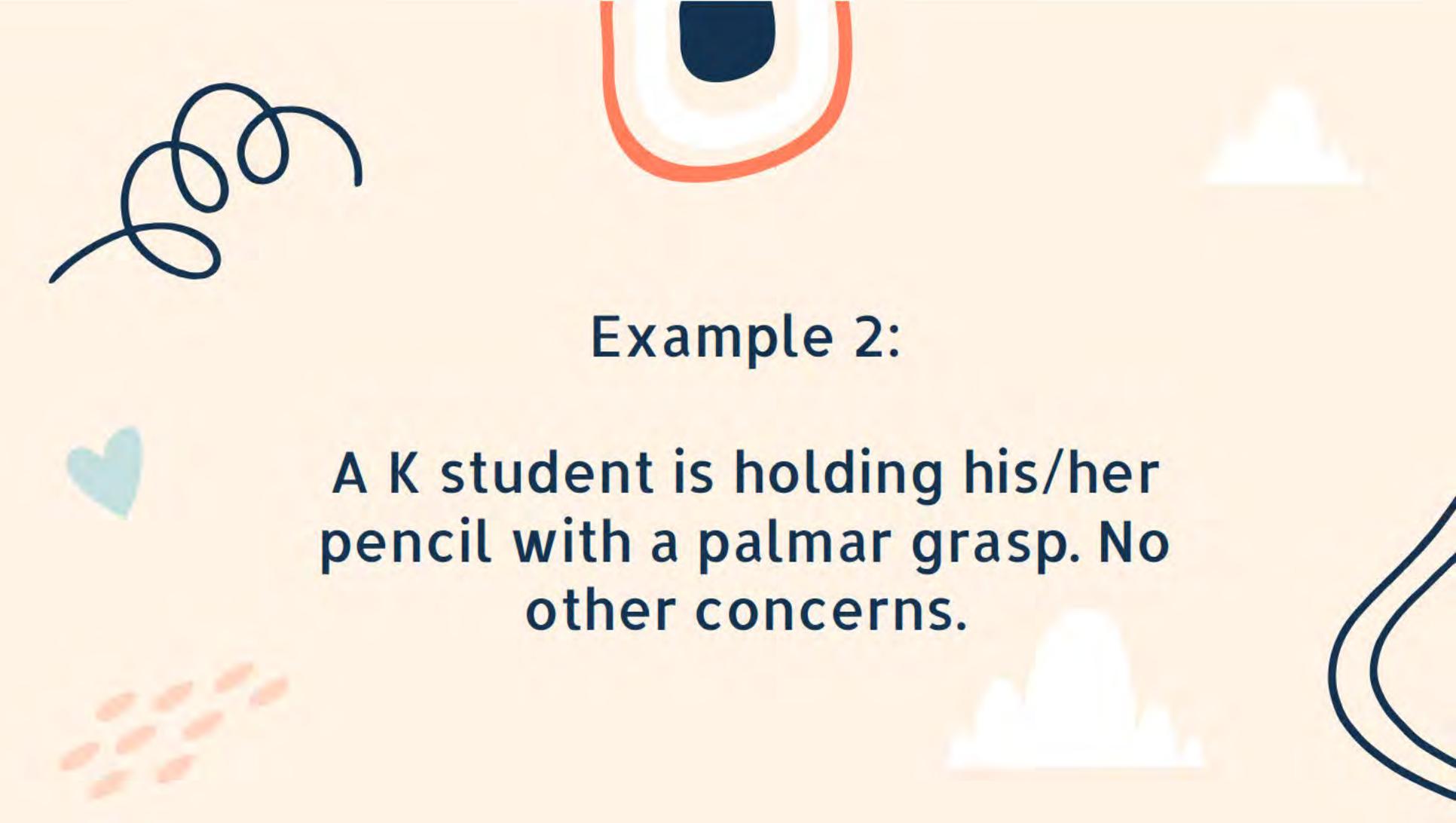
Group Activity:

Given example scenarios, what are some accommodations/strategies you would use within your classrooms to promote independence and engagement?



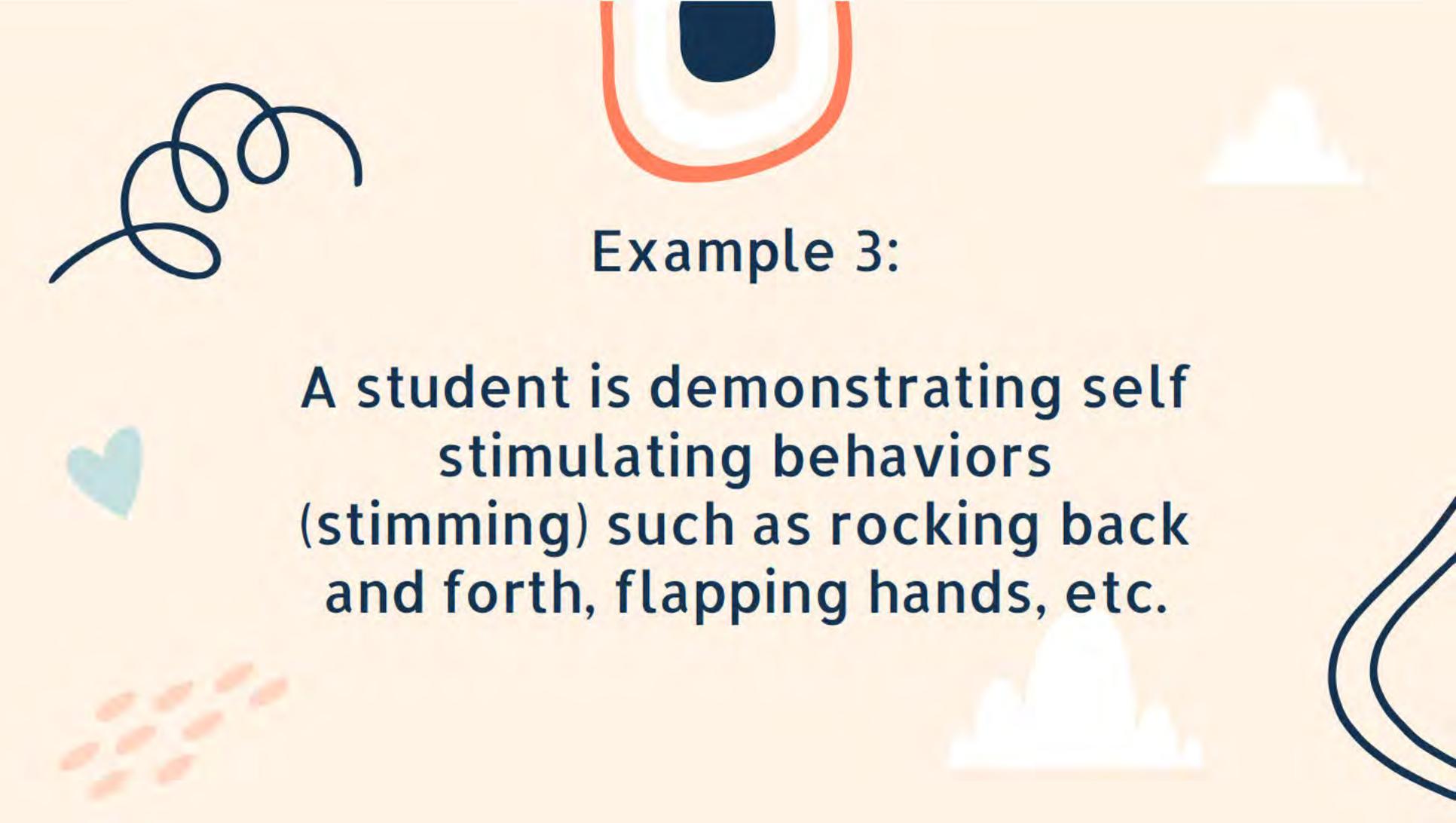
Example 1:

A student is consistently neglecting to leave spaces between words of a sentence. Reading is at grade level.



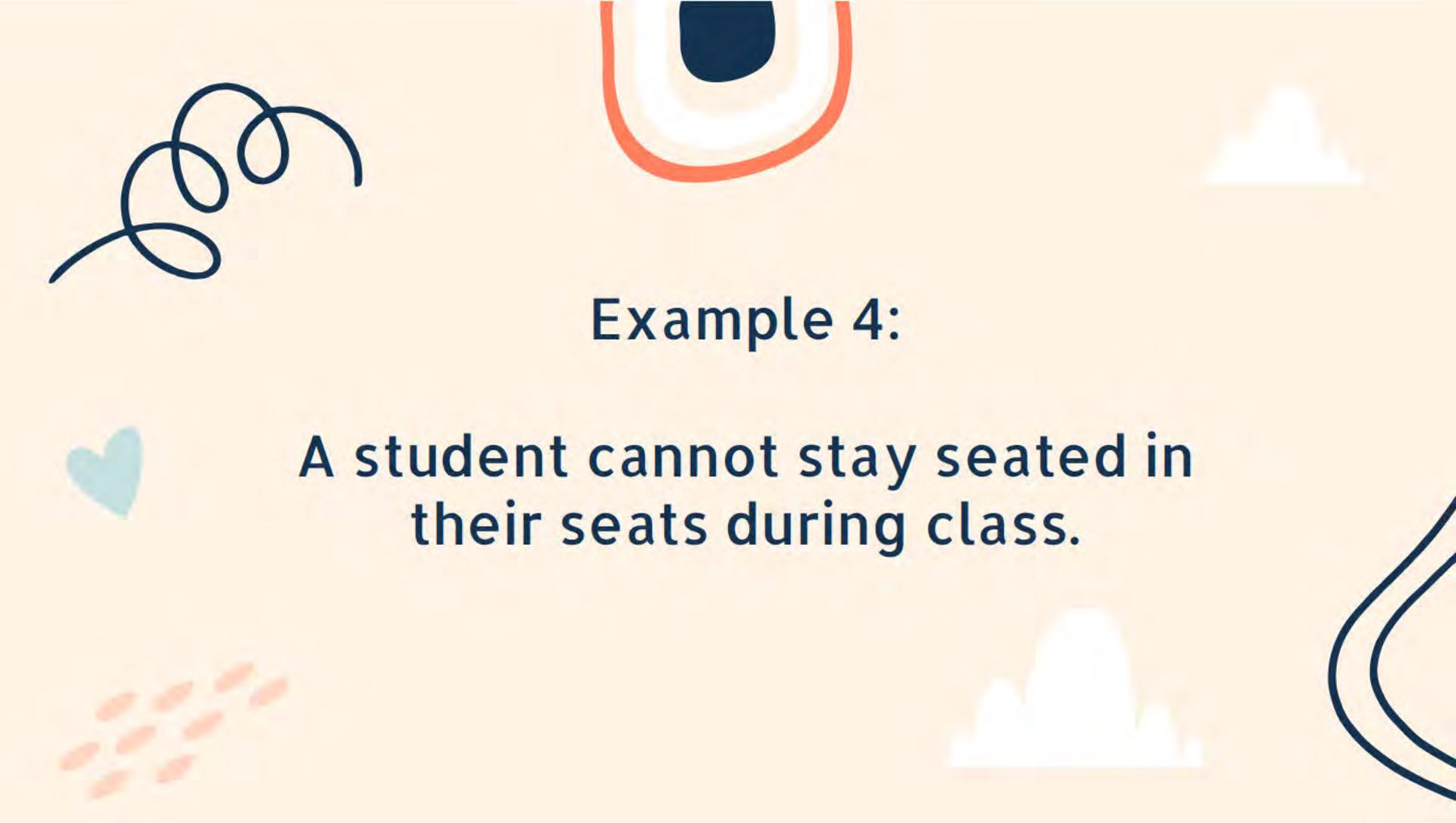
Example 2:

A K student is holding his/her pencil with a palmar grasp. No other concerns.



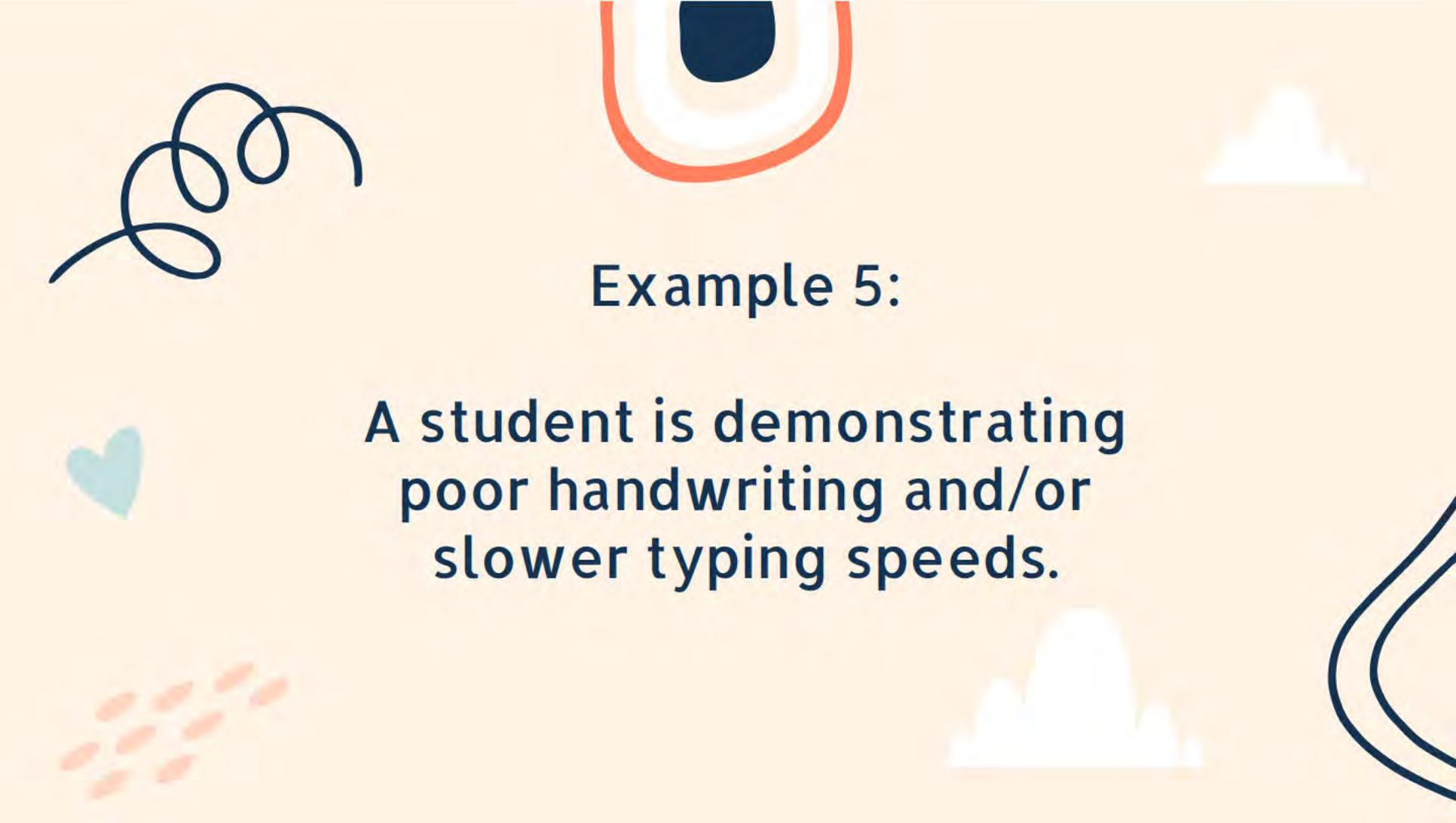
Example 3:

A student is demonstrating self stimulating behaviors (stimming) such as rocking back and forth, flapping hands, etc.



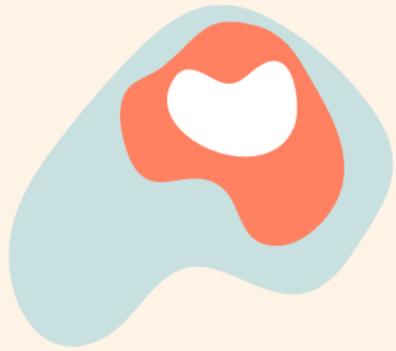
Example 4:

A student cannot stay seated in their seats during class.

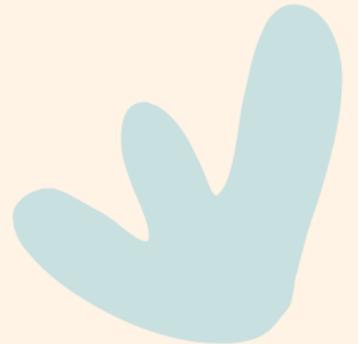


Example 5:

A student is demonstrating
poor handwriting and/or
slower typing speeds.



Questions?





Aspira Schools of PA Professional Development Sign-In Sheet

Special Education Overview -Related Services and IEP Developmental Components
8/22/24

Email	PPID	Title of Presentation (Taken from a central sign in sheet.)
michael.schoenblum@aspirapa.org	██████	Special Education
cjennings@aspirapa.org	██████	Special Education and OT Overview
jwaldinger@cyber.aspirapa.org	██████	Special Education over view via ABCCS + OT overview
pkoshy@cyber.aspirapa.org	██████	Special Education Overview
dmarcial@cyber.aspirapa.org	██████	Special Educations Overview and OT Presentation
bswartz@cyber.aspirapa.org	██████	SPED
ptorres@aspirapa.org	██████	Sped Overview
cdelp@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
hzakrzewski@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
Ingri.lopez@cyber.aspirapa.org	██████	SPED Overview and OT presentation
boakesiemielita@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
spletcher@cyber.aspirapa.org	██████	Sped Overview and OT presentation
jcolon-velazquez@aspirapa.org	██████	Sped Overview and OT Presentation
jessica.krenek@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
idalton@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
lyromeo@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
stgomez@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
ltorres-caraballo@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
katherine.dimauro@aspirapa.org	██████	Sped Overview and OT Presentation

taylor.paulsen@aspirapa.org	██████	Sped Overview and OT Presentation
katie.hollis@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
pstelben@aspirapa.org	██████	Sped Overview and OT Presentation
ideal@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
sfell@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
egarcia@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
jnewton-famous@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
svelayutham@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
cmuffett@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
jmelman@cyber.aspirapa.org	██████	Sped Overview and OT presentation
edruding@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
yquilesaviles@cyber.asprapa.org	██████	Sped Overview and OT Presentation
lromeo@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
Dvazquez@aspirapa.org	██████	Sped Overview and OT Presentation
jaquirre@cyber.aspirapa.org	██████	Sped Overview and OT Presentation
mlong@aspirapa.org	██████	SPED Overview/ OT Overview
ecroulet@cyber.aspirapa.org	██████	SPED Overview and OT Overview
lromeo@cyber.aspirapa.org	██████	SPED Overview and OT Presentation
mfreberg@aspirapa.org	██████	SPED Overview and OT Presentation
yquilesaviles@cyber.asprapa.org	██████	Sped Overview and OT Presentation
isantiago@cyberstudents.aspirapa.org	██████	Sped Overview and OT Presentation
spalmer@cyber.aspirapa.org	██████	Sped Overview and OT Presentation

**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 from January 01, 2025, through December 31, 2025, 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, and 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 and Pequenos Pasos de ASPIRA on a quarterly basis via Zoom or email 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 are detailed in our coordinated transition plan.

Activity 2: Staff at Pequenos Pasos de ASPIRA will assure the Head Start compiles 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 transferring the child has access to and utilizes the information shared with them from the Head Start agency.

Activity 3: Director Erika Medina of Pequeños 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.

Activity 4: The ASPIRA Bilingual Cyber Charter School and Pequeños 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 Erika Medina 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

Date:

1/14/2025

Pequeños Pasos de ASPIRA Head Start Agency Representative:

ERIKA MEDINA

Date:

1/14/2025



ENERGY COORDINATING AGENCY

106 W. Clearfield Street Philadelphia, PA 19133
(215) 609-1000 | ecasavesenergy.org

MOU

Between ECA and ASPIRA Schools of Philadelphia

Commercial HVAC Maintenance

Johnson Control Institute

This MOU between ECA and ASP IRA is for ECA to deliver 340 hours of theory and hands-on instruction for the Commercial HVAC Maintenance program. The program is available to Juniors and Seniors that are registered students with ASPIRA schools. The maximum number of students under this agreement is 25.

Scope of Work-ASPIRA, Commercial HVAC Maintenance

October 2024- June 2025

Students will receive 340 hours of instruction in Commercial HVAC Maintenance. Students meet every Wednesday and Friday 9:00 am - 2:00 pm. -All classes will be held on-site at ECA.

The curriculum presented to the students is developed and certified by the Johnson Control Institute.

(JCI). Johnson Controls is the world's largest manufacturer of commercial and residential HVAC equipment. The systems are developed with the highest energy efficiency technology in use to date. The curriculum is developed by JCI engineers and instructional staff. It is not specifically focused on JCI equipment and can be used to maintain, install, trouble shoot and use automation and controls technology for any HVAC equipment manufactured world - wide



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Phase I of the curriculum trains individuals to maintain commercial HVAC equipment. Courses leading to nationally recognized certifications include:

NCCER Core Construction Fundamentals - 20 hours

Building Maintenance & Energy Conservation JC225 – 60 hours

Introduction to HVAC Fundamentals – LM17 – 60 hours

Plumbing/Piping for Commercial HVAC Systems – 60 hours

OSHA 10 – 12 hours

EPA RRP Lead Safety – 8 hours

HVAC Electrical Fundamentals – 80 hours

EPA Refrigeration Universal 608 – 40 hours

Upon successful completion of these courses (70% minimum) students will receive the nationally recognized certifications.

We are not using classrooms for theory classes. All classes theory and lab are held in our labs. We have 3 labs that are approximately 10,000 sq. ft. with 30 ft. high ceilings to allow for proper ventilation. To put this into perspective, these labs are the size and height of a typical basketball court.

All students MUST view our safety film on the first day of class that demonstrates safety procedures and personal protective equipment. Students will also receive a code of conduct that includes the safety procedures. Students will also receive their personal protective equipment and a locker. PPE includes gloves for use in the lab, masks, eye protection glasses to be used during lab and a face shield to be used in theory and lab classes. Masks are to be always worn.

There is hand sanitizers located throughout the building. At the end of the day, the entire building is sanitized.



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Budget

High School Students

School Year 2024-2025

ASPIRA

\$77,250.00 total cost

Includes 340 hours
of instruction plus
instructor benefits

Textbooks and supplies
for 25 students

Training materials for
25 students

Overhead

Administration

Steve Luxton, Executive Director

08.21.2024
Date

Sean London

ASPIRA

Title _____

Principal

8/21/2024

Date

MEMORANDUM OF UNDERSTANDING

Guidelines for ASPIRA City College Dual Enrollment (MOU)

TERM

The term of this Memorandum of Understanding (MOU) is Date June 2025 through Date June 2026. This MOU, definitions and guidelines appendices and dual enrollment course list addendum are reviewed and signed annually by **ASPIRA City College and ASPIRA Bilingual Cyber Charter**.

In order to best understand the intention and roles in this MOU, definitions are provided:

Dual Enrollment is the overarching term used to describe college-credit programs/courses available to high school students in which the student earns credit on their transcripts. Programs/Courses included in dual enrollment are concurrent enrollment. **'Dual Enrollment'** – a student enrolls in both the secondary entity and the IHE and takes a college course (irrespective of location, instructor type, or delivery method). The student may or may not receive secondary credit for the college course completed; *hence, not all dual enrollment is dual credit* (“PDE, PA Schools Dual Credit Program”, pg. 4). The dual credit (defined below).

College Based Dual Enrollment Credit courses are college courses taking place at the college or through the college online offerings, taught by college faculty, in which qualified high school students are enrolled and will earn a grade on the permanent college transcripts. The high school student will be treated as equal to any college student in that course. Faculty identified for ASPIRA City College traditional permanent college -based dual enrollment courses will facilitate approved courses from programs accredited by The Accrediting Commission for Career Schools and Colleges (ACCSC) and licensed by Pennsylvania State Board of Private Licensed Schools, Division of Law Enforcement and Trade, Pennsylvania Department of Education.

ASPIRA City College - COLLEGE ROLE

- Establish and communicate tuition, book charges and fees;
- Establish/provide invoice for tuition book charges and fees;
- Establish/provide tuition adjustments for withdrawn/failed courses, if needed.
- Coordinate details of Admission/Enrollment processes with ASPIRA Bilingual Cyber Charter School;
- Communicate **technology requirements** for the dual enrollment program;
- Coordinate details and application requirements.
- Provide ASPIRA Bilingual Cyber Charter School of approved/accepted students for Dual Enrollment.

- Establish and communicate academic schedule (i.e. number of courses/credits and time);
- Establish and conduct New Student Orientation - how to succeed (i.e. navigating the LMS, student expectations, assignments/grades, presentation tools, academic and student resources, etc.)
- Approve faculty for dual enrollment course facilitation per trimester;
- Coordinate faculty-student communication;
- Provide ASPIRA Bilingual Cyber Charter School with college course academic requirements/outcomes (i.e. course description);
- Provide ASPIRA Bilingual Cyber Charter School of student attendance and academic concerns;
- Ensure all ASPIRA City College policies and procedures are met.
- Supply an official academic transcript w/ASPIRA City College seal and confirmation.

ASPIRA Bilingual Cyber Charter School - PARTNER SCHOOL ROLE

- Propose students for concurrent enrollment classes;
- Coordinate approved/vetted students for dual enrollment with ASPIRA City College assigned personnel, Admission Representative, and Campus Director or Assistant Campus Director;
- Communicate participants are high school students in at least your junior or senior year and they have a cumulative grade-point average of a 2.0; and/or previously reviewed PSAT, ACT, or SAT scores and class rank was evaluated.
- Communicate the process for admission and registration to students and parents;
- Coordinate student -to- ASPIRA Bilingual Cyber Charter School communication;
- Communicate, coordinate ASPIRA Bilingual Cyber Charter School counselors to coordinate a key role in managing day-to-day operations of dual enrollment program.
- Coordinate/communicate **technology requirements** for the dual enrollment program.
- Communicate the tuition, charges and fees timely with ASPIRA City College;
- Coordinate/approved, aid-in cost, payment for tuition, charges and fees;
- **Approve/authorize payment from ASPIRA Bilingual Cyber Charter** to ASPIRA City College **for additional charges per credit hour for failed courses** that students' retake;
- Pay for tuition and course fees in accordance with ASPIRA City College timeline/ deadlines.
- Communicate minimum GPA requirements "C" (2.0) or better in each course to remain in the program,
- Ensure secondary grades and student attendance are reported according to ASPIRA City College deadlines, prior to enrollment/admissions for Dual Enrollment.
- Ensure all ASPIRA Bilingual Cyber Charter School administrative rules and requirements are met by the student.

STUDENT RESPONSIBILITIES

- Complete application/agreement materials;
- Complete placement tests, if required;
- Provide required pre-enrollment documentation; if required
- Attend a New Student Orientation;
- **Obtain/acquire required technology** for dual enrollment program
- Attend enrolled/approved courses in person, on-ground;
- Maintain the minimum GPA requirements “C” (2.0) or better in each course to remain in the program;
- Enroll in up to four credits (1 course) each trimester/module for the Medical Secretary Post-Secondary Diploma Program or Computer Support Specialist AST Degree Program;
- Retake Failed course/s, if needed; **permission from ASPIRA Bilingual Cyber Charter required.**
- Communicate with instructors any missed classes or assignments according to ASPIRA City College policies and deadlines.
- Complete all assignments and course requirements timely and accordingly;
- Follow all ASPIRA City College student policies for late work and missed class;
- Follow all ASPIRA City College student policies and procedures, including procedures for initiating official withdrawal from courses;
- Determine transportation unless otherwise stipulated by ASPIRA Bilingual Cyber Charter School or ASPIRA City College.

HOLD HARMLESS AND INDEMNIFICATION

Each party shall be solely liable for its own acts or omissions or breaches of third-party contractual rights, related to this Agreement; and each party shall fully indemnify and hold harmless the other party from all legal claims and liabilities arising out of the acts or omissions or breaches of third-party contractual rights by the indemnifying party, including all litigation costs and attorney fees. In addition, these covenants shall extend to ASPIRA City College, plus all representatives, and employees.

NON-DISCRIMINATION

The parties to this Agreement do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability (unless the disability prohibits a person from carrying out the core tasks of a specific career), genetic information or protected veteran status and other legally protected statuses in the recruitment, admission, training, referral for employment, and in the administration of its educational policies and programs, unless based on reasonable grounds, in compliance with the requirements of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972. The parties to this Agreement adhere to all applicable state and federal equal opportunity laws and regulations including Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

ANNUAL REVIEW AND REVISION

The designated ASPIRA City College official and designated ASPIRA Bilingual Cyber Charter School official may annually review and revise the agreement in order to continue this partnership.

ASPIRA City College and ASPIRA Bilingual Cyber Charter School, enter into a Memorandum of Understanding (MOU) for dual enrollment with qualified high school students to receive college credit for specified dual enrollment courses.

Jillian Alcaro

06/10/2025

Designated ASPIRA City College Official

Date

Sean London

06/11/2025

Designated ASPIRA Bilingual Cyber Charter School Official

Date

See below Dual Enrollment MOU Appendices (below)

Dual Enrollment Appendices

The purpose of this agreement is to establish a partnership that provides post-secondary opportunities for eligible high school students, specifically in dual enrollment classes. Additionally, the purpose of this agreement is to define the procedures related to dual enrollment of high school students in college classes receiving college credit.

The dual enrollment program is designed to serve ASPIRA Bilingual Cyber Charter School juniors and seniors from the ages of 16-19, or by approval/exception who have the proven academic ability, maturity, self-discipline, time management, and motivation to meet college level challenges, responsibilities and requirements. The program affords qualified students the opportunity to earn college credit at a cost of the approved per credit hour charge according to the program of interest while completing the requirements of a high school diploma. Applicable costs are the obligation of the approved agreement between ASPIRA Bilingual Cyber Charter School and ASPIRA City College. Students approved for dual enrollment will pay tuition, books and fees as approved by the perspective high school affiliates and governing bodies.

The dual enrollment program only applies to college-level classes numbered 100 and 200. The dual enrollment or early college may include college level classes 100 to 400 depending on the policies of the partnering college and high school. Students enrolled in approved dual enrollment courses will be awarded college credit upon successful completion of courses.

High standards exist for students to enter the dual enrollment program and participation requires appropriate procedures and requirements of [ASPIRA City College]. High school students enrolling in dual enrollment courses, must meet the college standards for those courses, including, FERPA, photo id, application and prerequisites (GPA, high school transcripts), with exception of high school diploma/high school equivalency.

Course Offerings

ASPIRA City College will collaborate with appropriate personnel at ASPIRA Bilingual Cyber Charter School to identify potential dual enrollment courses. ASPIRA City College dual enrollment personnel will be available to address inquiries and suggestions, facilitate faculty and staff meetings, and attend to any other matter pertaining to dual enrollment.

Any dual enrollment course(s) offered will first be agreed upon by the appropriate officials from both participating institutions and approved by the ASPIRA City College, Campus Director prior to publicizing the course.

College dual enrollment courses will be taught by college faculty who hold credential requirements set by the Pennsylvania State Board of Private Licensed Schools, Division of Law Enforcement and Trade, Pennsylvania Department of Education and The Accrediting Commission of Career Schools and Colleges (ACCSC) for instructor qualifications.

Faculty Approval

Faculty who teach dual enrollment courses are affiliate or adjunct faculty of the ASPIRA City College. Therefore, their application to teach a college course is reviewed and consistent with the college governing bodies for their professional experience, academic background, professional credentials, command of the subject material, instructional methods, teaching, and communication skills demonstrated in mock classroom sessions before hiring. Faculty members must have received training in instructional methods and teaching skills or be experienced teachers.

ASPIRA City College instructors engage in at least four professional development and training activities related to instructional methods, teach skill development or career-specific subject matter annually.

All college courses approved for dual enrollment meet or exceed the outcomes of the corresponding high school requirements.

ASPIRA City College faculty member for each course will be responsible for all routine instructional activities, classroom conduct, and record keeping.

Student evaluation of instruction will be conducted in every course being taught under this agreement by the participating faculty member, using the ASPIRA City College evaluation instrument (in addition to any evaluation instruments used by the participating high school).

Student Eligibility

To be eligible for a dual enrollment, the student must:

1. Be a minimum of age 16 through age 19, or by approval/exception and be enrolled as an ASPIRA Cyber Charter High School junior or senior or equivalent.
2. Meet the requirements for admission as per the application for dual enrollment. A high school diploma is not a requirement for Dual Enrollment admission, however students must be enrolled in high school and have minimum GPA requirement of 2.0.
 - a) This includes completion and submission of the Dual Enrollment application form. This form is a streamlined application form to be used by ASPIRA City College that will waive the college application fee, but does not constitute permanent or regular admission.
3. Have approval signatures of a parent or guardian (if the student is not yet 18 years of age), the designated high school official, and the designated college official.
 - Students must complete ASPIRA City College orientation requirements prior to the first-class day of the registered course and register within designated dual enrollment timelines.

- Students will be placed into courses according to current placement requirements established by ASPIRA City College.
- Upon successful completion of a dual enrollment course, participating students will receive academic credit and an ASPIRA City College transcript.

Program Coordination & Quality

ASPIRA City College shall provide a designated college official responsible for coordinating course schedules, regular and standardized communications, course transferability, and support services.

ASPIRA Bilingual Cyber Charter School will provide a designated high school official at the high school to serve as the point of contact on matters related to dual enrollment. Duties include (but are not limited to) coordination of appropriate paperwork (student enrollment requirements, student registration, etc.), act as communication liaison for the college with faculty and students, assist ASPIRA City College designated personnel in implementation of course evaluations, etc. The designated high school official will also assure that all dual enrollment registration forms are completed, including necessary signatures, in timely fashion.

Recommended Specific Outcomes Prior to Instruction

Where possible prior to the first dual enrollment offering of a class, both ASPIRA City College and designated ASPIRA Bilingual Cyber Charter School officials will meet to adequately discuss the following elements:

Course Elements

Course content and specific learning outcomes are set by the ASPIRA City College syllabus and in accordance with ASPIRA City College course outcomes. The ASPIRA City College syllabus is used in dual enrollment courses and provided to all students at the beginning of the course. The syllabus should also provide reference to the ASPIRA City College Student Resources/Policies. <https://aspiracitycollege.edu/about/info/>

Census and final grade rosters, course drop forms, and all other dual enrollment documents will be completed and submitted by the student or ASPIRA Bilingual Cyber Charter School personnel, according to procedures and timelines established by ASPIRA City College. Documents/forms submitted outside of the established timeline may be refused by ASPIRA City College.

Assignments

The ASPIRA City College faculty member communicates the number and types of assignments expected in the course. To follow all assignment requirements of the already established and approved course within a designated program.

Exams

It is recommended dual enrollment students take the same exams as their traditional permanent college-based campus or online students in the established programs.

Any variance in the examination of students (differences in the number, type, or format of exam) must be agreed upon by the ASPIRA City College, Campus Director and documented prior to the start of instruction of the class to ensure that common outcomes assessment can be conducted for the course.

Grading Criteria

The established syllabus for the ASPIRA City College course sets the grading criteria for the class and the method by which student grades are to be calculated. The college syllabus is the permanent college-based syllabus used for the course to ensure that the grading criteria is covered at the same level as permanent college-based courses.

Course Duration

If the college and high school agree to offer a single trimester dual enrollment course over the entire high school year, then both institutions must agree upon, prior to the start of the class, a fair, constant, and logical method that is generally in alignment with the on-campus, single-trimester version of the course (12-weeks for CSS and 6-weeks for MS).

Textbook

Unless otherwise approved by ASPIRA City College, dual enrollment classes shall utilize the same textbook as permanent college-based courses to ensure that the same material is covered at the same level. Variance in text must be approved and documented. ASPIRA Bilingual Cyber Charter School and/or its students are responsible for purchasing textbooks for the class. All books, supplies, materials, course fees, and travel costs will be paid by ASPIRA Bilingual Cyber Charter School

Academic Rigor in Mixed Enrollment Classes

ASPIRA City College dual enrollment classes take the same exams, on the same timeline, complete the same assignments, and are subject to the same grading criteria, etc. as permanent college-based classes and students. A dual enrollment student may choose to drop the college credit class while continuing in the high school; however, they are held to the same standards and must adhere to the ASPIRA City College deadline to add or drop a course. All college drop/add deadlines shall apply to applicable circumstances in this case.

Tuition and Fees

The common approach to dual enrollment tuition will apply to students enrolled in all dual enrollment regardless of where/how the course is being taught (dual enrollment, on-ground, online, etc.).

The common approach states that:

1. Tuition per credit hour will be at the current resident tuition rate by program
 - a) **\$387.00 per credit hour** – Computer Support Specialist AST Degree Program
 - b) **\$276.25 per cred hour** – Medical Secretary Post-Secondary Diploma
2. ASPIRA City College will bill Cyber for tuition of all dual enrolled students at the start of the trimester or no later than the end of drop/add for the period of enrollment (2-weeks).
3. Mandatory fees such as application will not be assessed (specific course fees may apply)
4. Tuition plus applicable books, supplies and course and lab fees will be charged

Students admitted to the college for dual enrollment do not qualify for federal student financial aid for higher education; however, they may qualify for scholarships or privately funded financial assistance.

Refunds

In the case of student withdrawal from dual enrollment courses, refunds will be made according to regular ASPIRA City College refund policies as stated in the college catalog and/or online.

College Resources

ASPIRA City College Student Services settings will ensure that dual enrollment students have access to academic resources (e.g. library materials) and student services (e.g. orientation, advising, procedural information) that are important to the class and available to established college students taking the same courses.

Where special needs accommodations may be required, each institution shall follow their own required policies in meeting the educational need(s) of the student.

Data Collection and Analysis

To Be Determined (TBD)

**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



**Agreement between
COMMUNITY COLLEGE OF PHILADELPHIA
On behalf of the Division of Strategic Initiatives and Community Engagement
And
Aspira Bilingual Cyber Charter School**

This Agreement between Aspira Bilingual Cyber Charter School, a Pennsylvania Cyber Charter School (hereby referred to as “School”), located at 6301 N. 2nd Street, Philadelphia, PA 19120 and Community College of Philadelphia (hereby referred to as “the College”), a public institution of higher education, located at 1700 Spring Garden Street, Philadelphia, PA 19130 (“College”) on behalf of the College’s Division of Strategic Initiatives and Community Engagement is entered on this 1st day of July, 2023.

Whereas, pursuant to Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, school entities, as defined therein, must enter into agreements with institutions of higher education approved to operate in the Commonwealth of Pennsylvania to permit the school entity’s students to attend the institution of higher education while enrolled in the school entity;

Whereas, Community College of Philadelphia is an institution of higher education approved to operate in the Commonwealth of Pennsylvania which offers dual enrollment programming for secondary education students;

Whereas, to fulfill the requirements of Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, School desires to contract with the College to provide dual enrollment academic programming for its students;

NOW, THEREFORE, in consideration of the mutual covenants, undertakings and promises contained herein, the parties hereto, intending to be legally bound, agree to the following terms and conditions:

1. Term and Termination. This Agreement shall commence as of July 1, 2023 and shall be for a term of one year, and thereafter shall be renewed for additional one-year terms, unless either Party shall give the other Party written notice of its intent not to renew this Agreement within ninety (90) days prior to the expiration of the then current term. This Agreement may be terminated at any time by mutual consent. This Agreement may be terminated without cause upon at least ninety days’ written notice by either Party; provided however that such termination shall not be effective until completion of any academic programming for the students who are currently enrolled in any courses at the time of the termination notice. Either party may terminate this Agreement in the event of a material breach of the Agreement by the other party if the non-breaching party has given written notice of such breach, and the breaching party has not cured the breach within thirty (30) days of such notice. In the event this Agreement is terminated due to School’s breach, School shall remain obligated to provide payment for all services provided by the College through the effective date of termination pursuant to the terms set forth in this Agreement.

2. Academic Services. In accordance with the College's admission and testing policies as more fully specified in Section 4 of this Agreement, students from School may enroll in the Advance at College or Summer ACE program or other credit courses at the College's Main Campus and/or Regional Centers. At College's discretion, the courses may be offered in-person, fully online, or in a hybrid format. School will have responsibility for advising Students as to how to align courses with School's graduation, program, or pathway requirements.
3. Credits. The credits earned by Students enrolled in courses at the College pursuant to this Agreement shall be the same credits offered to postsecondary students enrolled at the College.
4. Payment. ¹School will pay the full tuition and fees for any students taking courses in the College's Advance at College (dual enrollment), Summer ACE program or other credit courses at the College's Main Campus or Regional Centers. The College will invoice School each semester that a School's student takes a course at the College. School shall also pay the full cost of any required textbooks or course materials and supplies. The charges for the course and fees do not include textbooks. School will purchase textbooks and supplies for enrolled students and will be separately invoiced for the costs of textbooks and supplies. Payment must be submitted within ten days upon receipt of the invoice from the College or students may be dropped from the class. School understands and agrees that it will be required to pay for the course (tuition and fees) and textbooks even if a student or students withdraw from the course or the program on or after the first day of class. Payment by School is not contingent upon a student's completion of or performance in any or all courses and/or any other restriction other than enrollment. Courses offered at the College will not exceed the College's current rate per credit/per course/per student. *Tuition charges will be determined based upon the Student's residency.*
5. Staffing. The College will provide qualified faculty to facilitate and teach courses as is the standard process under the Advance at College and Summer ACE programs.
6. Applications for Admission. Student applications used for admission to the Advance at College (dual enrollment) program and/or the Summer ACE program are the current applications as supplied/published electronically or on paper and must be submitted to the appropriate College office as directed on or before the mutually agreed upon date between the two parties. Application submission dates must be in advance of any established application and processing deadlines established by the College for the relevant semester(s) students are enrolled. The College reserves the right not to accept applications received after this mutually agreed upon date. All students who have applied to Advance at College (dual enrollment) are required to go through the College's processes for placement to determine proper course placement, unless otherwise determined by the College. Students who have successfully completed credit bearing courses will be given one free official transcript that can be applied toward their course of study here at the College upon high school graduation or at another post-secondary institution of their choice.

¹ Current Advance at College rate is \$159 per credit. Current Summer ACE rate is \$250 per course/per student. Rates subject to change. Payee will be notified in advance of any change in costs related to this agreement.

7. Confidentiality, Student Records. School acknowledges that College is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“FERPA”) and its implementing regulations, which limit the transfer and re-transfer of education records and personally identifiable information in education records, including but not limited to any academic or grade information, attendance, truancy, discipline, receipt of special education services or supplementary educational services, social security or public benefits, or information as to race, ethnicity or disability. The College designates School as a School Official under FERPA with legitimate educational interests in the education records and/or personally identifiable information of the students served under this Agreement. To the extent the College shares any education records and/or personally identifiable information with School, School acknowledges that it will receive such education records and/or personally identifiable information in its capacity as School Official, and will comply with all FERPA requirements with regard to such information, including using such information only for the purpose for which the disclosure was made; keeping such information in strict confidence; and maintaining such information in a secure manner. The College shall transmit information or records protected by FERPA solely to the School employee listed in this section 7: Lina Cedeno, Bilingual Director of Teaching and Learning.
- If School is also subject to FERPA (*i.e.*, if School receives funds under any program administered by the U.S. Department of Education), School also designates College as a School Official and may release education records and personally identifiable information to College in accordance with FERPA. If School is not subject to FERPA, School shall provide College with student education records and personally identifiable information in accordance with its own policies, and College shall keep such records confidential. School may transfer records to Megan Barbano-Maxwell, Division of Access and Community Engagement, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130, Room S3-03, mbarbanomaxwell@ccp.edu.
8. Non-Discrimination. The parties hereto shall act in a nondiscriminatory manner regarding this Agreement and the participation of any student in any program shall not be based on race, color, religion, sex, sexual orientation, gender identity, national origin, age, veteran status and/or disability or any other status protected by federal, state or local law. The parties agree to provide reasonable accommodation(s) to permit a student with a disability to participate in the programs/courses to the extent that such would not fundamentally alter the program/courses or place an undue burden on the parties.
9. Independent Contractor. This Agreement does not create any partnership, joint venture, or other similar business arrangement between the parties. School is considered to be independently contracting with the College and does not have any relationship with the College other than as an independent contractor. School is not authorized to speak for or bind the College with third parties in any manner. School and/or School’s employees and agents are not entitled to College-paid compensation, insurances or benefits of any kind.
10. Indemnification. School agrees to defend, indemnify and hold harmless the College and its directors, trustees, officers, employees, and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney’s

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fees and expenses incurred in defense thereof) relating to: (1) breach by School of this Agreement; or (2) the negligent acts or omissions by School or any of its directors, officers, trustees, agents, employees, faculty or students in connection with their participation in dual enrollment programs and/or pertaining to this Agreement. The College agrees to indemnify and hold harmless School and its directors, trustees, officers, employees and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in the defense thereof) relating to: (1) breach by the College of this Agreement; or (2) the negligent acts or omissions by the College or its directors, officers, trustees, employees, faculty, or agents in connection with the dual enrollment programs and/or pertaining to this Agreement. Any indemnity granted by the College shall be subject to the immunities and limitations on liability set forth in the Political Subdivision Tort Claims Act (the "Tort Claims Act"), 42 Pa. C.S.A. §§ 8541-8564, and the statutory limits thereof and any other immunity to which the College is entitled. The provisions of the Tort Claims Act are incorporated by reference herein. Nothing shall be construed as waiving any of the College's rights or immunities granted by the Tort Claims Act or as conferring upon third parties any rights against the College not specifically granted by the Tort Claims Act. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification as provided for above; provided, however, that failure to give such notice shall not be a waiver of a party's right to indemnification from the other. The indemnification obligations under this Agreement survive the expiration or termination of this Agreement.

11. Insurance. Each party shall maintain the following insurance with an insurance company with a reputable insurance carrier authorized to do business within the Commonwealth of Pennsylvania: (a) *Workers' Compensation and Employer's Liability.* Workers' Compensation limits shall be the statutory limits and employers' liability insurance, with limits of (1) \$100,000 Each Accident–Bodily Injury by Accident; (2) \$100,000 Each Employee-Bodily Injury by Disease; and (3) \$500,000 Policy Limit-Bodily Injury by Disease; and (b) *General Liability Insurance.* Limit of Liability: \$1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability; \$2,000,000 general aggregate. The general liability insurance shall cover: premises operations; personal injury liability; employees and volunteers as additional insureds; broad form property damage. Each party shall provide the other party with a Certificate of Insurance prior to commencing services under this Agreement.
12. Headings. All paragraph and other headings and captions used herein are for convenience of reference only and shall not be used in the interpretation or construction hereof.
13. Notices. Notification to the College required by this Agreement should be addressed to Dr. David E. Thomas, Vice President, Strategic Initiatives & Community Engagement, M2-34C, 1700 Spring Garden St. Philadelphia, PA 19130, dthomas@ccp.edu. Notification to School required by this Agreement should be addressed to Linda Cedeno, 6501 N. 2nd St. Philadelphia, 1cedeno@aspirapa.org
14. Entireties. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings with respect to the subject matter hereof.



This Agreement may not be modified or amended except by written agreement signed by each party hereto.

- 15. Governing Law. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, and any dispute arising under this Agreement will be heard exclusively in the state or federal courts in Philadelphia, Pennsylvania.
- 16. Execution and Counterparts. Provided that all parties execute a copy of this Agreement, this Agreement may be executed in counterparts, each of which shall constitute an original, and all of which together shall constitute one and the same document. This Agreement may be executed by the parties and transmitted by facsimile or electronic transmission, and, if so executed and transmitted, shall be as effective as if the parties had delivered an executed original of this Agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE EXECUTED ON THE DATE FIRST WRITTEN ABOVE BY THEIR DULY AUTHORIZED AGENTS AND INTEND TO BE LEGALLY BOUND.

**ACCEPTED FOR
COMMUNITY COLLEGE OF PHILADELPHIA**

DocuSigned by:

 3A5E080B1DE746E...
 Dr. David Thomas
 Vice President, Strategic Initiatives
 and Community Engagement
 Date: 7/24/2023 | 11:22 AM EDT

DocuSigned by:

 57D7328E3C0945F...
 Donald Generals, Ed.D, President
 Date: 

**ACCEPTED FOR
School Name Here Authorized Individual**


 Signature
 Title Principal
 Date: 7/20/2023

The billing address is:

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

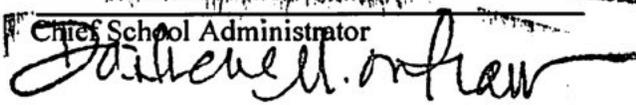
All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, 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 	Aspira Bilingual Cyber Charter School School Entity
Chief Law Enforcement Authority	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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Signature Date: 2023-06-30 - 5:49:23 PM GMT - Time Source: server
-  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, 2025

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, 2025

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, 2025

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, 2025

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, 2025

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, 2025

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Charter School Board of Trustees