CERTIFICATION VERIFICATION FORM
PDE-414

Complete the following information for all <u>professional staff members</u>

Staff No	Name of employee (List all names in alphabetical order)	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Lina	Cedeno	Yes	Instructional I Spanish PK-12 (4490)	9-12	Spanish Teacher	1335	100%	0%
2	Lauren	Cohen	Yes	PA Licensed	9-12	Occupational Therapist	1335	100%	0%
3	Bianca	DeRito	Yes	Instructional II Grades PK-4 (2825),Instructional II Special Education PK-8 (9226)	K-8	Special Education Teacher	1335	100%	0%
4	Megan	Dolaway	Yes	Instructional I Grades PK-4 (2825)	K-4	Elementary Teacher	1335	100%	0%
5	Nancy	Dyson	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counselor	1335	100%	0%
6	John	Ethier	Yes	Instructional I Biology 7-12 (8405);Instructional I General Science 7-12 (8450);Instructional I Mid-Level Citiz Ed 6-9 (2870);Instructional I Earth and Space Science 7-12 (8440)	9-12	Science Teacher	1335	100%	0%
7	Thomas	Flannery	Yes	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies Teacher	1335	100%	0%
8	Nicole	Fulcher	Yes	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Endorsement Autism PK-12 (1180)	K-12	Special Education Teacher	1335	100%	0%
9	Andrea	Gonzalez-Kirwin	Yes	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	Superintendent	1335	100%	0%
10	Lacey	Goodman	Yes	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1335	100%	0%
11	Stephanie	Goshert	Yes	Instructional I English 7-12 (3230)	K-12	Director of Instruction	1335	100%	0%
12	Diane	Greening	Yes	Instructional I Elementary K-6 (2810);Instructional I Special Education PK-12 (9225)	K-12	Special Education Coordinator	1335	100%	0%
13	Brooke	Hill	Yes	Instructional I Mid-Level Citiz Ed 6-9 (2870);Instructional I Mid-Level English 6-9 (2850);Instructional I Mid-Level Mathematics 6-9 (2860);Instructional I Mid-Level Science 6-9 (2880);Instructional I Elementary K-6 (2810)	6-8	Math Teacher	1335	100%	0%
14	Jaclyn	Isett	Yes	Instructional I Grades PK-4 (2825)	K-4	Special Education Teacher	1335	100%	0%
15	Kristina	Jewart	Yes	Instructional I Mid-Level English 6-9 (2850),Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810)	K-12	Special Education Teacher	1335	100%	0%
16	Valerie	Joseph-Darden	Yes	Instructional I Mathematics 7-12 (6800)	9-12	Math Teacher	1335	100%	0%
17	Chelsea	Kahana	Yes	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-8	Special Education Teacher	1335	100%	0%
18	Deborah	King	Yes	Sp Ed N-12, Reading Specialist K-12, ESL Program Specialist K-12, Elem Ed K-6, ECEN-3, Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	9-12	Special Education Teacher	1335	100%	0%
19	Persis	Koshy	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-8	School Counselor	1335	100%	0%
20	Paul	Kowalchuk	Yes	Instructional I English 7-12 (3230)	K-12	ELA Teacher Middle School	1335	100%	0%
21	Lauren	Matter	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Pathologist	1335	100%	0%
22	Alexandria	Matthie	Yes	Instructional II Elementary K-6 (2810),Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education PK-8 (9226)	6-9	Special Education Teacher	1335	100%	0%
23	Moira	McEntree	Yes	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825), Endorsement Autism PK-12 (1180)	K-12	Special Education Teacher	1335	100%	0%
24	Alfred	McKinley	Yes	Educational Specialist I School Psychologist PK-12 (1875)		School Psychologist	1335	100%	0%
25	Kathryn	McKinley	Yes	Educational Specialist II School Psychologist PK-12 (1875)	K-12	Sr Director of Special Education and Specialized Services	1335	100%	0%

26	Jacob	Melman	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499);Instructional I Social Studies 7-12 (8875)	K-12	ESL Teacher / EL Coordinator	1335	100%	0%
27	Travis	Meyer	Yes	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	7-12	English/Social Studies Teacher	1335	100%	0%
28	Elena	Mignogno	Yes	Instructional I Elementary K-6 (2810);Instructional I Special Education PK-12 (9225)	K-12	Special Education Teacher	1335	100%	0%
29	Samantha	Morrone	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Lang Pathologist	460	100%	0%
30	Laura	Nitzberg	Yes	Instructional I General Science 7-12 (8450)	7-8	Science Teacher	1335	100%	0%
31	Andrew	Northrup	Yes	Instructional I Music PK-12 (7205)	K-12	Music Teacher	1335	100%	0%
32	Caitlin	Panella	Yes	PA Licensed	9-12	Speech Pathologist	1335	100%	0%
33	Melanie	Pena	Yes	Instructional II Spanish PK-12 (4490), Instructional II Elementary K-6 (2810)	K-6	Bilingual Teacher	1335	100%	0%
34	Nancy	Ruiz	Yes	Administrative I Principal PK-12 (1115)	K-12	Principal	1335	100%	0%
35	Jaime	Ruth	Yes	Instructional I Elementary K-6 (2810)	K-6	Elementary Teacher	1335	100%	0%
36	Albert	Schofield	Yes	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1335	100%	0%
37	Christopher	Scull	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499),Instructional I Reading Specialist PK-12 (7650)	K-12	EL Teacher	1335	100%	0%
38	Pamela	Short	Yes	Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880), Instructional II Biology 7-12 (8405)	6-12	Science Teacher	1335	100%	0%
39	Megan	Sinclair	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1335	100%	0%
40	Dara	Smith	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1335	100%	0%
41	Juanita	Toledo	Yes	Instructional I Grades PK-4 (2825),Instructional I Special Education PK-8 (9226)	K-8	Special Education Teacher	1335	100%	0%
42	Amy	Toll	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Reading Specialist PK-12 (7650)	6-8	EL Teacher	1335	100%	0%
43	Nicole	Weirich	Yes	Instructional I Mid-Level English 6-9 (2850);Instructional I English 7-12 (3230);Instructional I Special Education PK-12 (9225)	K-12	Special Education Teacher	1335	100%	0%
44	Kelli	Wilson	Yes	Instructional II Elementary K-6 (2810);Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1335	100%	0%
45	Ryan	Wolcott	Yes	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	7-12	Platform Specialist	1335	100%	0%
46	Elise	Yampolsky	Yes	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1335	100%	0%
47	Yvonne	Yangello	Yes	Instructional I English 7-12 (3230)	9-12	Social Studies Teacher	1335	100%	0%

Total Number of Administrators (do not include CEO) __4____

Total Number of Teachers ____31_____ Counselors ____2_____ School Nurses _____1_____ Others ___8_____

Total Number of Professional Staff ___47_____

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2021

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	1,733
	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	2,109
	6790		Other Student Activity Income	
6800			**REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH**	
	6810		Revenue from Local Governmental Units	
	6820		Revenue from Intermediary Sources - Commonwealth Funds	
	6830		Revenues from Intermediary Sources - Federal Funds	
	6890		Other Revenues from Intermediary Sources	
6900			**OTHER REVENUE FROM LOCAL SOURCES**	
	6910		Rentals	
	6920		Contributions & Donations from Private Sources / Capital Contributions	30,029
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940		Tuition from Patrons	
		6941	Regular Day School Tuition	
		6942	Summer School Tuition	
		6943	Adult Education Tuition	
		6944	Receipts From Other LEAs in Pennsylvania - Education	9,033,869
		6945	Receipts from Out-of-State LEAs	
		6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
		6947	Receipts from Members of Intermediate Units for Education by Withholding	
		6948	Receipts from Members of Intermediate Units for Direct Contributions	

		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	
		6991	Refunds of a Prior Year Expenditure	487
		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)	
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	19,445
	7990		Other Technology Grants	
8000			**REVENUE FROM FEDERAL SOURCES**	

8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		Payments for Federally Impacted Areas - P.L. 81-874	
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310		Payments for Federally Impacted Areas - P.L. 81-815	
	8320		Energy Conservation Grants - TA and ECM	
	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	1,130,019
	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			10,217,691

<div align="center">

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include <u>ALL</u> Funds
as of June 30, 2021

</div>

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

<u>EXPENDITURES</u>

1000		INSTRUCTION	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1,851,613
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	2,479,083
1300		VOCATIONAL EDUCATION	
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	255,989
1600		ADULT EDUCATION PROGRAMS	
1700		HIGHER EDUCATION PROGRAMS	
1800		PRE-KINDERGARTEN	
2000		**SUPPORT SERVICES**	
2100		SUPPORT SERVICES - PUPIL PERSONNEL	626,433
	2110	Supervision of Pupil Personnel Services	
	2120	Guidance Services	
	2130	Attendance Services	
	2140	Psychological Services	
	2150	Speech Pathology and Audiology Services	
	2160	Social Work Services	
	2170	Student Accounting Services	
	2190	Other Pupil Personnel Services	
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	
	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	7,963
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	2,250
	2370	Community Relations Services	1,472

	2380	Office of the Principal Services	350,711
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	114,790
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	50,290
	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	32,871
	2620	Operation of Buildings Services	862,916
	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	151,848
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	219,681
	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	153,777
	2830	Staff Services	235,303
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	948,556
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	11,452
	3250	School Sponsored Athletics	6,066
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	17,395
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 SPEICIFICATIONS 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			8,380,459

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2020

1,837,232
1,568,455

CAV Home

This is the 2019-2020 CAV for ASPIRA Bilingual Cyber CS

There are no issues that need to be addressed on this assessment.

The following documents are currently available:

CAV Letter

Tuesday, May 18, 2021

Nancy Ruiz
Principal
6301 N 2nd St.
3rd Floor
Philadelphia Pa 19120

Dear Nancy Ruiz,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2019-20 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of ASPIRA Bilingual Cyber CS compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered no instances of non-compliance for the 2019-20 school year.

You may print off a copy of your completed Monitoring Instrument at https://www.federalmonitor.com/pa using the same username and password that you received in your monitoring notification letter sent to you in December/January. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

 cc: Project File 2019-20

PURCHASING MANUAL

2019 – 2020 SCHOOL YEAR

ANTONIA PANTOJA CHARTER SCHOOL
EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
ASPIRA BILINGUAL CYBER CHARTER SCHOOL
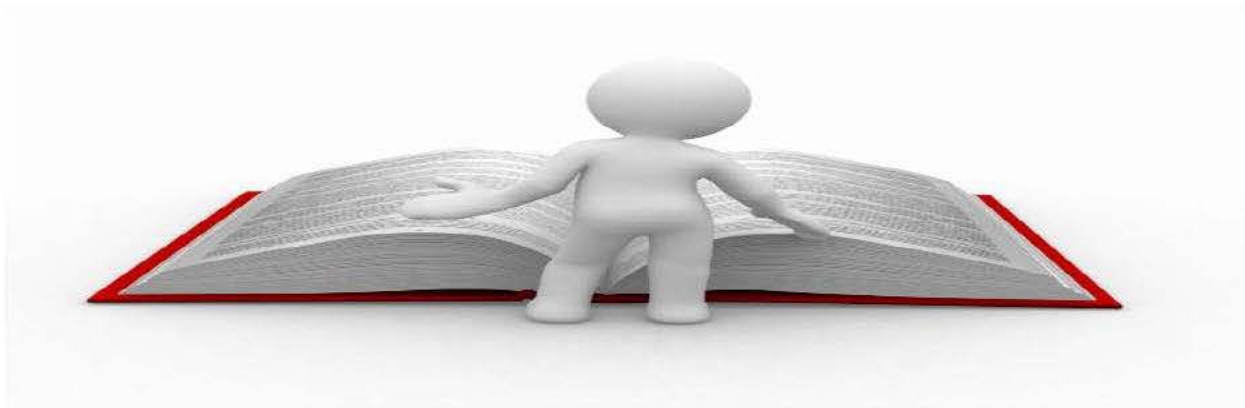*JOHN B. STETSON CHARTER SCHOLL*
OLNEY CHARTER HIGH SCHOOL

Table of Contents

TO: All Employees:

The purpose of this Purchasing Manual is to assist all employees in the proper purchasing practices to be in full compliance with:

The legal requirements controlling the purchase of materials, supplies and equipment for use in schools throughout the Commonwealth of Pennsylvania are established by the Uniform Commercial Code, the Public-School Code of 1949, the Procurement Code and federal regulations.

- The act of November 25, 1970 (P.L. 707, No. 230), known as the Uniform Commercial Code
  Article 2 of the Uniform Commercial Code establishes the legal requirements for the form, formation and readjustment of contracts for the sale of goods including general obligations under the contract, passing of title, performance, breach of contracts and remedies in the breach of contracts.

- 24 P.S. §8-807.1 – Purchase of Supplies (amended June 30, 2012, P.L.684, No.82)
  This section establishes the primary legal requirements to be followed in the purchase of materials, supplies and equipment for use in schools in the Commonwealth.
- 24 P.S. §1-120 – Adjustments Based on Consumer Price Index (added June 30, 2012, P.L. 684, No. 82) (Act 97, 2011)
  This section allows for annual bid limit adjustments based on the consumer price index, subject to a 3 percent cap. Determinations and adjustments are made between October 1 and November 15 of each year, becoming effective January 1 for the subsequent calendar year – see chart below for quote and bid thresholds.

The Purchasing Manual is designed to achieve three (3) goals:

1. Follow the law and Board policy on purchasing;
2. Promote efficiency in the purchasing practices; and
3. Achieve savings of money through proper purchasing practices.

We ask you, the user of the purchasing system, to help achieve these goals through proper planning. Please allow yourself enough leeway between generating a purchase order and the actual date materials or services are needed. Please think of purchasing in terms of a whole year. What items and services do you need on an annual basis? For purchasing items that would be considered to be expedite, please refer to the guidelines noted as "Emergency".

Through proper planning, we can eliminate much of the frustration that is encountered in all school purchasing procedures.

This manual should be reviewed with principals, teachers, administrative assistances, and others who are involved in the purchasing process. It is imperative that everyone adhere to all purchasing laws and guidelines.

If you have any questions concerning the following guidelines, please do not hesitate to call the School Finance Officers, either Jim Parsons or Karen Willis

Thank you

PURCHASE ORDER PROCEDURES

Authorized Purchases

All requests for purchases of goods and/or services must be made through an approved purchase order signed by the School Principals and the Leadership Team. This team is currently comprised of the CEO, COO, and Superintendent.

Purchase Order

Written authorization for a contractor to proceed to furnish a supply, service or construction in accordance with the terms of the IFB (invitation for bid) and the awarded bidder's bid or a contract.

Contracts:

Contracts should provide for monthly payment, with at least 30 days from the date of invoice for vendors and at least 20 days from the invoice date for Contractors, to make payment when possible. Contracts can be negotiated by the following individuals or their designees: President of the Board of Trustees, CEO, Superintendent, COO, School Principal

Services from individuals

If contracting with an individual for services that are likely to exceed the IRS threshold (currently $600 per year[1]), the school will obtain required documentation to complete a 1099 tax return at the time the services are agreed upon, including the individual's completed W-9 with social security number, address and other contact information. *This documentation should be completed along with a New Vendor Request form and sent to the Finance department for processing.*

Approval

Prior to signing a contract commitment to purchase any goods / services, an Intacct Requisition Request Form must be submitted to approve the expenditure through the purchase order workflow process – as noted in the chart on page 10 of this manual.

The School Principal executes the contracts and agreements for the school where the Principal is employed.

New Vendors – If you are using a new vendor, email the following information to Finance dbaylock@apirapa.org using the New Vendor request Form (See APPENDIX G).

A. *Responsibilities of the Requisitioner - Preparing a Requisition*

The person who prepares the requisition has certain responsibilities before the order is sent to the principal for approval. He/She is to ensure the following:

1. **Requisitions are processed in Intacct.com.**

2. **Vendor's Name**--All checks are made payable to the vendor name listed on the purchase order/requisition. Please ensure the proper vendor name is accurate. If the purchase is from a Bid, please add the Bid number next to the vendor's name, in the Reference Section.

3. **Vendor's Complete Address**--The purchase order must include the vendor's complete address and phone number which is stated in the W-9.

4. **Current Budget Year Included**--The current budget year must be included in the body of the Purchase Order/Requisition which located in the Entries section of the requisition. The Show Spend Insight tab will available budgetary funds for a particular account.

5. **Description of Items, Services, Costs and Catalogue Numbers**--Items and/or services requested are to be described clearly with correct and up-to-date catalogue numbers and costs. Please use latest catalogues available.

6. **Shipping Costs**--Shipping and handling costs are to be added to all purchase orders. Please read the catalogue or contact the vendor to determine the actual shipping and handling costs.

   If you are unable to ascertain the actual charges, type: **"10% Estimated Shipping and Handling"**

   If there are no shipping and handling charges, type on purchase order: **"Shipping and Handling Included"**

7. **Delivery Address--Attention Of**--The delivery address should include a name of a person or a specific department.

8. **Delivery, Types of**

   There are two (2) types of delivery.

   a. **INSIDE DELIVERY**

      Items are to be delivered to a location and taken off the truck by transportation carrier personnel and brought to a designated area inside the school or office building.

   b. **SPOTTED DELIVERY**

      Items are to be delivered to a location and taken off the truck by transportation carrier personnel and brought to a designated area inside the school or office building. Transportation carrier personnel or specialized individuals are responsible to then uncrate, setup, assemble items to determine good working order and remove all debris to the satisfaction of the school within five (5) working days. Please ensure that all purchase orders have the correct delivery designation.

9. **Total Cost**--Please include the words "Total Cost" on the purchase order with the actual amount of the order. Minimum Order -- the minimum order amount for all purchase orders is $25.00. Please try to plan and

combine orders to exceed the $25.00 limit. Please verify your figures for accuracy. Please note: ASPIRA Schools are exempt from paying Pennsylvania Sales Tax.

10. **Item ID Number**--Please be sure the correct Item ID Number is typed on the requisition, department, program and Grant if applicable.

11. **State Contract Orders**--When ordering through Co- Star (minimum order $100.00)
    please include:

    > a. Contract Number;
    > b. Shipping and Handling Included; and
    > c. Appropriate documentation when required.

12. **Quotations**--If quotations are obtained, please attach to the purchase order a copy of each written quotation received. Please type the quotation date and the quotation number in the upper left hand corner on the purchase order in the space provided.

13. **Bids**--If bids are obtained, please type the following information in the message section via the requisition.:

    > a. Bid Date; and
    > b. Bid Number.

14. **Purchase Order Requisition request form** – REQUISTION REQUEST FORM

PURCHASE ORDER REQUISITION REQUEST FORM

B. Educational or Operational Rationale

A Requisition Request Form shall be attached to each requisition for approval. This form asks for a written explanation as to the **educational or operational** need for the purchase.

Lead Administrators should submit a requisition request form (provided by the requestor) in writing why the purchase is essential to the school. Principal will review the form for approval in the Intacct system. The following information should be provided for consideration of approval:

- How students will learn or benefit from the purchase?

- What educational achievement or program may be linked to the purchase?

- How is the purchase of operational value to your school/office?

- Are the goods/services purchased useful for the long term rather than immediate need?

- Have inventories been checked to determine whether there is a real need for the purchase?

Exceptions for Purchase Order Requisition Request Form

Purchase orders for the following items do not require a Requisition Request form:

- **After School Supplementary Service Providers**

  This program coordinated through the Office of Title I Research and Testing, is regulated by federal and state law and no further justification is needed.

- **Expediting Orders - Emergency Procurement – see Appendix B**

  Require approval from the following: School Principal, SFO, COO, Superintendent and Sr. Directors for any purchases over $5000.00 threshold

  In today's fast-paced work environment, seemingly everyone wants everything right away. All parties involved, therefore, need to act swiftly and appropriately to guarantee the quickest possible receipt of the materials ordered. Often purchase orders are made directly with a vendor, while at other times, written copies of the purchase order are submitted. In either case, it is important for this to happen quickly to avoid delay of the order. Caution must be used, however, when a decision is made verbally to order merchandise and follow the order up with a written copy. If safeguards are not in place, duplicate shipments may result. A clear understanding needs to be established to ensure that the written purchase order is clearly marked "confirmation copy only, do not duplicate." Once the order has been placed and the shipment received, School personnel need to move quickly through the receiving process to get the materials to the proper person or department.

- <u>Field Trip Transportation</u> – Please see Appendix F – for the Board Approval Policy.

- **<u>Pupil Transportation; Athletic Transportation</u>**

  Transportation of students to and from school is regulated by state law, administrative code and the student's IEP. Transportation of athletes to and from events does not require a requisition request form.

- **<u>Travel Reimbursement for Employees</u>** - Please see Appendix E

  Travel reimbursement costs are regulated by state law, state administrative code and board policy. All conditions and approvals (copy of the approved reimbursement to be attached) for this reimbursement must be met in order for the purchase order to have been prepared.

- **<u>Tuition Contracts—Special Education Schools</u>**

  As with pupil transportation purchase orders, tuition to special education schools are regulated by federal and state law and no further justification is needed.

- **<u>Tuition Reimbursement for Employees – All requests are processed through Aspira's HR department</u>**

MEALS; REFRESHMENTS; CATERING

The expenditure of all funds for meals and refreshments may be used for the following:

Permitted Activities for Meals; Refreshments; Catering

- *Student Activities*
  Reasonable costs for light meals and refreshments directly related to activities that benefit students and are part of the instructional program are permissible. These activities must be part of the instructional program and not solely for student entertainment.

- *Parent Activities*
  Reasonable costs* for light meals and refreshments for parent activities are permissible. It is expected that expenditures for this purpose will be minimal and infrequent.

- *Dignitaries*
  Reasonable costs* for light meals and refreshments for dignitaries are per permissible.
  Dignitaries definition, a person who holds a high rank or office, as in the government or church.

  - *Board Member Meetings*
    Light meals and refreshments* are permitted for all board members and for employees who are required to attend a meeting.

*Please note that costs for light meals and refreshments are limited as follows:

Breakfast	$ 7.00 per person
Lunch	$ 8.00 per person
Dinner	$15.00 per person

Documentation Required—Light Meals and Refreshments

Documentation must be provided to support expenditures for light meals and refreshments. The following information is to be provided on the Purchase Order Requisition request form:

- Description of the activity;
- Purpose/justification of the activity; goal; objectives;
- Make-up of the group receiving the meals; and
- Names of employees and board members included in the group.

Prohibited Activities

- *Athletic Activities*
  Light meals and refreshments served to *guests* at any athletic event, game or contest are not permitted.

- *Staff and Employees of the School*

  Light meals and refreshments are not permitted for employees and staff of a School, unless the staff member or employee is essential to *a student activity* or professional development training where light meals or refreshments are being served.

- *Honoring Employees*

Receptions, dinners or other social functions held for or honoring any employee or group of employees are not permitted.

PERMITTED AND NON-ESSENTIAL PURCHASES

1. **Permitted Purchases**

    - Commencement; Convocation Activities

      All reasonable costs for commencement; convocation activities are permitted.

    - Field Trips / Extracurricular Activities

      All field trips shall be part of the instructional program, have an educational value and shall be reasonable in cost.

    - Library Books; Magazines, Videos/DVD's/CD's

      All library books; magazines and multi-media presentation materials shall be for educational or operational purposes.

    - T-Shirts

      The SUPERINTENDENT will consider, on a case by case basis, requests for the purchase of T-Shirts. It is strongly encouraged that purchases of T-Shirts be made through the appropriate student activity account.

2. **Non-Essential and Prohibited Purchases – Approval at the Discretion of the Superintendent**

    - Carnivals
    - Gifts for Employees
    - Teacher appreciation gifts/activities

    - Retirement Plaques
    - Bereavement flowers; baskets
    - Student entertainment
    - Card use for Personal purchases

3. **Requisitions** are to be approved on line by the appropriate administrator, see the chart below for workflow. Note this is subject to change in the near future.

Values of …	Requisition Level	Require purchase orders approved by…
Under $1.00 and above(within approved budget)	School Requisition	The following: School Principal
Over $1.00 - $5,000 (within approved budget)	School Requisition	Two of the following: School Principal & School Finance Officer

Over $5,001 (within in approved budget)	School Requisition	One of the following: School Principal & Sr. School Finance Officer
Over $20,600 (not in approved budget)	School Requisition	Requires Bidding Process unless the item to be purchased via a State Contractor or via a Cooperative

Exceptions to workflow process are as followed: utilities, insurances, contractual debt services, and employee benefits vendor payments

E. *Responsibilities of Finance Department*

The Finance Team reviews each purchase order. Special attention is given to the following:

1. **Available Funds**—Intacct.com will not permit a requisition to be converted if there are insufficient funds in the account. If preparing PO, be sure to check for funds availability.

2. **What is being ordered and the cost**--The Purchasing Department will review the technical aspects of the purchase order to ensure compliance with State Law and Board Policy.

   The Purchasing Department will review the cost of each item and determines if it can be purchased from another vendor at a savings. Quote and Bid Thresholds are as follows:

The Quotation Limit	**$11,100.00 – with three (3) alternative quotes**
The Bid Limit	**$20,600.00**

   The purchase order process, as explained, may take 5 - 7 days to complete. Please plan accordingly.

5. **Transfer of Funds**—The Finance Team processes purchase orders only if there are appropriate funds to cover the purchase. Purchase orders lacking sufficient funds require approval from the SFO. Please submit your request for transfer in writing to either Jim Parsons or Karen Willis.

F. *Responsibility of the Vendor*

The vendor is to forward their invoice and signed purchase order to Bill.com.

G. *Employees Prohibited from Signing Contracts*

Employees are prohibited from signing any contract offered by a vendor.

The power to sign and execute contracts after approval lies with the Board President, Superintendent and School Principal.

H. *Contracts; Purchase Order Required*

The award of contract to a vendor approved by the Board at a public meeting does not automatically authorize any employee to use the services of, or purchase materials from, the vendor.

All contract purchases require the issuance of a purchase order authorizing the purchase of services and/or goods and materials from the vendor.

I. **_Cancellation of Purchase Orders_** All requests to cancel purchase orders must be made in writing to the School Finance Officer. Reasons explaining the need to cancel the purchase order must be outlined.

Methods of Procurement
2018 – 2019

Thresholds and Delegations

Listed below is a table showing the history of Act 97 annual changes to the threshold limits as of 1/1/2018:

Date Effective	Bid Threshold	Quote Threshold
7/1/2015- 12/31/2015	$19,400	10,500
7/1/2016- 12/31/2016	$19,400	10,500
7/1/2017- 12/31/2017	$19,700	10,700
7/1/2018- 12/31/2018	$20,100	10,900
7/1/2019 – 12/31/2019	$20, 600	11,100

Public Sealed Bids

The purchasing process, including limits on bids and purchases, is governed by the act of March 10, 1949 (P.L. 30, No. 14), known as the Public School Code of 1949. Section 801 requires school boards to purchase the necessary materials and equipment to maintain the educational environment. Section 807.1 states that all furniture, equipment, textbooks, school supplies and other materials for use in the public school costing, subject to adjustment under section 120, the current Act 97 bid thresholds, or more must be advertised and offered in an open bid. This section specifies that the lowest responsible bidder with kind, quality and material being equal shall receive the bid. It is illegal to separate portions of like purchase items in order to avoid the bid process. All bids must be advertised once a week for three (3) weeks in not less than two (2) newspapers of general circulation. If there aren't any newspaper to publish the notification, said notice may, in lieu of such publication, be posted in at least five (5) public places. Bids will be solicited using bid documents sent to companies responding to the advertisement of the bid and any other company for which the buyer directs distribution. Vendors who have defaulted on a previously awarded contract or are otherwise not qualified may be refused the opportunity to participate in future bids.

I. Analysis of Bids

All bids should be tabulated or summarized as well as ranked from low to high. Samples should be evaluated to determine if they are equal to the item specified. Be careful when evaluating an "equal" since some vendors automatically submit another product that they believe meets the specifications. Knowledge of or access to the alternate materials' specification is necessary to determine an "equal". Accepted samples should remain the property of the School in case a discrepancy occurs when products are delivered.

II. Awarding of Bids
A. The competitive bidding process itself implies that the lowest qualified (responsible and responsive) bidder will get the contract. To routinely obtain a vendor's best pricing, a school should award contracts to the low bidder. Schools are not permitted to restrict the number of bidders. Vendors desiring to bid are permitted to do so. By law, schools are required to award to the low bidder, provided that the low bidder is considered to be qualified to supply the specified materials and perform the service. The school may determine the responsibility of a bidder

after bids have been opened and prior to award. Bids must be evaluated solely on the basis of criteria and requirements which were previously set forth in the original bid document. Prerequisites for competitive bidding may include:

 1. Dollar value of the material(s) or service(s) must be large enough to justify the expense of competitive bidding; mandatory at a base amount consistent with the current Act 97 bid threshold, subject to adjustment under section 120.
 2. Specifications of the material(s) or service(s) to be purchased must be clear to both school and vendor.
 3. To obtain the most competitive bidding, the market should consist of an adequate number of vendors.
 4. Sufficient time must be available for vendors to prepare and analyze costs and to assure themselves of reliable sources of materials. The time required for the school to prepare, mail, open and evaluate bids can be extensive. Thirty days is a reasonable timeframe when considering the competitive bidding process.
 B. Whenever a contract is not awarded to the lowest bidder, the school is obligated to explain and document its decision. Common courtesy suggests that the school notify all unsuccessful, as well as successful, vendors of the bid award.

III. Quotations

 A. Quotations are required under section 807.1 for all purchases from a base amount of the current Act 97 quote thresholds, subject to adjustment under section 120. Telephonic price quotations are allowable; all written price quotations and written records of telephonic price quotations must be kept on file for a minimum of three years. Also, purchases cannot be split apart to circumvent current Act 97 quotation threshold.

B. Telephonic quotes are legal, but it is recommended that written quotes be obtained whenever possible.

1. When obtaining quotes, it is important to compare "apples to apples."
 2. Variable items, such as shipping and handling, should be included in the quote.
 3. Emergencies do not exempt the school from obtaining quotes.
 4. If a parent group donates money, and then the school writes the check for a purchase over ten thousand nine hundred dollars ($10,900), the three quotes are still required.
 5. Try not to use catalog pricing; by emailing or calling a vendor purchasing department can generally receive better educational pricing.
 6. If the Intermediate Unit and purchasing consortium offer percent discount bids, they should be used whenever possible.
 7. PA state contracts, and other approved purchasing consortiums can also be used.

Please note: Each school is its own financial entity. Therefore, the particular school will be responsible for all expenditures related to any and all bid advertisement for that school.

Step 1 – Request for Bid:

It is the school's responsible to provide the School Financial Officer with the scope of services.

Scope of Services are defined as follows:

- a document which details when the **services** are required. It also defines the **services** or tasks and the conditions for payment and dispute settlements. A **scope of services** agreement is the foundation of a **services** contract.
- every scope of services agreement should have a fixed duration. This includes the starting date and ending date for the services that you are buying from a vendor.
- must specify and delineate each work product that your school expects to receive from the vendor.

Example:

I. **Scope of Services**
REQUEST FOR PROPOSAL - Pod Furniture the Park Hill School School (SCHOOL) is seeking proposals from qualified providers (CONTRACTOR) to order and deliver Pod Furniture for Tiffany Ridge Elementary. Sealed proposals will be received by the Director of Operations at the Support Services office located at 8500 NW River Park Drive pillar 116, Parkville, MO 64152 on March 30, 2018 at 2:00 PM. Proposals will be opened at that time. Once the evaluation process is complete, the information will be available to all who responded. Said proposals must conform to the specifications and instructions. The SCHOOL reserves the right to reject any and all proposals and to waive informalities. Proposals must be returned on the form(s) provided, with "Bid Proposal – Pod Furniture Tiffany Ridge Elementary" clearly on the label. A proposal must consist of all pages of the proposal request including the signature page of the proposal, signed by an authorized representative of the firm. Non-conformance with these instructions may be grounds for rejection of proposal. Faxed or e-mailed proposals will not be accepted. Late proposals will be rejected, unopened and returned.

Step 2 – Advertising of the Bid:

The scope of services will be submitted to the Communications Coordinator who will be responsible posting the bid in the appropriate newspaper(s) once a week for three weeks as pursuant to Public School Code of 1949 Section 807.1.

All charges of advertisement services will be encumbered against the school who is requesting the services via a credit card.

BIDS AND PURCHASING

A. *Bid Limit -- $20,600*

This restriction is called the **bid threshold** or **bid limit**. The bid limit is between $20,600.00. This means that any specific item, class of items, and/or services of a similar nature, purchased by the school totaling more than $20,600 for the entire year must be competitively bid.

You cannot circumvent the law by splitting purchases to be under the $20,600.00. The aggregate cost of the purchase from the vendor will determine whether it is over the bid threshold.

If you find that your purchases may exceed the $20,600.00 bid limit, please contact the Finance Team.
The formal bidding process takes about 6-8 weeks to complete.

B. *Annual Bids*

The Board requests that central office department administrators and supervisors and school principals start to plan and prepare for Annual Bids. The proposed time lines are as follows:

March
- Administrators/Supervisors prepare technical specifications to be reviewed by Purchasing Department.

April
- Purchasing Department prepares final bid specifications to be drafted in a manner to encourage free, open, and competitive bidding.

May/June
- Annual bids are received, opened and tabulated by Purchasing Department.

June
- Bid resolutions are prepared by the Purchasing Department for Board approval.

July
- Purchase orders are generated by Administrators/Supervisors for August/September delivery.

Please note: **The delivery of supplies usually takes place about 8-12 weeks after receipt of purchase order.**

C. *Bidding: Time Frame*

As stated before, the formal bidding process usually takes about 6-8 weeks from start to finish. Please plan appropriately. An outline of the bidding process is located in the Appendix.

D. *Exceptions to the Bid Limit – State Contracts*

A.   State contracts are an alternative method of purchasing, especially when time constraints or other reasons limit a school's ability to do its own bid. These contracts are offered by the Commonwealth of Pennsylvania, Department of General Services (DGS), Bureau of Procurement and the Governor's Office of Administration, both located in Harrisburg. The state bids for all of their commodities and services and makes a large number of the contracts available for use by schools.

B. The DGS is the central purchasing, publishing, construction and maintenance agency for the Commonwealth. The Commonwealth's voluntary Cooperative Purchasing Program is currently operated through the Bureau of Procurement.

C. State contracts are also available to view online at http://www.emarketplace.state.pa.us/ awards and other contract information may be viewed by hovering over the various buttons for details; buttons include: solicitations, solicitation tabulations, awards, search contracts, sole source procurement, emergency procurement, ITQ and upcoming procurements. Schools may view ITQ (Intent to Qualify) contracts for the purposes of purchasing information technology services.

D. COSTARS is an approach to the Cooperative Purchasing Program that encourages the formulation of an interactive partnership between Local Public Procurement Units (including schools) and the Commonwealth. DGS requires Local Public Procurement Units and State Affiliated Entities to register as COSTARS Members, and only those entities registered with DGS may purchase from the Contract. The contractor agrees to sell items or services under this contract only to DGS-registered costars members. For more information, go to http://www.costars.state.pa.us/SearchVendorContract.aspx

E These contracts cover the gamut from brooms to copiers to lamps to vehicles and can be used in a variety of ways. They can be used to obtain a preliminary idea of price, as the third quote, or to make an actual purchase by contacting the winning vendor. It is true that many times a school can obtain items at a lower price by running its own bid, or comparing prices or negotiating with other consortium vendors, but there are occasions when the ability to piggyback off an existing contract may come in handy. Keep this source in mind as a ready reference to help make purchasing as efficient and effective as possible.

1. **_Professional Services_**

Professional services contracts that exceed $20,100 for the school year, must be procured through a competitive process. The school uses the Request for Proposal (RFP) method of procurement. Examples of professional services are:

- Legal
- Auditing; Accounting
- Architectural; Engineering

- Dental
- Medical Evaluation
- Physician; Nursing

Request for Proposal (RFP) is a document used to solicit when bidding is not required. RFP responses may be negotiated after receipt and before an award is made by the party soliciting.

A. An RFP is best suited for use in circumstances when
   1. The processes required to achieve the desired results are varied.
   2. The process may be a protracted one.
   3. The school will use detailed judgment criteria when evaluating proposals.

B. An RFP can and should be treated to some degree as a request for a formal bid.

1. It ordinarily ought to be advertised and must be opened when advertised, but it need not be opened publicly.

2. Records of responses and their status should be maintained from the time they are received.

3. RFP's must be thorough and include some or all of the following as well as any other information to help promote complete and comparable responses.
 a. A description of final performance expected
 b. A description of the work expected, services needed or the problem to be addressed
 c. Drawings
 d. Timelines and milestone dates
 e. Instructions on submitting the proposal itself
 1. How it should be organized by sections
 2. How it will be evaluated
 3. Consequences of the responses unacceptability
 4. Notice, if applicable, of any "pre-bid" meetings
 f. All applicable legal terms and conditions in the form of a proposed contract

C. Proposals should be first evaluated for completeness.

1. If complete, they should be evaluated in detail, by sections, by personnel most familiar with the requirements and expectations of that section.

2. As a courtesy, incomplete responses could be returned with a brief letter of explanation.

D. The basis of the final decision should be documented as should all of the evaluation phases prior to announcing the decision and seeking its approval from the administration or governing body.

2. *__Academic Services__*

Academic services contracts that exceed $20,600 for the school year must be procured through a competitive process – RFP.
Examples of Academic Services are: Instructional Improvement
                                          Educational Consultants
                                          Professional Development

3. Legal Advertising
 A. Section 106 of the Public School Code mandates that school schools must advertise bids in two newspapers of general circulation for three consecutive weeks prior to the week of the scheduled bid opening. According to Section 2 of the act of April 29, 1937 (P.L. 526, No. 118), known as the Political Subdivision Joint Purchases Law, school schools and charter schools, when administrating cooperative bids, must only advertise bids for two consecutive weeks prior to the bid opening in one newspaper of general circulation

 B. This advertising serves as an invitation to prospective bidders to participate in the competitive bidding process and ensures that purchasing is conducted in an open, public forum. The main purpose of the ad is to briefly state that a purchase will be made. While the School Code mandates that bids must be advertised, it does not mandate the extent or content of the ad.

 C. Legal advertisements can be very expensive with costs varying from area to area and from newspaper to newspaper. Advertising for an Invitation to Bid should include the following:
 1. Title of the Bid

2. Organization's name with complete address including department name and telephone number as well as how copies may be obtained
3. Date, time and location of bid opening
4. Name and title of board-authorized representative who placed the ad.
D. Additional information that may be required for specific bid types may include:
1. Pre-bid conference attendance requirements
2. Costs (possibly non-refundable) which may be incurred by the vendor to obtain specifications and blueprints
3. Any requirements that a vendor must meet prior to securing the bid specifications and related documents
4. Circulation dates

The content of the ad should be brief, but should include everything necessary to provide interested vendors with all pertinent information needed to fairly respond to the advertisement in a timely manner. Common abbreviations may be used where the context is clearly understood. Although bid solicitations through electronic bulletin boards are an excellent means of communication, Pennsylvania laws have not yet been amended to allow for this method of bid solicitation in lieu of newspaper advertisements

4. *Emergency Purchases*

Section 751 of the Public School Code provides if, due to an emergency, a school plant or any part thereof becomes unusable, an impacted school may solicit competitive bids for repairs or replacement from at least three responsible bidders without publicly advertising the bids. Upon the approval of any of these bids by the board of school directors, the schools may proceed at once to make the necessary repairs or replacements in accordance with the terms of the approved bid or bids.

Section 751, as amended by Act 82 of 2012, eliminated the previous requirement that PDE's Division of School Facilities approve an emergency request. Therefore, schools can begin immediately on necessary repair and restoration work, following the process identified in the emergency provision of section 751. Again, no approval to proceed is required from PDE. Instead, schools will *notify the* Division of School Facilities, as soon as practicable, of damage and the intention to utilize this provision of the School Code. To be deemed an "emergency," the situation should involve a serious hazard such as fire, flood, or unexpected structural or mechanical failure. To avoid the appearance of utilizing the emergency clause incorrectly or as a way of avoiding the bidding regulations, the Local Education Agency (LEA) should only use the remedies described herein when the situation in question poses a threat to the health and well-being of students, faculty or staff.

5.*Sole Source Purchases*

A sole source purchase is an award or an order for materials and services to the only known capable supplier determined by the unique nature of the requirement, the supplier or market conditions. Circumstances that may arise, include:

1. A replacement part for which there is no commercially available substitute, and which can be obtained only from the manufacturer.

2. An item where compatibility is the overriding consideration, such as computer operating software enhancements for an existing system.

B. Articles that can be purchased from only one supplier are exempt from competitive bidding. The responsibility for insuring only one supplier rests with the local educational agency (LEA). If the LEA determines that only one supplier exists, the solicitor should be consulted for concurrence in this determination.

C. The conservative approach would be to always advertise for competitive bids. Anytime a school representative deals with single source purchasing, the school board is exposed to possible litigation if a second supplier is identified at a later date.

D. A Sole Source Justification form may be devised for completion by the end user or requisitioner. If properly designed, this tool will be useful in separating actual from perceived sole source items.

E. Vendor must provide a letter of sole source.

6. _**Blanket Order Purchases**_ – Maintenance & Food Service

A. Blanket orders, which commonly set prices for specific time periods, are valuable tools to efficiently handle repetitive purchases. A blanket order could be issued for small repetitive purchases from any vendor, whether prices are predetermined or to be revised due to market or other conditions during the set time period (usually one year).

B. After a blanket order is placed with a supplier, schools can transmit orders electronically, through email, fax or by mail or phone. Invoices are summarized by suppliers and may be segregated by budget numbers for easier coding by accounts payable.

C. Orders need to be documented in some fashion for the receiving department to efficiently monitor shipments and notify accounts payable.

**7. School Card Purchases** – Effective December 1,2018, all debit card/ credit card purchases will be eliminated. There will be times in which a credit card will be used for purchasing when no other payment option is available, this payment will require approval for School Finance Officers.

REQUISITON/PURCHASE ORDER PROCESS

A. *Receipt of Goods and Services*

The requisitioner of the purchase order should follow the following process when receiving materials, goods, and services.

1. *Receipt of Items Ordered*

    It is important that all items received be immediately checked. Please note the following:

    a. Obtain receiving copy of purchase order and packing slip of items ordered.

    b. Open boxes and check off items received on the receiving copy and the packing slip.

    c. If all items are enclosed, then sign and attach packing slip to the receiving copy of the purchase order.

    d. The school principal/office supervisor should sign the receiving copy and send it with the packing slip to:

    Receipt of Goods and Services—Responsibilities of Administrators; Supervisors

    Administrators and supervisors are to ensure that all goods received have been checked in for accuracy. If the goods received match the purchase order and the packing slip then the administrator should do the following:

    Sign the packing slip to confirm receipt of delivery of goods;
    Sign the Receiving Copy (pink slip) of the purchase order;
    Sign any invoices that may have been submitted with the order; and

    Send all items to the Business Office c/o Accounts Payable within seven (7) days of the receipt of goods.

B. *Problems Encountered with Receipt of Goods*

    ✚ **Problem: Back Orders**

    Sometimes items ordered will not be received in the first shipment. This is known as a back order. The packing slip will have back order written on those particular items.

    Process to Follow: Back Orders

    If the order is incomplete because there is a back order, do not wait for the next shipment. Please do the following:

    *   Mark on your receiving copy of the purchase order those items you did not receive.

    *   Make and keep a copy of your receiving copy and the packing slip.

    *   Send the original receiving copy and packing slip to the Business Office.

    *   Upon receipt of the back order in the next shipment, check off your copies of the receiving copy and the packing slip and send both copies to the Business Office.

B. *Receipt of Goods and Services (Continued)*

➕ **Problem: Items Missing from Order**

Sometimes items are marked on the packing slip that they were delivered but are missing from your shipment.

Process to Follow: Items Missing

- Call the company and tell them what was missing.

- Mark on the receiving copy and packing slip what items were missing.

- Make and keep a copy of your receiving copy and the packing slip.

- Send the original receiving copy and packing slip to the Business Office.

- Upon receipt of the missing item in the next shipment, check off your copies of the receiving copy and the packing slip and send both copies to the Business Office.

➕ **Problem: Items Damaged; Wrong Item**

Sometimes you will receive items that are damaged or the wrong item.

Process to Follow: Items Damaged; Wrong Item

- Call the company and ask them what the procedure is for returning damaged or wrong items.

- Return the item(s) to the company.

- On the receiving copy and the packing slip, mark what items were returned and the reasons for being returned. Please note how the items were returned (UPS/PO/Vendor Pick Up).

- Send the receiving copy and packing slip to the Business Office.

- Upon receipt of the missing item in the next shipment, check off your copies of the

➕ **Problem: Discontinued Item**

Sometimes the items you requested have been discontinued.

Process to Follow: Discontinued Item

- Mark on the receiving copy (pink) of the purchase order "discontinued."

- Do not call the company for a replacement item. You must complete a new purchase order.

➕ **Problem: Overcharge on the Invoice**

Sometimes invoices in Bill.com are submitted that are higher in price (shipping charge may have been omitted on the purchase order) If the value of the difference is $500 or 5%, whichever is lesser, the Finance Team will be able to make the adjustment. However, if the difference is more than $500.00 or above 5%, a new requisition will have to be submitted for the difference.

C. *Training Sessions*

All school personnel involved in the purchasing process will attend an annual training session concerning the proper purchasing procedure, or if any major changes occur during the school year.

ETHICS IN PURCHASING

Financial Interest in any Contract; Direct or Indirect

No employee or board member may have a direct interest in any contract or agreement for the sale of goods and services to the vendor, nor receive any benefit, compensation or reward from any contract for the sale of goods and services to the .

Solicitation/Receipt of Gifts from Vendors -- Prohibited

School board members, school officials and employees, or members of their immediate family are prohibited from soliciting, receiving or agreeing to receive any compensation, reward, employment, gift, meal, honorarium, travel, reimbursement, favor, loan, service, or other thing of value from any person, firm, corporation, partnership, or business that is a recipient of a purchase order from the school, or a potential bidder, or an applicant for any contract with the school, based upon an understanding that what is solicited or offered was for the purpose of influencing the board member or school employee in the discharge of their official duties. A gift for purposes of this section is defined as any item, or like kind distribution that has value in excess of $50.00.

School's Responsibility – Recommendation of Purchases

School officials and employees who recommend purchases shall not extend any favoritism to any vendor. Each recommended purchase should be based upon quality of the items, service, price, delivery, and other applicable factors.

School officials and employees are to avoid recommending purchases from members of their families, businesses that employ members of their families and from businesses in which the official, employee or members of their immediate family have a direct financial interest.

School officials and employees who are authorized to sign off on purchase orders and/or to recommend purchases or business transactions by virtue of their signature on the purchase order certify that their actions are consistent with this policy and all applicable statutes.

Vendor Responsibility – Doing Business with Aspira Schools

Any vendor doing business or proposing to do business with the BOARD, shall neither pay, offer to pay, either directly or indirectly, any fee, commission, or compensation, nor offer any gift, gratuity, or other thing of value of any kind to any official or employee of the Board or to any member of the official's or employee's immediate family.

No vendor shall cause to influence or attempt to cause to influence, any official or employee of the BOARD, in any manner which might tend to impair the objectivity or independence of judgment of said official or employee.

Vendor Certification

Vendors will be asked to certify that no official or employee or immediate family members are directly or indirectly interested in this request or have any interest in any portions of profits thereof. The vendor participating in this request must be an independent vendor and not an official or employee of any of the schools.

<u>APPENDIX</u>

A. Formal Bid Process

B. Emergency Purchases/Contracts

C. Requisition Request Form--Return of Purchase Order

D. IT Guidelines

E. Travel Policy

F. Sample – W-9 Form

G. New Vendor Form

H. Petty Cash

I. Student Activities

A-PENDIX A
FORMAL BID PROCESS

Process	**Time Line**
Initial request to bid made by Director /Supervisor. Certification that funds exist.	One Day
Review of specifications, fully outlining items, materials or services to be bid by School Finance Officer.	One Week
Return of reviewed specifications to School Finance Officer for final approval. School Finance Officer signs off final approval.	One Week
Bid package prepared by Department.	One Week
Legal advertisement sent to newspaper.	Three Day Advance Notice
Bid Date/Time-- must be at least 10 days after Legal Ad appears in newspaper. Bids are opened and read publicly.	3 Weeks

Bid results are reviewed by:
 	
    a. Administrator/Supervisor
    b. Purchasing Department
	One Week

School Finance Officer prepares spreadsheet showing lowest bidders and recommends award of bid. Purchasing Department reviews bids. Resolution is prepared.	One-Two Weeks
Bids are reviewed at Board Agenda, Committee of the Whole, and Regular Public Meetings.	One Week
Purchase orders are prepared by the school.	One Week

The formal bidding process takes about 6-8 weeks from start to finish.

EMERGENCY CONTRACTS – $5000 and Above

A. *Background*

An actual emergency must exist. An "emergency" is not to be created as a result of inadequate planning, delay, failure to take into account construction season or administrative convenience.

B. *Definition of Emergency*

An emergency is a situation affecting the health or safety of occupants of school property that requires the immediate delivery of the articles or performance of a service to alleviate the emergency.

C. *Process in Declaring an Emergency*

1. **Superintendent of Schools Notified**
   The Superintendent of Schools is notified by the employee/supervisor/ administrator requesting a declaration of emergency.

2. **School Finance Officer Notified**
   The official in charge of the building or facility, wherein the emergency occurred shall notify the Business Administrator/Purchasing Agent of the following:

   a. Nature of the emergency;
   b. Time of the occurrence; and
   c. The need for the performance of a contract.

Such notification shall be prepared in writing and filed with the Purchasing Agent as soon as possible.

3. **Awarding of Contract by School Finance Officer**
   If the Superintendent/ SFO is satisfied the emergency exists, the school is authorized to award the contract.

5. **Approval by**
   The School's Office t regular Public Meeting, shall review and approve said emergency purchase.

APPENDIX C

REQUISITION REQUEST FORM

Note: Please be aware this form serves as a formal REQUEST only; this form does not serve as approval for purchases. Purchasing requests should only be made after an approved Purchase Order number is assigned to you from your Lead admin. Please ensure that all fields are entered and the completed form is attached to all accounting transactions and/or forwarded to the Finance Department where needed

---

REQUESTOR SECTION

REQUESTOR NAME: _____

ENTITY/LOCATION:
○ 104-Cyber ○ 105- Hostos ○ 106-Olney ○ -Pantoja ○ 108- Stetson
○ Accel —Olney (106)

Select a School

Purpose for Request _____
Types of Services _____

| Vendor Name: _____ | □ New Vendor |
| | □ W-9 Included |

Vendor Address: _____
Vendor Email: _____ Vendor Phone #_____
Payment Terms: □ 30 Days   Program: _____

School Leader Initials: _____

LEAD ADMIN SECTION ONLY

Type of Services:

_____

Program: _____

□New Program Needed

| Title Funds M.B. Review |

                    □ Approved   □ Not Approved

Department: _____ □ Budgeted Items □ Non-Budgeted School Leader Initials

_____

Total Amount Requested: Does any item and/or purchase exceed $5000.00 □ Yes □ No

| |

Board Approval Received? □ Yes   □ No

APPENDIX D

Guidelines for Issuance and Usage of Aspira Schools Technology:
Issuance of Cell Phones: To qualify for a school -issued cell phone, your Supervisor, Principal or Director must submit a request via the "New Hire" form to the Office of Information Technology (OIT).

Exceptions to this policy must be reviewed and approved by the Office of Informational Technology before an employee is issued a cell phone, unless the employee has an employment contract that specifies otherwise. Please note that this means that some technology that is currently being used may need to be recovered.

Issuance of Desktop Computers, Laptops, or Tablets: An employee may be issued a desktop, laptop, or a tablet for the performance of specific job-related duties and responsibilities and as determined by a Supervisor, Principal or Director if: □ Employee is in a full-time position and has an active employment status; and □ Employee's job-related duties and responsibilities require regular and systematic use of a desktop computer; or □ Employee is required to perform the majority of his/her duties away from his/her primary work location; and □ Employee has a frequent or regular need to perform a significant portion of his/her duties during off-hours and on weekends necessitating the need for issuance of a laptop or other similar PCD or PDA.

Issuance of Computer Software: All licensed software that the School employees are entitled to use through existing license entitlements are available in the School's Information Technology Software library. This software is available to divisions at no additional cost. Any division requiring the purchase of software for interdepartmental or School use must submit a request to the OIT for review. All requests will be reviewed based on need, cost, compatibility with School network and ability for the School to sustain and support the request for initial and year-over-year use.

Issuance of Printers and Printer Ink: Moving toward network printing: □ Only network printers that support the use of high-yield printer (large printing/copy machines) supplies will be used for School printing needs. Where possible, high-yield copier/multi-function devices that support printing features will be configured to support printing needs in departments and in schools to keep printing costs down and improve the reliability of the print function. Dedicated printers for individual use will follow the following procedures:

1. Submit ticket request to IT to assess the needs and obtain a quote
2. If approve, submit a requisition in Intacct.
   a. Approve requisition if budget is available (over $5,000- requires Board approval).
   b. Obtain PO generated by the purchasing system – Intacct.
   c. Once the purchase order has been approved, the IT Department will place the order with the vendor.
   d. Once the order has been rendered by the vendor, the vendor then can submit their invoice to Bill.com for payment.
   e. Finance will match the PO with the submitted invoice for payment.
   f. Printer ink: □ All ink requests will be reviewed by OIT to ensure that the device(s) is/are not already on the Ricoh contract, where ink is automatically provided at a reduced cost to the Schools. □ To minimize the risk of over-ordering, OIT may reduce the number of ink/toner cartridges requested if the requested number far exceeds the number of devices. □ Bulk ordering of ink supplies for low-yield devices will not be approved due to the risk of the devices themselves becoming obsolete before supplies are used in their entirety. □ Instead, OIT will approve the required amount and one spare to allow time to order new supplies.

If you have any questions, please contact Luis Pena Director of IT.

APPENDIX E

Travel approval procedures

 All travel requests for employees of the schools shall be approved in writing by the Superintendent, School Principal, School Finance Officer (SFO) and prior to obligating the school to pay related expenses and prior to attendance at the travel event. Board approval is also required in order to receive any reimbursements for all approved expenses.

Prohibited travel reimbursements

A) Subsistence reimbursement for overnight travel within the State, except where authorized by the Superintendent, School Principal and SFO.

B) Travel by School Board members or employees whose duties are unrelated to the purpose of the travel event or who are not required to attend to meet continuing educations requirements.

C) Cost of travel by spouses, civil union partners, domestic partners, immediate family members and other relatives.

D) Costs for employee attendance for coordinating other attendees' accommodations at the travel event;

E) Training to maintain a certification that is not required as a condition of employment (example: CPE credits to maintain a CPA license if the employee is not required to be a CPA for continued school district employment).

F) Charges for laundry, valet service, entertainment; Limousine services, and chauffeuring costs to or during the event.

G) Car rentals, either utilized for airport transportation or transportation at a conference, convention, etc., unless absolutely necessary for the conduct of school business. Justification must accompany any request for car rentals. If approved, the most economical scheduling of car rental is to be used, including the use of subcompacts, discounted and special rates. When car rental is authorized, the employee shall not be issued an advance payment for the anticipated expense associated with the rental.

H) Alcoholic beverages.

I) Entertainment costs including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities).

J) Gratuities or tips in excess of those permitted by Federal per diem rates.

K) Reverse telephone charges or third-party calls.

L) Hospitality rooms.

M) Souvenirs, memorabilia, promotional items or gifts.

N) Air fare without documentation of quotes from at least three airlines and/or on-line services.

In – House Professional Development Training Sessions:

- PD less than 4 hours: no food will be provided.
- PD 4 hours or more: food for the meal being covered by the time frame can be provided from one of the preferred vendors we select. (Breakfast **or** Lunch), if providing both meals for the session breakfast will consist of the following:
  - continental breakfast including coffee, tea and water with a small Danish.

All meal/beverage purchases will be in alignment with the per-person spending limit set forth in the policy.
- When processing your requisition for approval, please scan and attached the following:
    - Agenda of the meeting/ session.
    - Attendance Sheet

<u>Travel methods</u>:

(a) For the purposes of this section, "transportation" means necessary official travel on railroads, airlines, shuttles, buses, taxicabs, school owned or leased vehicles and personal vehicles. (b) The purchase or payment of related transportation expenses shall be made by purchase order or personally by a school employee, school board member and reimbursed at the conclusion of the travel event. An actual invoice or receipt for each purchase or expense shall be submitted with a claim for reimbursement.

The following travel expenses requirements apply:

1. Air and rail tickets shall be purchased via the Internet, if possible, using airline or online travel services such as Travelocity, Expedia or Hotwire. 2. Air travel shall only be authorized when determined that it is necessary and advantageous to conduct school business.   i. The most economical air travel should be used, including the use of discounted and special rates.   ii. The following options should be considered when booking tickets:

(1) Connecting versus nonstop flights;
(2) Departing earlier or later compared to the preferred departure time;
(3) Utilizing "low cost" airlines; and
(4) Exploring alternate arrival and/or departure days

Airline tickets shall not be booked until all necessary approvals have been obtained.   Justification shall be required when actions by a traveler result in additional expenses over and above the authorized travel request. Sufficient justification shall be considered only for factors outside the control of the purchaser.
2. Rail travel shall only be authorized when determined that it is necessary and advantageous to conduct school business.   The most economical scheduling of rail travel shall be utilized, including excursion and government discounts, whenever applicable.
3. The allowance for a meal or meals, or incidentals shall not be eligible for reimbursement when included and paid in the registration fee. The fee shall be based on the State's GSA rates for each meal.
4. The cost of lodging or transportation charger receipts shall be required for all hotel and incidental expenses. The fee shall be based on the State's GSA rates for each meal or the rates provided by the host hotel of the event.
5. In any cases in which the total per diem reimbursement is greater than the Federal per diem rates, the costs shall be considered excessive in the absence of substantial justification accompanying the travel voucher submitted by the employee or board member. In such cases, receipts shall be submitted for all costs including meals.
6. Employees and board members shall patronize hotels and motels that offer special rates to government employees unless alternative lodging offers greater cost benefits or is more advantageous to the conduct of school business

If there is no hotel at the site of the current travel event (for example, Hershey Convention Center), then reimbursement for lodging shall not exceed the Federal per diem rate. 3. If the meal is not part of a one-sum fee for a travel event, reimbursement may be approved for the full cost of an official convention meal that the employee or school board member attends, when such meal is scheduled as an integral part of the convention or conference proceedings. Receipts shall be submitted in order to obtain reimbursement in such situations. The amount of the Federal per diem rate for the corresponding meal shall be deducted from that day's subsistence allowance.

Records and supporting documents (a) All persons authorized to travel on business shall keep a memorandum of expenditures chargeable to the school, noting each item at the time the expense is incurred, together with the date incurred. (b) The travel log shall be completed by the employee or school board member to document the details of the travel event. The travel log must be signed by the employee or school board member to certify to the validity of the charges for which reimbursement is sought. The form must also bear the signatures of approval officials for processing. (c) Sufficient documentation shall be maintained centrally by the school to support payment and approval of the travel voucher. (d) In addition to the documentation required for reimbursement, each person authorized to travel shall submit a brief report that includes the primary purpose for the travel, the key issues addressed at the event and their relevance to improving instruction or the operations of the school. This report shall be submitted prior to receiving reimbursement. (e) Documentation for requests for travel reimbursement shall show:

1. The dates and individual points of travel, number of miles traveled between such points and kind of conveyance used;

2. The hours of the normal work day and actual hours worked must be shown when requesting meal reimbursement for non-overnight travel;

3. Original receipts shall be required for all reimbursable expenses, except for meals that qualify for per diem allowances and for parking meters;

4. Actual vendor receipts for personal credit card charges shall be attached to reimbursement requests. Credit card statements shall not be accepted as documentation of expenses;

5. Personal charges on a hotel bill shall be deducted and shown on the bill;

6. When lodging is shared jointly, the fact must be stated on the travel voucher;

7. Where travel is not by the most economical, usually-traveled route, the employee or school board member reimbursement request shall set forth the details of the route, the expenses actually incurred, the hour of departure, the hour of arrival and an explanation for the use of costlier travel arrangements;

8. When travel is authorized in the employee's or school board member's own automobile on a mileage basis, the points between which travel was made and the distance traveled between each place must be shown.

Travel for a single travel event must be reported as soon as possible after the trip.

(a) All outstanding travel vouchers for the school year ending June 30 shall be submitted as soon as possible after June 30 regardless of amount, notwithstanding (e)12 above. (g) Travel mileage reimbursement requests of the just completed school year that are not submitted by July 30 or the date approved by the school for the closing of books, whichever is earlier, for the just completed school year shall not be approved or paid.

APPENDIX F

FIELD TRIPS POLICY

Date Created: March 20, 2019
Date Edited: April 1, 2019

The Board of Trustees ("Board") of the ASPIRA Bilingual Cyber Charter School ("ASPIRA Bilingual Cyber Charter School") recognizes that field trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program. A field trip is any planned journey for one or more students away from ASPIRA Bilingual Cyber Charter School premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

For purposes of this policy, a field trip means any journey by a group of pupils away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

For purposes of this policy, a "social event" is a party, celebration, or dance organized for the participation of pupils, and "class trips" are trips taken by pupils in a single graduating class, pupils who share a particular interest in an activity, or pupils who are enrolled in a particular subject area. Social events and class trips are not related or are only indirectly related to the curriculum.

FIELD TRIPS:

The Board shall approve all proposed field trips. The Board may authorize field trips for which all or part of the costs are borne by fundraisers, the pupils' parent(s) or legal guardian(s), except that no pupil in a special education class or pupil unable to pay the cost assessed shall be prohibited from attending a field trip.

The staff will be notified of the approval or disapproval of a Field Trip Request in a timely fashion. This process works best when deadlines for submitting requests are adhered to.

Pupils on field trips remain under the supervision of this Board and are subject to its rules and regulations. The Board does not endorse, support, or assume responsibility in any way for any staff member of ASPIRA Bilingual Cyber Charter School that takes students on trips or solicits students for trips not approved by the Board or Superintendent or his/her designee.

The Superintendent or his/her designee shall prepare regulations for the operation of field trips that ensure that the safety and well-being of pupils shall be protected at all times; that parental permission is sought and obtained before any pupil may be removed from the district for a field trip; that each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its usefulness; that the effectiveness of field trip activities are monitored and continually evaluated; that teachers are allowed a considerable degree of flexibility and innovation in planning field trips; that no

field trip will be approved unless it contributes to the achievement of specified instructional objectives; and that teachers are not permitted to make on-site alterations to a trip itinerary, except where the health, safety or welfare of pupils is imperiled or where changes or substitutions beyond the control of the teacher have frustrated the purpose of the trip.

Whenever it is determined that the health, safety or welfare of those who are traveling might be adversely affected, the Superintendent or his/her designee and Board reserve the right to withdraw approval for participation in the trip. ASPIRA Bilingual Cyber Charter School will assume no liability to anyone for reimbursement of any costs or expenses incurred by any trip for which the Superintendent or his/her designee or Board withdraws its approval. The withdrawal of approval will not be arbitrary.

SOCIAL EVENTS AND CLASS TRIPS:

The Board recognizes the value of social events and class trips that will enhance and enrich the school experience for the pupils of the schools.

The Building Principal will make school facilities available and assign staff members as appropriate for the conduct of social events on school premises that have been approved by the Superintendent and for social events and class trips away from school premises that have been approved by the Board. A social event or class trip may be considered to have been approved by this Board only when the Building Principal has duly assigned one or more chaperones to supervise participating pupils. The Board will assume no responsibility for a pupil social event or trip that has not been approved in accordance with this policy.

The Board will not approve a social event or class trip that has the effect of reducing the school year for participating pupils to fewer than one hundred eighty days.

Social events or class trips are not part of the thorough and efficient system of education provided by the Board. Participation in them is therefore not a right and may be denied to any pupil without the due process of notice and an opportunity to be heard. A pupil who demonstrates disregard for school rules may summarily be denied participation in social events and class trips.

Pupils who participate in approved social events and class trips are subject to school policies for pupil conduct and must submit to the authority of assigned chaperones. Infractions of the rules will be subject to discipline in the same manner as are infractions of rules during the regular school program.

A pupil who possesses or consumes alcohol or drugs in the course of an approved social event or class trip will be deemed to have placed all other participating pupils at risk and shall be immediately dismissed from the event or trip. Any such pupil will be returned home by appropriate and safe means of transportation in the company of a chaperone, the pupil's parent(s) or legal guardian(s), or a representative of the pupil's parent(s) or legal guardian(s). Any expenses incurred by the dismissal will be the responsibility of the pupil and/or the pupil's parent(s) or legal guardian(s).

A Field Trip Request Form providing regulations governing the conduct and safety of all participants in social events and class trips will be distribute them to pupil and adult participants. These forms must be completed prior to departure.

EXPENDITURES FOR NON-EMPLOYEE MEALS AND REFRESHMENTS

Expenditures for non-employee including meals, and refreshments may occur during a field trip. Expenditures for non-employee activities, meals, and refreshments for school activities are allowed provided the expenses are in accordance with the Meals, Refreshment and Catering guidelines approved by the School Board.

Allowable expenditures for non-employee school district activities shall include:

1.	All reasonable costs, including light meals and refreshments, directly related to activities that benefit pupils and are part of the instructional program including expenditures for field trips and extracurricular programs that are not solely for entertainment. Nothing in this Policy shall preclude the school from using student activity funds or accepting donations to support pupil activities that are solely for pupil entertainment;

2.	All reasonable costs directly related to activities of dignitaries and other "non-district" employees (e.g. parents), including light meals and refreshments and any other directly related expense. Expenditures for this purpose shall be minimal and infrequent;

3.	All reasonable costs of commencement and convocation activities for pupils; and

4.	Expenditures related to school employees to the extent such employees are essential to the conduct of the activity.

The Board shall, at a minimum, take actions regarding pupil activities as follows:

1.	Pre-approve field trip destinations;

2.	Establish dollar thresholds for awards to recognize special accomplishments; and

3.	Establish a budget supported by general fund revenues for each category of activity in a non-discriminatory manner (e.g. football, boys' soccer, girls' soccer, photography club). Student activity funds are excluded.

APPENDIX G – NEW VENDOR FOM

NEW VENDOR INFORMATION SHEET

Name:

_____

DBA: _____

Address: (Street address, City, State, Zip Code)

_____
_____
_____
_____

Bill to address of the vendor:

_____

_____

Contact Information:

Phone #   _____

 Fax #   _____

Email address:

_____

Contact Person Name:

_____

   o W-9   Yes _____   No _____

     Need W-9 with no exceptions.

APPENDIX – H

Title: **Petty Cash Fund**

Purpose: To establish a uniform method of account for the Petty Cash Funds

Procedure:

1. Aspira Board recognizes the convenience of an imprest cash fund in the day to day operation of a school, but the Board is also aware of the abuses that can result from the establishment of such funds unless there are proper controls.

2. The Board authorizes the establishment of a revolving fund at the School Finance's Office in the amount of $2,000.

3. Petty cash funds may be disbursed only for the immediate payment of comparatively small expenditures and may not be used to circumvent the regular purchasing procedures of the school. Each request for petty cash funds must be in a written document that is signed by the person making the request; supporting documents, if any, will be affixed to the request.

4. The custodian of a petty cash fund shall submit to the School Finance Officer(s) a request for replenishment when the moneys available in the fund have declined to twenty-five percent or less of the authorized amount of the fund. The School Finance Officer shall prepare a request for approval by the Board. The recommendation will include documentation to support the amount of the replenishment and its allocation to any account.

5. The petty cash box must be secured daily. All petty cash funds will be closed out for audit at the end of the school year, and unused funds will be returned to the depository. The custodian of each fund will report to the Board on amounts disbursed from the fund not less than once each year.

Board approved: May 20, 2019

APPENDIX I

Student Incentives and Awards

Goal: Ensure that all staff and student incentives and awards meet local, state, and federal guidelines, including the IRS Guidelines related to the Fringe Benefits Guide.

Source of Funding: The purchase of incentives or awards with general and federal funding are governed by this procedure. School board members, school officials and employees, or members of their immediate family are prohibited from soliciting, receiving or agreeing to receive any compensation, reward, employment, gift, meal, honorarium, travel, reimbursement, favor, loan, service, or other thing of value from any person, firm, corporation, partnership, or business that is a recipient of a purchase order from the school, or a potential bidder, or an applicant for any contract with the school, based upon an understanding that what is solicited or offered was for the purpose of influencing the board member or school employee in the discharge of their official duties. A gift for purposes of this section is defined as any item, or like kind distribution that has value in excess of $50.00.

General funds: The General Fund and Student Activity Fund may be used to purchase "allowable" staff and student incentives to promote the general welfare of the school and the educational development and morale of the students. Various restrictions exist on the use of public funds by Pennsylvania Charter schools

Non-District funds: Student Activity Funds may be used to purchase any reasonable staff or student incentive. Although these funds belong to the respective student group or faculty, all purchases shall be approved by the student group, principal, and the School Board.

State and Federal Grant Funds: State and federal grant funds generally may **not** be used to purchase awards and incentives except for allowable expenditures as per listed below

The following items **may be purchased with** Title I Parent Engagement Funds:

- ❖ Food for Instructional Parent/Meeting/Activities (Bi-Annual Title I Meeting, PTO Meeting/Activities, Donuts with Mom, etc.) Must provide flyer, agenda, sign in sheet, and power point.
- ❖ Desktop Computer for Parents' Resource Room
- ❖ Printer Cartridges for Parents' Resource Room
- ❖ Bulletin Board and Bulletin Board Supplies (construction paper, lettering, borders, push pins, tape, etc.)
- ❖ Envelopes for Parent Mailings
- ❖ Postage specific to parental engagement activities
- ❖ General Office Supplies (File folders, paper clips. stapler, staples, staple remover, post it notes, pens, desk calendar, three-hole punch, etc.)
- ❖ Parent Resource Books (Behavior Strategies, Self Esteem, etc.)

The following items **may NOT be purchased with** Grant Funds:

- ❖ Cash Awards
- ❖ Gift Cards
- ❖ Incentives which advertise a product or brand
- ❖ Incentives used as incentive to participate in a program
- ❖ iPads
- ❖ Laptops
- ❖ Scanners
- ❖ Cameras
- ❖ Candy
- ❖ Food for Parent Conferences, Graduation, End of the Year activities and any other Activity that does not have an instructional focus.
- ❖ Door prizes, movie tickets, gift certificates, passes to amusement parks, and so on

Employee Achievement Awards Employee achievement awards, such as length-of-service or teacher/humanitarian of the year shall be presented to an employee as part of a meaningful presentation, i.e. Employee Recognition Banquet, to comply with the IRS regulations. These awards, if compliant with the IRS, are not taxable.

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

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

Charter School: **ASPIRA Bilingual Cyber CS**

Chief Executive Officer: **Mrs. Andrea Gonzalez-Kirwin**

Special Education Director/Coordinator: **Diane Greening**

BSE Special Education Adviser: **Dr. Beth Marvin**

Date of Report: **July 27, 2020**

Date Final Report Sent to LEA: **April 12, 2019**   **Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA**

First Visit Date: **June 11, 2019**

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. **FSA-CONFIDENTIALITY** **Standard** The LEA is in compliance with confidentiality requirements.			Y
		X				5. **FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)** **Standard:** The LEA uses dispute resolution processes for program improvement.			
		X				8. **FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION** **Standard:** The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. **FSA-INDEPENDENT EDUCATIONAL EVALUATION** **Standard:** The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
	N					11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will develop a plan to expand its continuum of special education services to support the availability of LRE under 34 CFR Part 300. Evidence of Change: The LEA will submit the plan to the BSE Adviser no later than September 1, 2019	04/11/2020 LEA IU PaTTAN BSE Adviser	09/01/2019
Y						12. **FSA-EXTENDED SCHOOL YEAR SERVICES**			
Y						13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**			
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 2 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			
					3 0 0 2 3 0	Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)**			
						Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING**			
						Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
7	2	1				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
5	2	3				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	3	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	0	3				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. **FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. **FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. **TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.			Y
						Topical Area 2: Delivery of Service			
Y						17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	D K	Not Obs	%#	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. **FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION** **Standard:** LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
				2 4 0 1 1 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					2	Always			
					3	Sometimes			
					1	Rarely			
					0	Never			
					2	Don't Know			
					0	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					2	Always			
					1	Sometimes			
					0	Rarely			
					2	Never			
					2	Don't Know			
					1	Does not Apply			
						P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			
					2	Always			
					4	Sometimes			
					0	Rarely			
					1	Never			
					1	Don't Know			
					0	Does not Apply			
7	2	1				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	0	2				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	1				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	2				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
8	0	2				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b If yes, in what ways? Improvement in all core content classes. Improving reading and writing skills through curriculum. Works well with others; absorbs content and is familiar with peers. Functions well. Has strengthened academic and functional skills. Participation with peers. Doing well in academic classes. Stays on task with peers. Peers are prompting and receives support from class.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
9	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	1	1				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you? Disability learning styles, individual needs.			
8	2	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
5	3	2				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
6	2	2				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	4				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Needs additional skills in academics. Needs additional supports and service. Needed more instructional support and additional service. Need for additional support in core content. The need for additional support. Needed additional supports.			
0	0	4				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on time needed to provide additional support and service. Collaborated with LEA and reviewed data. Based on needs. Amount of time needed. Based on how much time is needed. IEP team.			
6	2	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
6	0	4				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	1	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
8	1	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment	The LEA will develop an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day. Evidence of Change: The LEA will submit the improvement plan by September 1, 2019.	04/11/2020 LEA IU PaTTAN BSE Adviser	09/01/2019
	N					16. **FSA-PARTICIPATION IN PSSA AND PASA (SPP)** **Standard:** The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will develop an improvement plan to address meeting the SPP target for participation rate. Evidence of Change: The LEA will submit the improvement plan by September 1, 2019.	04/11/2020 LEA IU PaTTAN BSE Adviser	09/01/2019
Y						16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
4	0	6				FR 153. PTE-Consent Form is present in the student file			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 154.	Demographic data			
4	0	6				FR 155.	Reason(s) for referral for evaluation			
2	2	6			50%	FR 156.	Proposed types of tests and assessments	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
4	0	6				FR 157.	Contact person's name and contact information			
4	0	6				FR 158.	Parent signature or documentation of reasonable efforts to obtain consent			
4	0	6				FR 159.	Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)				
6	0	4				FR 194.	PTRE-Consent Form is present in the student file			
6	0	4				FR 195.	Demographic data			
5	1	4			17%	FR 196.	Reason for reevaluation	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 197.	Types of assessment tools, tests and procedures to be used			
6	0	4				FR 198.	Contact person's name and contact information			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 199. Parent has selected a consent option			
6	0	4				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
4	0	6				FR 160. ER is present in the student file			
4	0	6				FR 161. Evaluation was completed within timelines			
4	0	6				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
4	0	6				FR 163. Demographic data			
4	0	6				FR 164. Date report was provided to parent			
4	0	6				FR 165. Reason(s) for referral			
4	0	6				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
4	0	6				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
4	0	6				FR 168. Teacher observations and observations by related service providers, when appropriate			
4	0	6				FR 169. Recommendations by teachers			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
4	0	6				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
4	0	6				FR 173. Lack of appropriate instruction in reading			
4	0	6				FR 174. Lack of appropriate instruction in math			
4	0	6				FR 175. Limited English proficiency			
4	0	6				FR 176. Present levels of academic achievement			
4	0	6				FR 177. Present levels of functional performance			
4	0	6				FR 178. Behavioral information			
4	0	6				FR 179. Conclusions			
4	0	6				FR 180. Disability Category			
4	0	6				FR 181. Recommendations for consideration by the IEP team			
4	0	6				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			

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Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 186.	Instructional strategies used and student-centered data collected			
0	0	10				FR 187.	Educationally relevant medical findings, if any			
0	0	10				FR 188.	Effects of the student's environment, culture, or economic background			
0	0	10				FR 189.	Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190.	Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191.	Observation in the student's learning environment			
0	0	10				FR 192.	Other data if needed			
0	0	10				FR 193.	Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)				
6	0	4				FR 207.	RR is present in the student file			
6	0	4				FR 208.	Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
4	2	4			33%	FR 209.	A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 210.	Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	4			33%	FR 211.	Date IEP team reviewed existing evaluation data	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 212.	Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
2	4	4			67%	FR 213.	Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 214.	Aptitude and achievement tests			
5	1	4			17%	FR 215.	Current classroom based assessments and local and/or state assessments	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 216.	Observations by teacher(s) and related service provider(s) when appropriate			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	4			33%	FR 217. Teacher recommendations	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
6	0	4				FR 220. Limited English proficiency			
6	0	4				FR 221. Conclusion regarding need for additional data is indicated			
0	0	10				FR 222. Reasons additional data are not needed are included			
6	0	4				FR 223. Determination whether the child has a disability and requires special education			
4	2	4			33%	FR 224. Disability category(ies)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	3	4			50%	FR 226.	Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
6	0	4				FR 227.	Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228.	Interpretation of additional data			
0	0	10				FR 229.	Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230.	Indication of process(es) used to determine eligibility			
0	0	10				FR 231.	Instructional strategies used and student-centered data collected			
0	0	10				FR 232.	Educationally relevant medical findings, if any			
0	0	10				FR 233.	Effects of the student's environment, culture, or economic background			
0	0	10				FR 234.	Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235.	Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236.	Observation in the student's learning environment			
0	0	10				FR 237.	Other data if needed			
0	0	10				FR 238.	Statement for all 6 items			
6	0	4				FR 239.	Documentation of Evaluation Team Participants			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
3	0	5	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
2	0	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 242.	Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
10	0	0				FR 243.	Demographic data			
10	0	0				FR 244.	Purpose(s) of the meeting			
5	0	5				FR 245.	Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
4	0	6				FR 246.	Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247.	Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
8	2	0			20%	FR 248.	Invited IEP team members	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
10	0	0				FR 249.	Date/time/location of meeting			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253 Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
9	0	1				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
9	0	1				FR 261. Anticipated duration of services and programs			
0	0	10				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)				
10	0	0				FR 263.	Parents			
5	0	5				FR 264.	Student			
9	1	0			10%	FR 265.	General Education Teacher	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
10	0	0				FR 266.	Special Education Teacher			
10	0	0				FR 267.	Local Education Agency Representative			
0	0	10				FR 270.	Community Agency Representative			
0	0	10				FR 271.	Teacher of the Gifted			
0	0	10				FR 272.	Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273.	Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)				
0	0	10				FR 274.	If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275.	If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276.	If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277.	If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 278.	If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				FR 279.	If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280.	If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)				
9	1	0			10%	FR 281.	Student's present levels of academic achievement	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
10	0	0				FR 282.	Student's present levels of functional performance			
4	1	5			20%	FR 283.	Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 284.	Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
9	0	1				FR 285.	How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286.	Strengths			
10	0	0				FR 287.	Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)				
4	1	5			20%	FR 289.	Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
4	1	5			20%	FR 290.	An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
4	1	5			20%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
7	3	0			30%	FR 302. Measurable Annual Goals	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
4	5	1			56%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
8	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
5	0	5				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
7	1	2			13%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5			40%	FR 318.	Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
0	5	5			100%	FR 319.	Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
						EDUCATIONAL PLACEMENT (File Reviews)				
10	0	0				FR 320.	Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321.	Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322.	Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323.	Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324.	Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325.	Location of student's program (name of School Building where the IEP will be implemented)			
8	0	2				FR 326.	If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)				

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	7	0			70%	FR 327.　Completed Section A or Section B	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28.　Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29.　Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30.　Was the meeting held at a time and location that was convenient for you?			
0	0	8	0			P 31.　If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32.　Was the input you provided considered in the development of your child's current IEP?			
6	1	1	0			P 32a.　Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b.　If no, what training or support would assist you? To understand my child's needs and how I can help.			
8	0	0	0			P 33.　Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35.　Was the current IEP developed at the IEP meeting?			
7	0	0	1			P 36.　If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
7	1	0	0			P 37.　Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	7	0			P 38.	If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39.	Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65.	If you did not participate in your child's IEP meeting, what kept you from participating?			
5	0	5				GE 74.	Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	3	5				GE 75.	Did you recommend any needed supports to implement the current IEP for this student?			
2	0	8				GE 76.	Were those recommendations considered by the IEP team?			
7	2	1				GE 86.	When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
3	6	1				GE 87.	Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT				
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)				
7	0	0	1			P 40.	Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
7	0	0	1			P 41.	Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
8	0	2				GE 81.	Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	0	3				GE 82.	Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
7	0	3				GE 83.	Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98.	Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
6	0	4				SE 104.	If appropriate, are the student's annual goals based on functional performance?			
9	0	1				SE 106.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 107.	If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 108.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112.	Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117.	Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	1				SE 117a.	In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1				SE 117b.	If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Has learned to be more independent and self reliant. Participating with peers. Exposure to grade level curriculum More confidence; academically, can handle assignments. Interacts with peers, teaches ways to improve skills. Accessing curriculum on grade level. Motivated by the involvement; very outgoing; helps to become successful. Socialization; successful with supports in general education classroom. A good student. Is able to stay focused.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	1	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	2				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
3	0	7				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
2	1	7				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				GE 79c. If yes, what reasons were discussed for recommending removal? Need additional support and service. Needs additional support and service.			
0	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team. IEP team.			
2	0	8				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
0	0	10				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 110.	Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111.	If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113.	If required, were the testing accommodations included in this student's current IEP implemented?			
8	0	2				SE 114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				
6	0	1	1			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	1	0	1			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	3	0	1			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	0	1			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46.	If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	4	0			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
8	0	2				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
5	0	5				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
4	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	4	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
5	3	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	3	0			P 50c. If yes, what reasons were discussed for recommending removal? Small group, reinforce math and reading class in a small group setting, very bright. Needs additional supports. Needed additional academic and functional skills. Needs small group for more instruction. Need for additional instruction.			
0	0	3	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						I don't remember. Based on hours of school, plus related services. Based on needs Team Team			
6	1	0	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	0	0	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? Grades are improving. Likes being in a small group with peers. Likes to be with peers. It's a good setting, more socialization. Likes being with peers and building skills. Grades are improving. Is motivated to do well.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			
					4 0 0 0 0 4	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					7 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 123.	Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN				
						(File Reviews)				
10	0	0				FR 328.	NOREP/PWN is present in the student file			
10	0	0				FR 329.	Demographic data			
10	0	0				FR 330.	Type of action taken			
10	0	0				FR 331.	A description of the action proposed or refused by the LEA			
10	0	0				FR 332.	An explanation of why the LEA proposed or refused to take the action			
9	1	0			10%	FR 333.	A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
10	0	0				FR 334.	Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
8	0	2				FR 335.	Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336.	Educational placement recommended (including amount and type)			
10	0	0				FR 337.	Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338.	Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339.	Parent has selected a consent option			

Y	N	NA	D K	Not Obs	% % #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will develop and provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will focus upon compliance documentation. Evidence of change: The LEA will submit participant sign-in sheets and training agendas/ handouts to the BSE Adviser. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	04/09/2020
						INTERVIEW RESULTS (Parent)			
1	0	7	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					7 1 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					5 3 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		1	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
					2 2 1 5	d. staff's knowledge, training i. support services k staff's understanding and attitude n. other Is self-sufficient in the program. Values parent input, concern for child, very caring. They encourage me to be involved. Is making progress I like the services, feels like a typical child.			
		2	0		 1 5	P 67. Tell me anything you would like to change about the program. k. staff's understanding and attitude n. other Training all staff on how to work with students with IEPs. Needs more preparation for high school and adulthood. Extra curricula for those with IEPs. More field trips; more hands-on. Training of all staff to work with students with disabilities.			
		0	0		 3 5	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree			
						P 69. Additional comments about your child's program. I like the school. Happy with program. Happy with the program.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Location of Services: The LEA's use of physical facilities does not meet the requirements for cyber charter school's Operations and Use of Facilities. 24 P.S.17 - 1741-A-17 - 1751 - A.xx	The LEA will no longer use the physical facility as a placement for instructing students with disabilities. Evidence of Change: SPOC will make monthly onsite visits to determine if facilities are being utilized correctly. Student files will be reviewed at each visit.	01/31/2020 PDE Representative SPOC	01/30/2020 Extension Date: 07/01/2020

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 9: Other Improvement Plan Issues			
						Location of Services: The LEA's use of physical facilities does not meet the requirements for cyber charter school's Operations and Use of Facilities. 24 P.S.17 - 1741-A 17 - 1751 - A xx	The LEA will eliminate the use of the physical facility during the instructional day. Parents will be notified and IEPs will be reviewed. Evidence of Change: The LEA will provide a list of students with a disability whose IEP was reviewed and/or revised to reflect cyber charter school use according to 24 P.S.17 - 1741-A 17 - 1751 - A. BSE Adviser will conduct a file review to verify compliance.	04/11/2020 LEA IU PaTTAN BSE Adviser	01/30/2020 Extension Date: 07/30/2020
						FSA #11 and 11A LRE	In accordance with the improvement plan, this LEA will conduct professional development workshops for parents and teacher of students with special needs with the goal of increasing the >80% category for LRE. Evidence of Change: Agendas Sign in/sign out sheets	07/30/2020 LEA IU PaTTAN BSE Adviser	07/22/2020
						FSA #16 PSSA Participation	In accordance with improvement plan, this LEA will increase the number of students with special needs who participate in the standardized assessments through communication and workshops Evidence of Change: Sign in sheets agendas	07/30/2020 LEA IU PaTTAN BSE Adviser	07/22/2020

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA #11 LRE Due to COVID 19 mandatory school closures and the need for a revised school day during the 2019 - 2020 school year the requirement to increase the >80% category is continued for the 2020 - 2021 school year.	In accordance with 34 CFR 300.114 - 117 this LEA will provide staff development workshops and/or offer the opportunity to attend external PD on topics related to LRE and modifying curriculum for students with special needs. Evidence of Change: The LEA will provide SPOC with a list of workshops and agendas that were offered to staff and the agendas for each with the goal of increasing the >80% in general education classes.	07/30/2021 BSE Adviser Pattan Representative LEA team IU Representative	
						Location of Services: The LEA's use of physical facilities does not meet the requirements for cyber charter school's Operations and Use of Facilities. 24 P.S.17 - 1741-A 17 - 1751 - A.	The LEA will revise IEPs to reflect an inclusion model of instruction beginning with general education. Evidence of Change: LEA will provide a list of students whose LRE has changed. Penn Data reports will also provide an indicator of change,	07/30/2021 BSE Adviser Pattan Representative LEA team IU Representative	

Special Education Guidebook

Table of Contents

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 3 days prior to the 1st meeting date.
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.
   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 showing up to 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, TSSs, 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 reevaluation is done…as long as it does not go out of compliance.**

Send out the first invitation to parent — (6)

1st IEP Meeting
If the parent doesn't show up, schedule the 2nd meeting — (13)

2nd IEP Meeting
If the parent doesn't show up, schedule the 3rd IEP Meeting. — (21)

3rd IEP Meeting
If the parent doesn't show up, have the IEP Meeting. — (29)

IEP Due — (30)
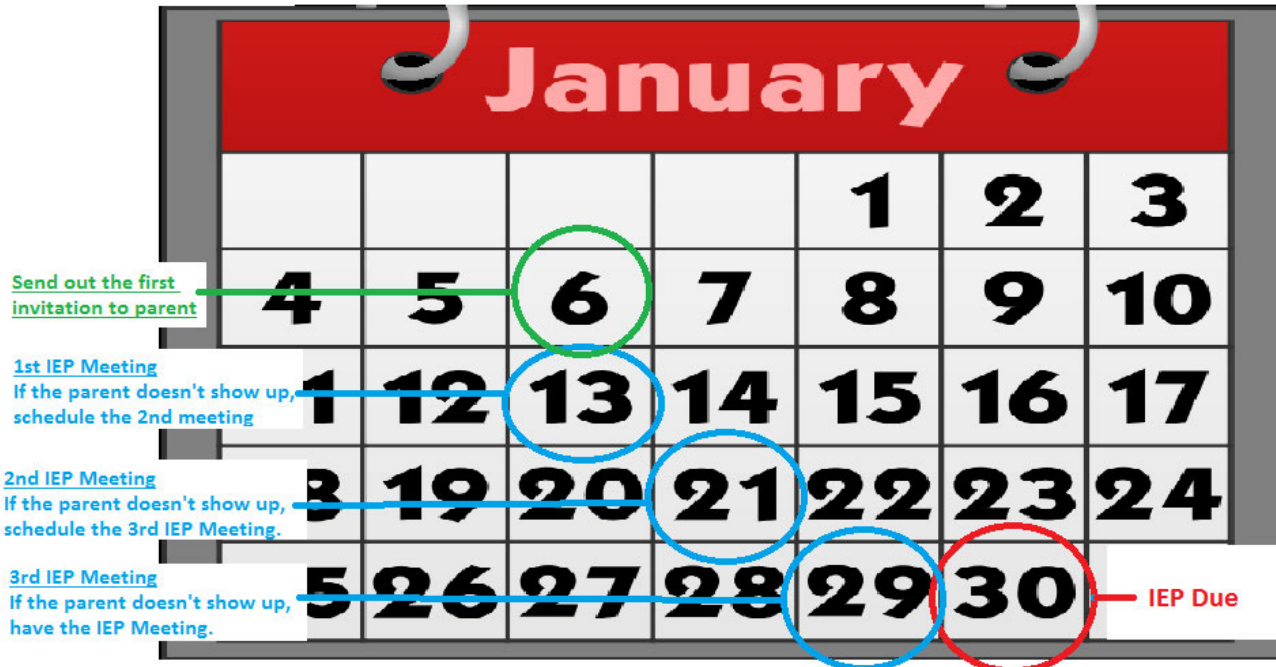
Scheduling - 30 and 10 day Rules

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:
    o Psychoeducational evaluation
    o 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:
    o 5 Consecutive Days
    o 10 Consecutive Days
    o 15 Cumulative Days
- Student is physically restrained by a staff member:
    o This includes STMs putting handcuffs on a student.
    o This includes CPI or Handle with Care restraint holds
    o This does not include "guiding a student"
    o 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

Propose IEP Goals

Consider Related Service (Get Proper Approval)

Create Proposed IEP

Send to LEA to check

Hold IEP Meeting

Make Changes to IEP

Assessments

o Required Assessments

- Reading Assessment
  - Woodcock Johnson Reading Mastery
- Math Assessment
  - Key-Math 3 Diagnostic Assessment
  - Woodcock Johnson Achievement Test

DISCLAIMER: If the student is having a psychoeducation evaluation/reevaluation done at the same time as the IEP … The psychologist will have already done both the math and reading assessments for you. In this case, you can use those results rather than having to give the assessment yourself.

- Transition Assessment
  - Brigance Assessment (Low Inc)
  - Transition Planning Inventory (TPI) (High Inc)
    - o 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.
    - o Common Assessments include:
      - CBMs
      - Baselines from
      - FBAs
      - Attendance and
      - Behavior Records
      - Teacher Made Assessments
      - Work rubrics
- 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
- o Other Assessments
  - ▪ Related Service Assessments
  - ▪ Functional Behavioral Analysis

Interpreting and Including Evaluations/Reevaluations

- ● The reevaluation is a document completed by a psychologist:
  - o Once for a student with a gifted IEP
  - o Every 2 years for a student who has an intellectual disability
  - o Every 3 years for all other diagnoses
- ● What to include in the IEP
  - o Cognitive (Low Incidence only and only a summary), Adaptive (Low Incidence only and only a summary), and Behavioral Assessments.
- ● Achievement Assessments (Note – You still need to complete new achievement assessments every year).
  - o Needs and Recommendations

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, we do want to encourage them to participate and contribute to this process. To support this, please speak to the teacher to make the request for the to complete the form. If the teacher does not complete the form:
  - o 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,

  - o 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

  o 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: 5 point IEP Goal.**
- Required materials for an IEP Goal
  o Progress Monitoring Assessment – This is needed to create a baseline and a wording for the assessment.
  o 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 put into the IEP.
- Related Service Options

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

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 48 hours prior to when the IEP meeting is being held.**
- If the IEP is not complete by this time, send the LEA:
  o A draft of the document (it will be incomplete)
  o A list of the items that are missing
  o 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 – *James Thompson/Designee*

I 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: ● 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: ● 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: ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Does the student need an assistive technology and/or service	Should be identified in either the evaluation/ reevaluation or appropriate related service provider.	Have the related service provider create: ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services See Section VI for examples

Does the student have limited English proficiency	Should be identified by the ELL Coordinator.	• 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. • **The ELL Teacher is a mandatory participant in this meeting.**
Does the student exhibit a behavior that impedes his/her learning or others?	Should be supported by the LEA.	• 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 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.
- Anecdotal Notes from Math and Reading Teachers is appropriate.
- Low Incidence 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.
  - Computer Classes, CTEs, etc.
- 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.
- 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 LS
  - Although of an average/above average IQ, without the support of accommodations and modifications, his difficulty with reading/math will make it difficult for him to access the general curriculum. His written language, while functional, would be greatly improved by consistent use of a strategies. (NAME OF STUDENT)s skills deficits, if not improved, could also impact his independent living skills.
- Example for LSS:
  - (NAME OF STUDENT) is a student who has previously been diagnosed with an Intellectual Disability. His disability inhibits his ability to master prerequisite skills required for him to progress in a general education curriculum. His current placement in a life skills support classroom does not require him to participate in the general education curriculum. (NAME OF STUDENT)benefits from small group instruction in vocational training, domestic maintenance, personal maintenance, 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:
  - Reevaluation
  - 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

Goal: _____

Transition Goal Examples		
Post-Secondary Education	**Employment**	**Independent Living**
Goal Starters		
Ex. 1: Upon graduation, (student name) has a goal of attending a two or four year college. Ex. 2: Upon graduation, (student name) has a goal of attending a trade school. Ex. 2: Upon graduation, (student name) has a goal of attending on the job training.	Ex. 1: (Student name) has a goal of competitive employment. Ex. 2: (Student name) has a goal of being employed through supported employment. (He/she) will require agency support to do so.	Ex. 1: (Student name) has a goal of living independently. Ex. 2: (Student name) has a goal of living with family support. Ex. 3: (Student name) has a goal of living with family or community support. (He/She) will require agency support to do so.
Individualized Goals **(Best Practice)**		
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. Ex. 2: Upon graduation, (student name) has a goal of attending a trade school to become an electrician.	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. Ex. 2: Following (his or her) study at a trade school, (student name) has a goal of competitive employment in the electrical field. 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.	See above

Services and Activities:

*Each goal must have at least 1 service and 1 activity.

SERVICE: A service is connected to a measurable annual goal that is already in the student's goal/objective section of his or her most recent IEP.

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.

ACTIVITY: An activity is anything that the student will be involved in that will support their achievement of the overall goal. (see below for examples)

Examples of Activities		
Activities to Support: Post-Secondary Education	**Activities to Support: Employment**	**Activities to Support: Independent Living**
Attend a college fair (9-12 grade)	Explore your "dream job" and identify the training/education needed (9-11 grade)	Explain likes and dislikes outside of school (9-12 grade, Low Inc)
Attend the transition fair (9-12 grade, Low Inc)	Learn about employer expectations (e.g., attire, punctuality, hygiene, calling out sick, job expectations, etc.) (9-12 grade, Low Inc)	Develop a budget/work on budgeting skills (9-12 grade, Low Inc)
Attend military fair (9-12 grade)	Complete an employment/career interest inventory. (9-12 grade, Low Inc)	Join an extracurricular activity at school (9-12 grade, Low Inc)
Register with College Access (9-11 grade)	Demonstrate problem solving strategies (9-12 grade)	Practice advocating for your needs during classes, IEP meetings, etc. (9-12 grade, Low Inc)
Meet with counselor to review goals and credits (9-12 grade)	Practice filling out job applications (9-12 grade, Low Inc)	Describe and be aware of the medications you take (name, dosage, why you're taking them). (As needed)
Develop a graduation credit plan (9-12 grade)	Practice/review job interviewing skills (9-12 grade, Low Inc)	Learn how to access transportation in the community (9-12 grade)
Use an agenda book or calendar to keep track of assignments (9-12 grade, Low Inc)	Participate in a mock interview (9-12 grade)	Learn how to manage (his or her) money. (9-12 grade)

Complete and turn in assignments on time *(9-12 grade)*	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)*
Understand his or her disability in terms of strengths and weaknesses *(9-12 grade)*	Create a resume *(9-12 grade)*	Practice self-advocacy skills *(9-12 grade)*
Sign up for the PSATs *(10-11 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)*
Sign up for SATs and advocate for accommodations that he or she will need *(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)*
Attend a college visit *(11-12 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)*
Visit technical school or certificate program *(11-12 grade, Low Inc)*	Monitor punctuality and attendance to encourage job success *(For students with excessive latenesses/absences)*	If your goal is to live on your own or with a roommate, talk with your family, school, and agency supporters *(12 grade)*
Investigate scholarship opportunities and funding sources *(11-12 grade)*	Register with The Office of Vocational Rehabilitation (OVR) *(11-12 grade)*	Register to vote *(students age 18)*
Apply to colleges *(12 grade)*	Work on a career portfolio *(12 grade)*	Register with IDS *(Low Inc/Students with 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 *(Low Inc)*	(Student name) will ability 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. *(Low Inc)*
Participate in community based instruction *(Low Inc)*	(Student name) will increase social skills using a social script, applied social skills scenario, and in a community environment. *(Low Inc)*	(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. *(Low Inc)*
Participate in school based/community based vocational training *(Low Inc)*	Practice using money skills in a realistic setting *(Low Inc)*	Participate in daily personal maintenance routine (e.g., brushing teeth, applying deodorant, etc.) *(Low Inc)*
Participate in travel training activities. *(Low Inc)*	(Student name) will maintain a clean and neat workspace by appropriately disposing of trash, cleaning table, sweeping, and organizing personal belongings. *(Low Inc)*	Participate in domestic maintenance activities such as doing laundry. *(Low Inc)*
(Student name) will complete multi-step directions and tasks. *(Low Inc)*	(Student name) will complete applications for employment. *(Low Inc)*	Participate in community based instruction travel training, pedestrian/safety words and signs, social skills, shopping/money skills, etc. *(Low Inc)*

Who are the person(s)/agency responsible?
Examples: Student Special Education Teacher Special Education and Regular Education Teachers Case Manager School Counselor Transition Coordinator OVR Counselor *When answering this question, think who will be supporting the student to follow through with this service or activity?

TRANSITION GRID EXAMPLE:

Postsecondary Education and Training Goal:	Measurable Annual Goal?
Timing + Student Name + Goal Example: • After Graduation, (STUDENT NAME) will attend a 4 year college. • After Graduation, will become enrolled in an employment training program. Full Time vs. Part Time Field of Study	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, Computer Graphics II, etc.). If the IEP will extend over 2 school years. You must write "current courses for the 2017-2018 school year" and "prospective courses for the 2018-2019 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
At least 1 Service and 1 Activity that will help the student reach the above mentioned goal.	Where	How often	IEP Begin Date	IEP end Date	IEP Team Members responsible- this should not be 1 single person

Employment Goal **Timing + Student Name + Goal** Example: ● After Graduation, NAME will gain part time competitive employment. Full Time vs. Part Time Field of Study	Measurable Annual Goal? Yes

Course of Study: Write out the classes that the student is taking this year as are written in PowerSchool (e.g, Adapted English 3, English 4, Chemistry, Computer Graphics II, etc.). If the IEP will extend over 2 school years. You must write "current courses for the 2017-2018 school year" and "prospective courses for the 2018-2019 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
At least 1 Service and 1 Activity that will help the student reach the above mentioned goal.	Where	How often	IEP Begin Date	IEP end Date	IIEP Team Members responsible

Independent Living Goal **Timing + Student Name + Goal** Example: ● After Graduation, Timothy will live independently in the community. Type of residence and activities in the community	Measurable Annual Goal? Yes

Course of Study: Write out the classes that the student is taking this year as are written in PowerSchool (e.g, Adapted English 3, English 4, Chemistry, Computer Graphics II, etc.). If the IEP will extend over 2 school years. You must write "current courses for the 2017-2018 school year" and "prospective courses for the 2018-2019 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
At least 1 Service and 1 Activity that will help the student reach the above mentioned goal.	Where	How often	IEP Begin Date	IEP end Date	IEP Team Members responsible

IV Participation in State and Local Assessments

In this section, we indicate:
- Which assessments our students will participate in.   - What appropriate accommodations should be in place for them.
Kinds of Testing Accommodations
- 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:

- o 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 every day 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.
  - o 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 every day 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.
- If yes, Check VIDEO TAPE below

Choose how the student's performance on the PASA will be documented:

☐ Videotape (which will be kept confidential as all other school records)

☐ Written Narrative (which will be kept confidential as all other school records)

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":
  - o An alternate assessment is appropriate for (NAME). An alternate assessment will allow for a more accurate assessment of Timothy s development and progress.

Explain why the alternate assessment is appropriate:

V Goals and Objectives
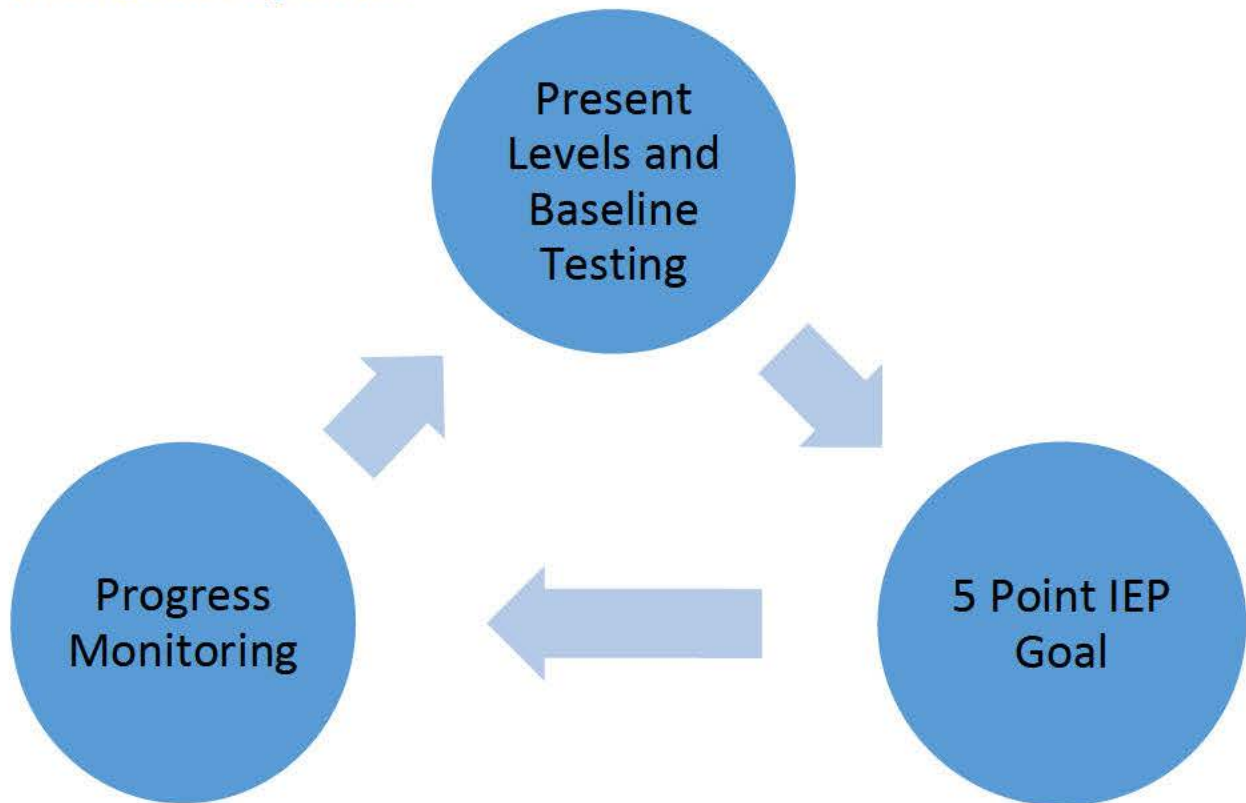
- Step 1: Which goals should I choose?
    - o Achievement: Choose whatever specific area on the assessment has a standard score under 80. There should be a goal in that area.
    - o Behavioral:
        - Behavior – Goal should be supported by an FBA and focus on the **Target Behavior.**
        - Attendance – Every student who has more than 6 absences should have an attendance goal.
    - o 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
        - Teacher for the Visually Impaired
        - Orientation and Mobility Training
        - Assistive Technology
    - o Functional: This is mostly seen in low incidence 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
    - o 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
    - o *Before you can measure how far to go, you have to know where you are starting.*
    - o **Use whatever Assessment you are going to use for Progress Monitoring to give the initial baseline.**
    - o 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.	

Short term objectives/benchmarks
● Required for all students who take the PASA.
● 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

o Given a double digit multiplication problem involving only whole numbers (Condition), (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).

o Given a curriculum based assessment consisting of whole double or single digit numbers divided by single digit numbers (Condition), (Name) will be able to correctly solve (Action) them on 16 out of 20 trials(Criteria). (Baseline: 3 out of 20 trials) (Baseline)

o Given a passage on a 7th grade reading level (Condition), (Name) will increase (Action) her reading speed to 120 words correct per a minute(Criteria) (Baseline: 98 words correct per a minute) (Baseline)

o Given a reading passage at an 8th grade reading level (Condition), (Name) will be able to answer (Action) 17 out of 20 multiple choice answers correctly (Criteria). (Baseline: 10 out of 20 multiple choice answer complete). (Baseline)

o Given a typical school day (Condition), (Name) will increase (Action) his number of days in attendance to 36 out of 40(Criteria). (Baseline: 25 out of 40). (Baseline)

o Given a typical school day (Condition), (Name) will reduce (Action) the number of acts of defiance to no more than 2 on 4 out of 5 trials(Criteria). (Baseline: Over 4 on 5 out of 5 trials). (Baseline)

Objectives

o Objectives should clarify and give definition to the exact goal. Mastering an objective is mastering part of the IEP goal. This can be done giving an objective that:
  ▪ Masters a needed strategy to complete the goal.
  ▪ Describes each part of the assessment/tracker (This is especially true with workplace evaluations and rubrics).
  ▪ Describe each area that will be assessed (This is effective in areas of writing).
  ▪ Give benchmarks that will support the overall outcome of the goal.
  ▪ Examples

o Given a curriculum based assessment consisting of whole double or single digit numbers divided by single digit numbers (Condition), Jimmy (Name) will be able to correctly solve (Action) them on 16 out of 20 trials(Criteria). (Baseline: 3 out of 20 trials) (Baseline)
  ▪ will be able to multiple single by double digits numbers less than 100.
  ▪ will be able to divide single by single digit numbers.

- o Given a passage on a 7th grade reading level (Condition), (Name) will increase (Action) her reading speed to 40 words correct per a minute(Criteria) (Baseline: 26 words correct per a minute) (Baseline)
    - ▪ will be able to identify all Grade Level 3 Dolch Sight Words.
- o Given a typical school day (Condition), (Name) will increase (Action) his number of days in attendance to 36 out of 40(Criteria). (Baseline: 25 out of 40). (Baseline)
    - ▪ will complete an attendance contract.
    - ▪ will bring in a Doctor's note for every day that he is sick.
- o Given a typical school day (Condition), Tommy (Name) will reduce (Action) the number of acts of defiance to no more than 2 on 4 out of 5 trials (Criteria). (Baseline: Over 4 on 5 out of 5 trials). (Baseline)
    - ▪ will complete a daily tracker and have it signed by his teachers.
    - ▪ 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 – *How to Write*	How Often	Process for Approval
Curb to Curb Bus Transport	2 times Daily	Approved by LEA
Transpass	Provided Weekly	Approved by LEA
Speech and Language	30 minutes per a session, 36 sessions per annual IEP (This may increase if recommended by the Speech and Language Therapist)	Approved by Speech and Language Therapist
Occupational Therapy	30 minutes per a session, 36 sessions per annual IEP (This may increase if recommended by the Occupational Therapist)	Approved by LEA for a OT Evaluation or Approved by Occupational Therapist.
Physical Therapy	30 minutes per a session, 36	Approved by LEA for a PT

	sessions per annual IEP (This may increase if recommended by the Physical Therapist)	Evaluation or Approved by Physical Therapist.
1:1 Paraprofessional Support		Approved by LEA
Counseling	30 minutes per a session, 36 sessions per annual IEP (This may increase if recommended by the Counselor or agreed to by the LEA)	Approved by the LEA after consulting with the counselor

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 his 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. Than 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:

You can check ESY Goal in IEPWriter in Section V. (Goals and Objectives) for each goal you would like addressed during ESY.

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

ESY Placement	Location	Frequency	Projected Beginning Date	Anticipated Duration

6. Make sure that there is an ESY Checklist in the Folder.

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 his 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 the Folder.

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 students will fully participate with students without disabilities in all of his class (If the student has one special education class, note that he/she 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 his Life Skills Classes. He does participate with regular education students during lunch, internship, and community based instruction for at least a half hour a day.

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 students will fully participate with students without disabilities in all of his class (If the student has one special education class, not that he/she 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 is a full times life skills student and he does not participate with general education students in the general education curriculum.

Type of Support
● **Amount of Support**
    o **Itinerant**
    o **Supplemental**
    o **Full Time**

- **Type of Supports**
    - o **Autistic Support**
    - o **Blind-Visually Impaired Support**
    - o **Deaf and Hard of Hearing Support**
    - o **Emotional Support**
    - o **Learning Support**
    - o **Life Skills Support**
    - o **Multiple Disabilities Support**
    - o **Physical Support**
    - o **Speech and Language Support**
- **Location of Supports**
    - o **District**
    - o **School Building**
    - o **Is this the neighborhood school?**

VIII Penn Data Reporting

Total Hours spent in a regular education classroom	Total Hours in a typical school day	Calculation	Percentage	Percentage category
See Chart Below	7		See Chart Below	See Chart Below

High Incidence – Learning Support

What are Special Education Classes?

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

Calculations for General Education – 57 Minutes per a period and 453 Minutes per a school day

Number of SPED Classes	Minutes per a day	Percentage in Special Education	Percentage in General Education	Placement
1 class	57	14%	86%	Itinerant
2 classes	114	27%	73%	Supplemental
3 classes	171	41%	59%	Supplemental
4 classes	228	54%	46%	Supplemental

5 classes	285	68%	32%	Full Time
6 classes	342	81%	19%	Full Time

Low Incidence – AS and LSS

- Community Based Instruction (CBI) is considered to be inclusion. Currently, for CBIs, we have:
    - Larger Community Based instruction events: 4 Hours Bi-Weekly (2 hours weekly average)
    - Walking Community Based instruction events: 1 hour weekly
    - Vocational Internship: 3 hours weekly
    - Total per a week: 6 hours

Classes that are special education	Total minutes in a Special Education Classroom	Total minutes in a Special Education Classroom per week	Total Hours in general education taking into consideration time in CBIs (*This is calculated by minutes a weekly a weekly average*)	Percentage of time in a special education environment	Percentage of time in a general education environment	Placement
6	342	1710	1350	60.0	40.0	Supplemental
5	285	1425	1065	47.3	52.7	Supplemental
4	228	1140	780	34.7	65.3	Supplemental
3	171	855	495	22.0	78.0	Supplemental
2	114	570	210	9.3	90.7	Itinerant
1	57	285	0	0.0	100.0	Itinerant

NOTICE OF RECOMMENDED EDUCATIONALPLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN)

Child's Name:

STUDENT INFO

_____

Date Sent (mm/dd/yy): _____

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

_____

_____

_____

_____

For LEA Use Only:
Date of Receipt of Signed NOREP/PWN

_____ :

Dear

This is to notify you of the Local Education Agency's (LEA's) action regarding your child's educational program.

1. Type of action taken:

	Proposes initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
	Refusal to initiate an evaluation (Must issue *Procedural Safeguards Notice*)
	Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
	Refusal to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
	Change of placement for disciplinary reasons (Must issue *Procedural Safeguards Notice*)
	Due process hearing, or an expedited due process hearing, initiated by LEA
	Graduation from high school
	Exiting special education
	Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
	Extended School Year (ESY) services
	Response to request for an independent educational evaluation (IEE) at public expense
x	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, functional behavior assessments, 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

Jose Lebron/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: _____ Phone: _____ 215-456-3014 _____

Email Address: _____ 100 W. Duncannon Ave. Phila. P.A. 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:

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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

Procedure to Initiate a Functional Behavioral Analysis (FBA)

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.
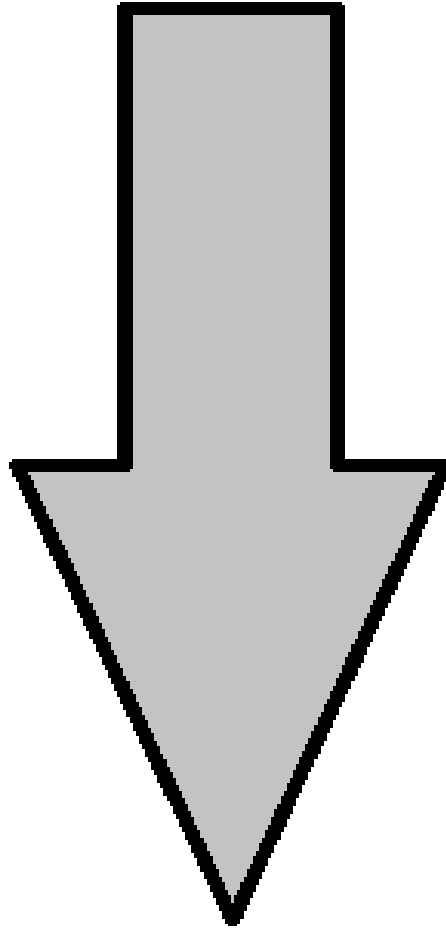
1. **Permission to Reevaluate**
   a. **First, Identify a target behavior that impedes the learning of the child.**
   b. **A Functional Behavioral Analysis requires a signed permission to reevaluate prior to starting Data Collection.**
   c. **Language for the Permission to Reevaluate:**
      i. **We are planning to reevaluate your child for the following reason(s):***
   A review of patterns of behavior, student interests, and the underlining function of targeted behaviors. The LEA would like to conduct a functional behavioral assessment to inform future IEPs and a Positive Behavior Improvement Plan.
      ii. **In the proposed reevaluation, we will use the following types of assessment tools, tests and procedure:***
   Teacher records, school records, observations, student interview, parent interview, teacher interviews.
2. **Complete Interview Forms**
   a. **Interview Forms are a good source of information that can be completed right after the form is signed by the parent.**

      b. **Suggested Form:**
- i. **Student Interview Form**
- ii. **Parent Interview Form**
- iii. **Teacher Interview Form**

3. **Complete Other Forms**
      a. **There are other that probe for other factors that will support in the development of a functional behavioral analysis and/or a behavior improvement plan. These include:**
- i. **Behavior Rating Scale or Questionnaire**
- ii. **Social Skills Checklist**
- iii. **Setting Events Checklist**
- iv. **Classroom management Checklist**
- v. **Reinforcer Assessment or Checklist**

4. **3 Observations**
      a. **There need to be at least three separate observations of the target behavior in three separate events.**
      b. **High Frequency vs. Low Frequency Behaviors**
- i. **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.**

5. **Functional Behavioral Analysis**
6. **Positive Behavior Improvement Plan**

Assistive Technologies

Considerations	Check the box for Assistive Technology

Present Levels	• Ask the following Questions and place the answers under present levels of functional performance:

	o Does the student need assistive technology:
	      · 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:
	      · 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:
	     o Data and Trials from a specialist
	     o Ecological observations
	     o 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	• Will the device be utilized in local or state assessments? • If so, how?
Transition	• List as a service under independent living and/or post secondary as this device is a something that allows them to access their environment and education. • List any additional services in learning to use this device.
Annual IEP goals	Must have at least one annual goal • 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	• Include the Device

Designed Instruction	● SDIs, accommodations, and modifications around the devices
Support for School Personnel	● Identify and list the support for school staff from the specialist in how to use this assistive technology.

Additional Plan	● For communication or audiological devices, there must be a specifically written plan for how this device will be utilized, reinforced, and supported.

Progress Monitoring	● Progress Monitor based on the annual IEP goal.

English Language Learners and IEPs

	English proficiency is considered part of a student's educational programing. Students who qualify for an individual education plan require that all the needs of the students be addressed, including language proficiency and development.
Additions	● ELL Teacher is part of the IEP Team

Additional Steps	● 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:
	    ○ 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.
	● There may need to be an IEP goal specifically related to language acquisition.

Amending an IEP

Amending 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.

Steps to Amend the Document	● Previous IEP ● Previous Reevaluation

Steps to Amend an IEP	● Create an invitation to participate for the parent and student.
	● Hold an IEP team meeting to review new data. New data can include:
	   ○ 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 the conclusion and changes that have result from this meeting.
	   ○ Write in a description of the meeting, conclusions reached, and sections of the IEP that have had changes made to it.

Items to Document	● 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.

Adopting an IEP

Adopting an IEP must be done within 30 days of enrollment from another 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.

Documents Needed	- Previous IEP - Previous Reevaluation
Steps to Adopt the Document	- Create an invitation to participate for the parent and student. - On the front page, describe the team's action - 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 Reevaluation/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 Reevaluation/Evaluation Report from the previous school. - If we are accepting the IEP, but amending different sections (we should): - 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.
Docume	- Front page with the statement of other information - New Team Participation Page - The Procedural Safeguards Signature Page - NOREP describing placement - Parent and Student Invitation

n t s t h a t N e e d t o b e Si g n e d o r i n cl u d e d	● Pages on which amendments have been made ● Medical Assistance Billing Form

Appendix 1 Examples of Specifically Designed Instruction and Accommodations

COMMUNICATION: Nonverbal

SDI

· Instruction of signed English
· Cued Speech
· System of least prompts
· Graduated guidance

· 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
· Pre-view – 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 directions

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

· Phonemic Awareness Training
· Decoding Strategies
· Blending with Visual Prompts
· Use of Decodable Texts

· Time Delay
· Repeated Reading
· Chunking
· Modeling

- Compare / contrast strategy
- Direct Instruction
- Model-Lead-Test
- Meta Linguistics
- Picture prompts/cues

- Multi-sensory teaching strategies
- Choral reading
- Paired reading
- Neurological impress
- Echo reading

ACCOMMODATIONS or MODIFICATIONS

◊ Student should read aloud
◊ Extended time
◊ Large print
◊ Highlighted material

◊ Tachistoscope
◊ Braille
◊ Oral presentation of materials
◊ Assistive technology

ACADEMICS: Reading Comprehension

SDI

- Graphic organizers
- Modeling
- "Cloze" procedures
- Anticipation guides
- Mnemonic strategies
- Advance organizers
- Visual prompts
- Pre-teaching concepts / vocabulary
- K-W-L strategy

- 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

- Tracing handwriting
- Picture prompts
- Visual, physical prompts/cues
- Modeling
- Repetitive Practice
- Guided practice

- Small group instruction
- System of least prompts
- Graphic organizers
- Tactile kinesthetic tracing
- Direct instruction
- Mnemonic strategies

· Error monitoring/self-monitoring/editing
· Prewriting activities

· Mnemonic strategies
· Computer assisted instruction

ACCOMMODATIONS or MODIFICATIONS

◊ 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

◊ 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

· Direct Instruction
· Multi-sensory teaching strategies
· Next dollar
· Time delay
· Most to least prompts
· 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

SAMPLE NOREPs

Appendix 2 – Sample NOREPs: Graduation, Aging Out, and ESY

NOTICE OF RECOMMENDED EDUCATIONAL
<u>PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN)</u>   <u>School Age</u>

Child's Name: <u>STUDENT NAME</u>
Date Sent (mm/dd/yy):   <u>DATE ISSUED</u>
Name and Address of Parent/Guardian/Surrogate:
<u>   PARENT INFO   </u>

	For LEA Use Only:
	Date of Receipt of Signed NOREP/PWN

<u>   PARENT/STUDENT   </u>   :
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 Olney Charter High School on June 19, 2013.

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
	Student will be graduating with a regular diploma.

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):

The LEA proposes that STUDENT NAME graduate with a regular diploma from Olney Charter High School on June 19, 2013.

_____   _____   _____
School District Superintendent/Designee   Signature   Date
Charter School CEO   (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: _____ SEL INFO _____ Phone: _____

Email Address: _____

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 _____

        _____

        _____

        _____

_____ :
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 July 1, 2013 to July 31, 2013, 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: _____SEL INFO_____ Phone: _____

Email Address: _____

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
	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: _____SEL INFO_____ Phone: _____

Email Address: _____

Appendix 3 –Examples of Behavioral Interventions

Tier 3 Interventions – Assessment Based and High Intensity
● Change in placement to the ASPIRA Academy
● Enrollment in a self maintenance class
● Suspension
● Removal of privileges – supervised lunches, loss off extra curricular, loss of a school trip.
● Required Community Service to the Community or School over a longer period of time
● Token Economy tied to weekly contingency goals
● Weekly Individual Counseling Sessions Focusing on a Target Behavior

Tier 2 Interventions – High Efficiency and Rapid Response – May require an IEP Meeting
● In School Suspension
● Accommodation Room
● Saturday Detentions
● Required Community Service or Service to the School – One instance
● Peer Mediation
● Token Economy
● Required Group Counseling Series – Different Focuses for Different Behaviors
o Aggression
o Social Skills
o Role Playing Expected Behaviors

Tier 1 Interventions – All Settings
● 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 ● 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
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Appendix 4 – Summary of Academic Achievement and Functional Performance

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE   School Age

Student Name: Student

District/School Name: District

Date Summary Issued to Student (mm/dd/yy):   06/22/12

                    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: 2014

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 7th 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	- Simplified directions - Graphic organizers - Extended time - Preferential Seating Arrangements - Front of Classroom/Reduce Distractions	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. Career planning websites:

instruction. You have completed all of your graduation requirements and will be earning your high school diploma.	● Small Group Testing	pacareerzone.org pacareerstandards.com educationplanner.org You need to apply to: Office of Vocational Rehabilitation 444 N. 3rd Street, 5th 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.	● 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. 3rd Street, 5th 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.	● 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.
Employment: With provided assistance, Student will prepare for competitive employment at 80%.	Student should begin to look for employment in areas that interest him. He should also begin completing job applications and preparing for interviews	Office of Vocational Rehabilitation (OVR)	444 N. 3rd Street, 5th Floor Philadelphia, PA 19123 (215) 560-1900	OVR provides vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment.
Independent Living: The IEP team considered this transition area and determined there is no need for specially designed instruction at this time.	N/A	N/A	N/A	N/A

Part 4: Student Perspective (Optional)

Please answer the following questions based upon your high school experiences:	
In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?	
Which of these accommodations and supports has worked best for you?	
What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?	

We have enclosed a copy of this document for you to share with your parents. We also will place a copy in our records. If you have questions concerning this document, please contact:

Name: _____

Phone: _____

Email Address: _____

For help in understanding this form, an annotated *Summary of Academic Achievement and Functional Performance* is available at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have

access to the Internet, you can request the annotated form by calling PaTTAN at
800-441-3215.

Appendix 5- Progress Monitoring Template for Students not on IEP Writer

OLNEY CHARTER HIGH SCHOOL

100 W. Duncannon Street
Philadelphia, PA 19120

Progress Monitoring – Report of Progress

Student Name:		Current School Assignment:	**Olney Charter H.S.**
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:

Goal:
Date

Comments:

Goal:
Date

Comments:

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 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 Gardening		Telephone Skills	Customer Service Household Repair	
	Basic Home Maintenance			Maintenance	

Agenda At-a-Glance

Time / Session	Activities
9:00 - 11:00 **Opening Session**	9:00 - 9:15 Welcome (https://youtu.be/xDSBBJJQtAo)
	9:15 - 10:45 General Session with Dr. Smith & Dr. Bateman
	10:45 - 11:00 Concurrent Instructions (5 min.) Transition (10 min.)
11:00 - 12:15 **Concurrent 1**	11:00 - 12:00 Presentation
	12:00 - 12:15 Breakout / Transition
12:15 - 1:30 **Concurrent 2**	12:15 - 1:15 Presentation
	1:15 - 1:30 Breakout / Transition
1:30 - 3:00 **Concurrent 3**	1:30 - 2:30 Presentation
	2:30 - 2:45 Breakout
	2:45 - 3:00 Attendance Instructions / Transition
3:00 - 4:00 **Closing Session**	3:00 - 4:00 General Session with Carole Clancy (https://youtu.be/3y7JFaX5Igg)
	Submit attendance by 11:59 PM using this Form: https://forms.gle/AAiVxSWI6G6ntH7L9

Supporting Students with Disabilities in Virtual Environments: School Re-entry

Information for Participants

About this Doc

This is a live Google Doc. It may be updated prior to, during, and after August 18th. An accessible version of this document as of Aug 17, 10:00am is available at: Click here for the Accessible Doc.

If you would like to take notes using this Doc, you may create an editable version by selecting "Make A Copy" (Google Sign-in required) or downloading it to your device as a Word document; however, please note that your editable copy will NOT receive any updates or changes made to this document.

Attendance and Act 48 Clock Hours

Participants are required to attend the Welcome and Keynote sessions (9:00-11:00 am; 3:00-4:00pm) and 2 out of the 3 concurrent sessions (11:00am - 2:45pm) to receive Act 48 credit. Participants choose when to take their lunch break in place of one concurrent session (or attend all three Concurrent time slots). Attendance in all 3 concurrent sessions will not increase the number of Act 48 Hours awarded.

You must submit your attendance by 11:59 pm (just before midnight) on August 18th. The attendance form will become available at the conclusion of Concurrent Session 3; you will not be able to open it before that time.

Frequently Asked Questions

Accessing the Opening and Closing Sessions

Keynote Addresses will be live-streamed via the PaTTAN Youtube channel:
https://www.youtube.com/pattanhbg
- 9:00-11:00 am | Opening Session: https://youtu.be/xDSBBJJQtAo

- 3:00-4:00 pm | Closing Session: https://youtu.be/3y7JFaX5Igg

Concurrent Sessions

Concurrent sessions are hosted via Zoom meetings. Seats in each concurrent session are "first come, first served" and may not be reserved in advance. If you receive a message that the Zoom meeting is full, the Zoom room for that session is at capacity. We encourage you to attend another live session and check Schoology later this week for recordings of all of the presentations.

Each Concurrent sessions consist of these components:

- 60 minutes: Presentation
- 15 minutes: Breakout Discussion / Transition to next session

About the Breakout Discussions:
After the presentation, you will be randomly assigned a breakout room where you can chat about the presentation with other participants or reflect on your own. You may leave the breakout and return to the main room at any time (some presenters may offer a whole-group Q&A in the main room).

With 5 minutes left in this session, a message will be broadcast to all breakout rooms. Then, at the end of the session, the Zoom meeting will close for all participants. If you plan to attend the next session in this same room you will need to relaunch the meeting and enter the waiting room.

For example, for Concurrent Session 1: (11:00 - 12:15)
11:00 - 12:00 Presentation

12:00 - 12:10 Breakout discussions, optional Q&A in the main room.

12:14   Leave the Zoom meeting. Everyone transitions to Concurrent-2.

Supporting Students with Disabilities in Virtual Environments: School Re-entry

Information for Participants

Breakout rooms are not moderated and participation is optional. You may choose to engage with the other participants in your breakout room, or leave the breakout room and use the time for taking a break, getting ready for your next concurrent session, etc.

Questions for Breakout Discussions

You may use these questions to facilitate conversation in your breakout room and/or in your own independent reflection following the concurrent sessions.

1. What "Ah-ha!" moments or realizations did this session trigger for you?

2. What are your follow-ups or next steps from this session?
   a. What do you need to spend more time thinking about?
   b. What information / resources do you need to spend more time reviewing or digging into?

3. Who will you share information and ideas from this session with? Why is it important that you connect with them?

Supporting Students with Disabilities in Virtual Environments: School Re-entry

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Concurrent Session 1   11:00am - 12:15pm

1.a   Supporting Educators with Trauma-Informed Practices in Virtual Environments: Focus on Relationships and Predictability

Presenters: Dr. Erica Kaurudar

In this session, school psychologists and other school mental health professionals will have the opportunity to explore ways they can support teachers with establishing trauma-informed instructional environments in virtual settings. Positive relationships and predictability will be highlighted as key-practices necessary for supporting students.

Zoom Link: https://zoom.us/j/97246607494
Password: 111178

1.b   Supporting Students with Disabilities in Virtual Environments: Engagement

Presenters: Dr. Sean J. Smith, University of Kansas

In this session, we will explore ways to foster engagement for the students we are serving. Engaging our learners is a challenge and this session will connect the dots between effective ways to engage learners period with digital tools and solutions that further foster engagement in the hybrid/blended/online learning environment.

Zoom Link: https://zoom.us/j/93347958390
Password: 260046

1.c   Special Education Law Considerations

Presenters: Dr. David Bateman, Shippensburg University

Supporting Students with Disabilities in Virtual Environments: School Re-entry
Information for Participants

1.d   Virtual Instruction for Students with Autism (Part I)
Presenter: Dr. Amiris DiPuglia, PaTTAN

This is part one of three. See 2.d and 3.d for the remaining sessions.

As a result of the abrupt and unexpected mandated school closures that went beyond the initial timeline predicted, the continued instruction of students became a priority. With the only option during stay-at-home mandates being virtual instruction, how would teachers of students with autism make this work when it is challenging enough to provide effective interventions in the classroom with all materials, supports, and personnel necessary?

With the uncertainty of closures being a possibility in the future, this session will review important considerations and guidelines for effectively planning, preparing, providing and monitoring virtual instruction for students with autism. Both asynchronous (pre-recorded) and synchronous (live) sessions will be addressed.

1.e   AAC in Virtual Environments
Presenter: Tammy Thompson-Cooke M.S. CCC-SLP

Traditionally, the implementation of augmentative and alternative communication in schools has focused on face-to-face interactions.

Supporting Students with Disabilities in Virtual Environments: School Re-entry

Information for Participants

However, with some creativity and collaboration, AAC can be taught in virtual environments. This session will provide some tips, tools, and strategies for making virtual augmentative and alternative communication (AAC) therapy fun and engaging.

Zoom Link: https://zoom.us/j/99632315357
Password: 454350

1.f   Supporting Special Education Students Virtually from an Occupational and Physical Therapy Perspective.

Part I: Engaging and Preparing Supports at Home

Presenter: Leslie Lewis and Paula McNamara

Zoom Link: https://zoom.us/j/92196917476
Password: 808047

Concurrent Session 2   12:15 - 1:30pm

2.a   Supporting Educators with Trauma-Informed Practices in Virtual Environments: Focus on Encouraging Appropriate Behavior and Engagement

Presenters: Dr. Erica Kaurudar and Dr. Nikole Hollins-Sims

In this session, school psychologists and other school mental health professionals will have the opportunity to explore ways they can support teachers with establishing trauma-informed instructional environments in virtual settings. The importance of encouraging appropriate behavior and increasing engagement to support students will be highlighted.

Zoom Link: https://zoom.us/j/97246607494

Supporting Students with Disabilities in Virtual Environments: School Re-entry
Information for Participants

2.b   Supporting Students with Disabilities in Virtual Environments: Engagement

Presenters: Dr. Sean J. Smith, University of Kansas

In this session, we will explore ways to foster engagement for the students we are serving. Engaging our learners is a challenge and this session will connect the dots between effective ways to engage learners period with digital tools and solutions that further foster engagement in the hybrid/blended/online learning environment.

Zoom Link: https://zoom.us/j/93347958390
Password: 260046

2.c   Engaging Families Virtually

Presenters: Tammi Morton, Jacqui DiDomenico, Luz Hernandez, Katy Breault

In this presentation moderated by the PEAL Center, a panel of parents will share tips for engaging and supporting parents and families in virtual and hybrid learning.

Zoom Link: https://zoom.us/j/95235796288
Password: 412460

2.d   Virtual Instruction for Students with Autism (Part II)

Presenter: Dr. Amiris DiPuglia, PaTTAN

This is part two of three. See 1.d and 3.d for the remaining sessions.
Zoom Link: https://zoom.us/j/95917159106
Password: 885824

2.e   Coordinating with Families in a Virtual Environment: A How-To Guide for SLPs

Presenter: Jennifer Geibel, MS, CCC-SLP, Ed.D

As we quickly approach a new school year in these uncertain times, we find ourselves, as SLPs, experiencing new modes of intervention and developing novel strategies to support our students receiving speech-language services. Those of us who find ourselves working in previously unexperienced educational forums, including hybrid and virtual learning models, are in the process of redefining our work and adjusting to provide a supportive environment to help all of our students progress and excel. We are also being given a unique opportunity to build partnerships with our fellow IEP team members, including the families of our students. Decades of research shows that family engagement is linked to increased educational outcomes – but how do we engage families in a digital environment? This session will focus on developing collaborative partnerships, as we touch upon issues such as scheduling with families, establishing home-school communication, and engaging students and families during virtual sessions. This session will also provide access to resources that can be used to support family engagement within effective teleintervention practices. We are working in a new world with endless possibilities – so let's keep calm and log on!

Zoom Link: https://zoom.us/j/99632315357
Password: 454350

Supporting Students with Disabilities in Virtual Environments: School Re-entry

Information for Participants

Concurrent Session 3   1:30 - 3:00pm

3.a   Considerations for Adapting School-Based Counseling Interventions in Virtual Environments

Presenters: Dr. Drew Hunter and Dr. Erica Kaurudar

In this session, school psychologists and other school-based mental health professionals will have the opportunity to explore and collaborate on potential strategies to provide counseling interventions in virtual environments.

Zoom Link: https://zoom.us/j/97246607494
Password: 111178

3.b   Supporting Students with Disabilities in Virtual Environments: Assessment

Presenters: Dr. Sean J. Smith, University of Kansas

This session will focus on ways we can facilitate assessment for the students we are serving. Yes, assessing at a distance is difficult and yet, a critical way to support engagement, determine what is working, where we need to make adjustments, and of course, determine learner outcomes. This session will identify tools, ways, and strategies to facilitate assessment in the hybrid/blended/online learning environment.

Zoom Link: https://zoom.us/j/93347958390
Password: 260046

3.c   Using Virtual Tools to Support Foundational Reading Skills

Presenters: Dr. Pamela Kastner and Erin Eighmy

Supporting Students with Disabilities in Virtual Environments: School Re-entry
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Zoom Link: https://zoom.us/j/95235796288
Password: 412460

3.d   Virtual Instruction for Students with Autism (Part III)
Presenter: Dr. Amiris DiPuglia, PaTTAN

This is part three of three. See 1.d and 2.d for the remaining sessions.

Zoom Link: https://zoom.us/j/95917159106
Password: 885824

3.e   Navigating through Online Resources
Presenter: Elizabeth Christopher M.S. CCC-SLP/L

With changes in service delivery came new challenges in finding and vetting resources to support students with Speech Language Disabilities. This session will focus on ways to continue to learn about tools, resources, locations to find training on technology tools, and ways to vet the effectiveness of these products. The session will discuss ways to utilize twitter, Facebook, and PaTTAN curated resources to start navigating through a tidal wave of information in a timely and efficient manner. Time will be given to share resources with other SLPs.

Zoom Link: https://zoom.us/j/99632315357
Password: 454350

3.f   Supporting Special Education Students virtually from an Occupational and Physical Therapy Perspective.
Part 2: Occupational and Physical Therapy Collaboration and Cotreating
Presenter: Kathy Coultes and Paula McNamara

Zoom Link: https://zoom.us/j/92196917476
Password: 808047

Frequently Asked Questions

I cannot access Youtube Live

The Youtube link is public and does not need any kind of login. You can try accessing it from our main Youtube channel link:

https://www.youtube.com/pattanhbg

If that doesn't work, you may need to check with your local tech staff as it sounds like your device is restricting YouTube Access.

My whole staff/team is planning on participating. How do we handle registration?

Each teacher should register in advance individually at pattan.net/events. If assistance is needed with registration, please email

bestpractices@pattan.net.

Please note that each teacher who attends will be asked to individually complete an attendance form following the webinar.

What type of credit is available?

This webinar offers 5 Act 48 Clock Hours. For those who do not require Act 48 Hours, a certificate of attendance will be awarded to be submitted to your employer if needed. That certificate will be found in your account within 30

Supporting Students with Disabilities in Virtual Environments: School Re-entry

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days at https://www.solutionwhere.com/WWPaTTAN/PaTTAN/Default.aspx using the same login credentials used to login at pattan.net.

How and when do I submit my attendance?

The attendance form will become available at the conclusion of Concurrent Session 3; you will not be able to open it until then. You must submit your attendance by 11:59 pm (just before midnight) on August 18th.

Should my camera be turned on to record attendance?

You do NOT need to keep your camera on for attendance. We would actually appreciate it if you kept your camera and microphone OFF until we use breakout rooms later. Concurrent Zoom meeting rooms may have up to 1,000 participants. By turning your camera off you can help us minimize distractions, especially for individuals using the ASL interpreter services.

Will there be a lunch break?

Participants are required to attend only 2 out of the 3 concurrent sessions (11:00am - 2:45pm) to receive 5 Act 48 hours. Participants choose when to take their lunch break in place of one concurrent session.

How do I participate?

Opening and Closing sessions (9:00-11:00 am; 3:00-4:00pm) will be live streamed via the PaTTAN Youtube channel (https://www.youtube.com/pattanhbg). A specific link to the addresses will be provided soon on this document.

Concurrent sessions (11:00am - 2:45pm) are hosted via Zoom virtual meeting platform for the rest of the day. Zoom information will be posted soon on this document. To participate, you need a web-enabled device with audio/video

Supporting Students with Disabilities in Virtual Environments: School Re-entry
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(camera, speaker, microphone) capabilities. Please test your devices prior to August 18, 2020 using https://zoom.us/test.

Seats in each concurrent session are "first come, first served" and may not be reserved in advance. If you receive a message that the Zoom meeting is full, the Zoom room for that session is at capacity. We encourage you to attend another live session and check Schoology later this week for recordings of all of the presentations.

Is participation in breakout sessions required?

Participation in breakout discussions is OPTIONAL and does not impact attendance.

Where can I find PowerPoint Slides, materials, and recordings?

If you haven't already, we encourage you to join the Schoology course to access recordings and resources (including PowerPoint Slides if available) for all of today's sessions, however; engagement in Schoology is OPTIONAL and does not impact attendance.

The SSDVE Schoology course is the home base that contains all previous SSDVE conference sessions and materials. It will remain accessible indefinitely to our participants and anyone else who would like to join. Please feel free to share the Schoology access code (**3PT2-2TM9-F4X84**) and instructions with others. (click here for quick how-to videos)

Will sessions be recorded so I can watch them after the event?

Yes! Recordings of the sessions will be made available on the PaTTAN Youtube channel and our SSDVE Schoology course. Recordings should be accessible by August 25, 2020.

PD Norms

-One Voice

-Tech away (if applicable)

-Be Present

-Questions in Chat/End of Session

Objective

TWBAT…

-Understand grade specific Ratings/Students of Concern sheet

-Understand the process of weekly Ratings

-Understand the role of the Behavior Specialists

Do Now (2 minutes)

-In ONE word, describe your experience using the Ratings system for the first time last week (Type in chat)

-We will review answers at the end of the session

Goal

To support student leadership and push students in a **POSITIVE** direction leading towards academic growth

-What is our goal in a strictly virtual environment?

Get ALL students logged in and completing work!!!

Overview

-4 separate Ratings/Students of Concern spreadsheets

       1) SLS K-8*

       2) Cyber K-5

       3) Cyber 6-8*

       4) Cyber HS

The Process

-Establish continuity (same place, same time)

-Involve Ops team (Shanahan, Brown, Quintero)

-Have conversations (brief or in-depth)

-Assign Rating (P, N, C/O)

-Complete Students of Concern sheet

POSITIVE (P) Rating

-Looks like…

⇨ Dressed appropriately, Academic posture

-Sounds like...

⇨ Speaks clearly, Academic language

-Acts like…

⇨ Attends/prepared daily, Follows norms, Submits work on time, Respects

others

NEUTRAL (N) Rating

⇨ Attends most virtual classes

⇨ Completes/Submits most assignments on time

⇨ Respectful to peers

⇨ Follows virtual classroom norms

CONCERN/OPPORTUNITY (C/O) Rating

⇨ Consistently fails to log-in to virtual classes

⇨ Consistently fails to complete/submit assignments on time

⇨ Fails to follow classroom norms

Following Through...

-Documented Interventions

  ⇨ Teacher contact (Students of Concern sheet)

  ⇨ Behavior specialist contact

-Types of Interventions

  ⇨ ClassDojo/Text Message

  ⇨ Phone Call

  ⇨ Home Visit

  ⇨ 1-on-1 Conference

Other Considerations

Positive Reinforcement

School & Grade

MAKE IT WORK FOR YOU!!!

Questions and Comments!

ASPIRA OF PA SCHOOLS

DEPARTMENT

OF

SPECIALIZED SERVICES

PARAPROFESSIONAL HANDBOOK

July 2019

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Paraprofessional Handbook for ASPIRA of PA Schools

WELCOME!

As a newly hired Paraprofessional you are entering into an important and challenging role within our schools. The role of Paraprofessionals in educational environments has changed dramatically over the past several years. The increased use of educational Paraprofessionals is due to federal legislation. The legislation emphasized the inclusion of students with disabilities into the regular classroom and community environments and increased the need for and use of Paraprofessionals.

Paraprofessionals have a difficult but rewarding position within education. They influence positive changes in academic achievement and behavior. Their interest in students and assistance to teachers is invaluable.

Along with the increased need for Paraprofessionals came the need for training and professional development. ASPIRA of PA Schools has established core competencies that Paraprofessionals hired to work in schools must acquire or demonstrate. These core competencies, which form the basis of this handbook, are designed to provide the new Paraprofessional with the basic skills and knowledge required to carry out this very important job.

In addition to the core competencies, ASPIRA of PA Schools has its own policies and procedures such as evaluation practices, emergency procedures, employment policies and staff conduct guidelines. It is important to be familiar with the policies and procedures of ASPIRA of PA Schools in order to perform the job in an orderly, appropriate, and efficient manner.

This handbook is intended to be a guide that can be added to as additional training is acquired. The Senior Director of Specialized Services along with the Supportive Services Coordinator at each school will assist in providing ongoing training and support to Paraprofessionals.   The training is provided through a variety of mediums such as in-service professional development opportunities, ASPIRE professional development weekly meetings, and one-on-one support.

Paraprofessional Handbook for ASPIRA of PA Schools

Index of Topics

Individualized Programming

All schools are challenged by the mandate that each child in special education should have an Individual Education Plan (IEP). The law requires that the plan be written and be developed in a meeting that includes the parents, those staff identified by the school and by age 14, the student.

The IEP is a yearly written plan developed through a team process designed to meet the needs of the child with disabilities. It is confidential and should not be discussed outside of the school setting.

The intent of the Individualized Education Plan is to ensure that each child with a disability is able to take part in an educational program that will assist and support the child to learn to live, work, play and make friends in the community. An essential part of this plan must be to assist the child to participate in the same settings as are used by other children of the same age. This means that learning should occur in the "least restrictive environment" which is generally considered the community setting or regular classroom in which children of the same age are placed.

The IEP summarizes a child's present level of performance in various areas of functioning and identifies the child's specific needs in each area. The team yearly identifies goals and specific objectives for meeting the identified needs. The plan will also describe changes, adaptation, or modification that will be necessary for accommodating a child with special needs in the school setting. The plan also describes how a student will be educated with peers. It will state the time, location and staff member who will provide the service. Paraprofessionals will most likely be involved in the observation and documentation of progress monitoring on the IEP objectives. Any parent questions or concerns about the services provided by the plan should be directed to the teacher.

Paraprofessional Handbook for ASPIRA of PA Schools

Individualized Programming

For Paraprofessionals employed to work in programs for students with disabilities, the school shall ensure that:
1. Before or immediately upon employment, each Paraprofessional develops sufficient knowledge and skills in emergency procedures, building orientation, roles and responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin meeting the needs of the students with whom the Paraprofessional works;
2. Annual training opportunities are available to enable the Paraprofessional to continue to further develop the knowledge and skills that are specific to the students with whom the Paraprofessional works, including understanding disabilities, following lesson plans, and implementing follow-up instructional procedures and activities; and
3. Each Paraprofessional will work under the ongoing direction of a licensed teacher and, where appropriate and possible, the supervision of a school nurse.

Teachers and Paraprofessionals are partners in education, working together to provide the best educational experience possible for each child. The special education Paraprofessional's role is to assist the teacher and allow more effective utilization of the teacher's abilities and professional knowledge. The teacher must function in a leadership role. It is the teacher's responsibility to assure that the students are moving toward achievement of individualized goals and objectives. Paraprofessionals serve under the direction and supervision of the teacher to assist in carrying out the individualized education program. In order for Paraprofessionals to provide direct instruction to the student, teachers must plan and prescribe the learning environment and instruction for the student. Teachers must train the Paraprofessional in the specifics of the instruction, evaluate student progress and monitor the effectiveness of the Paraprofessional's implementation of the instructional strategies.

A clear delineation of roles of the teacher and the Paraprofessional is an important element of a successful program. Identification of teacher and Paraprofessional roles insures adherence to ethical and legal requirements and serves as a guide in supervision and evaluation. Actual delivery of instruction to the student may be carried out by the Paraprofessional under supervision of the teacher.

Paraprofessional Handbook for ASPIRA of PA Schools

The teacher's responsibilities to the learner include:

- Assessing the student's entry level performance and developing all required documents
- Planning instruction for individual students,
- Implementing the goals and objectives of the individualized education plan,
- Supervising and coordinating work of Paraprofessional and other support staff,
- Evaluating and reporting student progress,
- Involving parents in their child's education, and
- Coordinating and managing information provided by other professionals.

The teacher also has a number of roles to fulfill in the proper utilization of the Paraprofessionals in the classroom**:**

- Set an example of professionalism in execution of teacher responsibilities;
- Provide consistent feedback to assist the Paraprofessional in refining skills;
- Communicate the needs of each student to the Paraprofessional;
- Establish and communicate the Paraprofessional's role in behavior management;
- Assign the Paraprofessional responsibilities which facilitate the teacher's ability to provide more direct student instruction; and
- Assist the Paraprofessional in defining his/her position as an authority figure.

Role of the Paraprofessional

Various factors influencing the specific responsibilities assigned to the Paraprofessionals include: Characteristics and personalities of teachers, Paraprofessionals and students; interpersonal skills of both teachers and Paraprofessionals; the skill level of the Paraprofessionals; and the physical environment of the classroom.
Individual teachers may vary the responsibilities of the Paraprofessionals to enhance the program of instruction. The following list illustrates instructional and administrative duties that could be assigned to Paraprofessionals:

- Supervise children in the hallway, lunchroom, bus, playground, community instruction, transition services, and vocational based instruction.
- Assist students with self care activities and toileting.
- Assist individual students in performing activities initiated by the teachers.
- Assist in monitoring supplementary work and independent study.

- Reinforce learning in small groups or with individuals while the teacher works with other students.
- Provide assistance with individualized programmed materials.
- Score objective tests and papers and maintain appropriate records for teachers.
- Perform clerical tasks, i.e., duplicating.
- Assist the teacher in observing, recording, and charting behavior.
- Assist the teacher with crisis problems and behavior management.
- Assist in preparation /production of instructional materials.
- Carry out instructional programs designed by the teacher.
- Work with the teacher to develop classroom schedules.
- Carry out tutoring activities designed by the teacher.
- Operate and maintain classroom equipment including film projectors, overhead projectors, etc.

The list is provided to illustrate more specifically activities that the Paraprofessional could undertake in the classroom.

The Paraprofessional may perform these instructional duties:

- Assist in organizing field trips.
- Read aloud or listen to children read.
- Assist students in performing activities that have been initiated by the teacher.
- Hand out papers and collect paper work.
- Assist with supplementary work for advanced pupils.
- Provide special help such as drilling with flash cards, spelling, and play activities.
- Assist in preparing instructional materials.
- Reinforce learning with small groups.
- Assist children in learning their names, addresses, telephone numbers, birthdays, and parents' names.
- Supervise free play activities.
- Prepare flash cards and charts.
- Prepare art supplies and other materials.
- Hear requests for help, observe learning difficulties of pupils, and report such matters to teachers.
- Score objective tests and papers and keep appropriate records and progress monitoring for teachers.

Paraprofessional Handbook for ASPIRA of PA Schools

Instructional duties the Paraprofessional may not perform:

- Be solely responsible for a classroom.
- Be responsible for the diagnostic functions of the classroom.
- Be responsible for preparing lesson plans and initiating instruction independently.
- Be responsible for assigning grades to students.
- Be used as a substitute for certified teachers unless he or she possesses the appropriate substitute teacher certificate and is hired as a substitute.

Non-Instructional duties the Paraprofessional may not perform:

- Shall not take children to clinic, dental, or medical appointments unless permission is granted by authorized personnel.
- Shall not prescribe educational activities and materials for children.
- Shall not grade subjective or essay tests.
- Shall not regulate pupil behavior by corporal punishment or similar means.
- Shall not use cellular or Bluetooth devices while performing instructional support duties.

Paraprofessional Handbook for ASPIRA of PA Schools

The following chart highlights the differences in role of the teacher and Paraprofessional in various aspects of an educational program:
TEACHER ROLE/ PARAPROFESSIONAL ROLE

Classroom Plans weekly schedule, lessons, and activities for individuals and the entire class. /Implements weekly schedule and activities for individuals or small groups as initiated by the teacher.

Organization room arrangements, learning centers/ Implements plan as specified by the teacher.
.
Assessment Administers and scores formal assessments/ Administers informal tests, conducts progress monitoring, and scores objective assessments.

Setting Determines appropriate setting objectives /Carries out activities to meet objectives.

Objectives Determines appropriate objectives for groups and individual children/ Carries out activities to meet objectives.

Teaching Teaches lessons for the entire class/ Reinforces and supervises practice of skills with individual and small groups.

Behavior Develops Behavior Intervention Plans/ Observes behavior

Management Carries out behavior strategies for entire class and for individual children/ Implements behavior management plan and observes behavior

Working with parents: Meets with parents and initiates conferences concerning child's progress where appropriate/Takes the lead from the teacher when communicating with the parent/guardian.

Building a Classroom: Arranges schedule, **shares** goals, and philosophy with Paraprofessional/ Shares ideas and concerns   privately with the teacher.

Partnership Organizes job duties for the Paraprofessional/ Carries out duties as directed by a teacher.

Paraprofessional Handbook for ASPIRA of PA Schools

Confidentiality and Its Application
Confidentiality is the most critical and important aspect of the Paraprofessional's job. It is a legal responsibility to observe both the rights of students with disabilities and parents in regard to data privacy. Like teachers and administrators, Paraprofessionals have access to personal information about children and their families including these examples:

- The results of formal and informal tests;
- Behavior in classrooms and other education settings;
- Academic progress;
- Family circumstances and family relationships;
- Posting pictures or other identifying information about a student or staff member on any social media site or service.

Both the children and the family have the absolute right to expect that all information will be kept confidential, and made available only to personnel in school or another agency who require it to ensure that the rights, health, safety, and physical well being of the children are safe guarded. Confidentiality must be maintained and protected, and the rights of students to due process, dignity, privacy, and respect must be promoted.
Always ask yourself …..

- What information would you want discussed with others regarding your child?
- What would you like said about yourself as a parent?
- What would you like said about your family, your values, your lifestyle?

Confidentiality Pointers

- Avoid using names if you are asked about your job.
- Suggest that questions about a student are best directed to the special education teacher.
- Do **not** share other student's names or information regarding their programs with parents during IEP meetings, conferences or informal conversations.
- Information regarding specific students and programs should not be shared in the lunchroom, staff room, office areas, out in the community or any other setting.
- When conferencing or writing information regarding a student or family that contains confidential information, be aware of those around you who may be within hearing distance. Look for a more private place within the school building. This also includes "Cyber Information" as well. Do not post any information regarding the students under your supervision.

- No matter who asks you a question about a student, if you are unsure whether you should answer, **DON'T.** You can do this gently and politely. Remember only staff that has a need to know should be given information about a student.
- For consistency of program as well as confidentiality, Paraprofessionals must support teacher techniques, materials and methods, especially in the presence of students, parents and other staff. Questions should be directed to the specific teacher privately.

Characteristics of Learners

Paraprofessionals will need to understand the cognitive, physical, emotional, and social characteristics that are generally associated with children identified as in need of special education services. Children may exhibit one or more characteristics to varying degrees. The following are the definitions and descriptions of the state of Pennsylvania eligibility criteria for special education services.

Autism
Autism Spectrum Disorders (ASD) means a range of pervasive developmental disorders that adversely affect a pupil's functioning and result in the need for special education instruction and related services. ASD is a disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development: social interaction, communication, or restricted repetitive and stereotyped patterns of behavior, interests, and activities, with onset in childhood. Characteristics can present themselves in a wide variety of combinations from mild to severe, as well as in the number of symptoms present, for example Autistic Disorder, Childhood Autism, Atypical Autism, Pervasive Developmental Disorder: Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders.

Deaf/Blindness
"Deaf-blind" means medically verified visual loss coupled with medically verified hearing loss that, together interfere with acquiring information or interacting in the environment. Both conditions need to be present simultaneously and must meet the criteria for both visually impaired and deaf and hard of hearing.

Deaf/Hard of Hearing

"Deaf and hard of hearing" means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures.

Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

Developmental Delay

Early childhood special education must be available to children from birth to seven years of age who have a substantial delay or disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education.

Developmentally Adapted Physical Education: Special Education

"Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Emotional Behavioral Disorder

"Emotional or behavioral disorder" means an established pattern characterized by one or more of the following behavior clusters:

    A. Severely aggressive or impulsive behaviors,

    B. Severely withdrawn or anxious behaviors, general pervasive unhappiness, depression or wide mood swings, or

    C. Severely disordered thought processes manifested by unusual behavior patterns, atypical communication styles and distorted interpersonal relationships.

This category may include children or youth with schizophrenic disorders, affective disorders, anxiety disorders, or other sustained disturbances of conduct or adjustment when they adversely affect educational performance. The established pattern adversely affects education performance and results in either an inability to build or maintain satisfactory interpersonal relations necessary to the learning process, with peers, teachers, and others, or failure to attain or maintain a satisfactory rate of educational or developmental progress which cannot be improved or explained by addressing intellectual, sensory, health, cultural, or linguistic factors.

Developmental Cognitive Delay (DCD)
DCD refers to pupils with significantly below average general intellectual functioning resulting in or associated with concurrent deficits in adaptive behavior that may require special education instruction and related services

Other Health Impaired

"Other health impaired" means a broad range of medically diagnosed chronic or acute health conditions that may adversely affect academic functioning and result in the need for special education instruction and related services.

Physically Impaired

"Physically impaired" means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.

Severely Multiply Impaired

"Multiple disabilities" means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness

"Severely Multiply Impaired" means a pupil who has severe learning and developmental problems resulting from two or more disability conditions.

Specific Learning Disability

"Specific learning disability" means a condition within the individual affecting learning, relative to potential and is

A. Manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the individual does not learn at an adequate rate when provided with the usual developmental opportunities and instruction from a regular school environment;

B. Demonstrated by a significant discrepancy between a pupil's general intellectual ability and academic achievement in one or more of the following areas: oral expression, listening comprehension, mathematical calculation or mathematics reasoning, basic reading skills, reading comprehension, and written expression;

C. Demonstrated primarily in academic functioning, but may also affect self-esteem, career development, and life adjustment skills. A specific learning disability may occur with, but cannot be primarily the result of visual, hearing, or motor impairment; cognitive impairment; emotional disorders; or environmental, cultural, economic influences, or a history of an inconsistent education program.

Speech or Language Impairment
<u>Fluency disorder</u>
"Fluency disorder" means the intrusion or repetition of sounds, syllables, and word; prolongation of sound; avoidance of words; silent blocks; or inappropriate inhalation, exhalation, or phonation patterns. These patterns may also be accompanied by facial and body movements associated with effort to speak.

<u>Voice Disorder</u>
"Voice disorder" means the absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration.

<u>Articulation disorder</u>

"Articulation disorder" means the absence of or incorrect production of speech sounds or phonological processes that are developmentally appropriate. For the purposes of this subpart, phonological process means a regularly occurring simplification or deviation in an individual's speech as compared to the adult standard, usually one that simplifies the adult phonological pattern.
<u>Language disorder</u>

"Language disorder" means a breakdown in communication as characterized by problems in expressing needs, ideas, or information that may be accompanied by problems in understanding.

Visually Impaired

"Visually impaired" means a medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services may be needed.

Traumatic Brain Injury

"Traumatic brain injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's education performance and result in the need for special education and related services. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; speech/language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory perceptual and motor abilities; psychosocial behavior; physical functions; information processing. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Assessment and Evaluation

Assessment is the process of collecting and interpreting information relating to a child with a disability for the purpose of determining the child's present skills to form a base on which new learning experiences can be planned. Before a child can receive special education services a thorough evaluation is carried out. Depending on the areas of concern, it would include a comprehensive look at the child's physical, cognitive, academic, social, emotional and language development. Generally teachers and other professional staff members are responsible for conducting the assessment activities. Often, however, Paraprofessionals are asked to help identify the child's functional capabilities or provide specific observations regarding the child.

Based on the evaluation data the team, made up of professionals and the parents, determine if the child meets criteria in one or more of the disability areas

identified. After a child is placed in special education, a re-evaluation is conducted at least every three years to determine if special education continues to be needed. Paraprofessionals are often asked to provide data regarding a student they work with during the evaluation as a means of documenting progress and determining areas of need. This documentation may be in the form of anecdotal reports, checklists or formal and informal observations.

Observing and Keeping Good Data

Acquiring and using objective skills of observation and keeping data are important to all Paraprofessionals. Much of the information needed by the team to determine whether or not children are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the individuals are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP.

The written information as to what has been observed is called "data". It serves as a more permanent record of what is seen or heard and, when done well, is an objective account of the individual's activities and skills. It is important to keep written data on all the observation activities. If this is not done, there is a risk of reporting inaccurately what has happened.

Carrying out observations and keeping data must be done with an objective point of view. Sometimes, we may be tempted to let our biases or prejudices get in the way. We may like one student better than another and tend to look more favorably on his/her activities. It is very important to guard against these inclinations and to put down precisely what is seen or heard and to avoid anything that is stigmatized by personal perceptions of a child or a specific behavior.

Observation Is:

Systematically watching what a person does and says and recording the behaviors in order to make instructional decisions. Observation should:
  • Be done for a specific reason;
  • Provide samples of a child's/student's behavior over a period of time, in a
      variety of settings; and
  • Be objective.

Objective Observation Means:

• Watching events without being affected by personal biases/prejudices;
• Watching what is happening without guessing at the reasons that cause the action;
• Watching the activity without judging whether it is good or bad, and
• Producing an objective record that states exactly what an observer sees and hears.

Through observation, we can learn what the child can do, what the child likes or dislikes, how the child behaves under various circumstances and how the child interacts with people.

Observing Objectively

There are two points to remember when making observations:
• A behavior must be **observable** and
• A behavior must be **measurable.**

In other words we must be able to see or hear a behavior and we must be able to count or time how often a behavior occurs.

Keeping Data

There are several ways to keep data. They include:

Checklists-These may be in the form of standardized checklists that include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by the teacher. These checklists may also be called "task analysis". When Paraprofessionals work with a checklist, they simply watch the child and record whether or not the behavior described is observed.

Anecdotal Records-These usually consist of a sentence or two written in a notebook that describe what the child is doing at a specific moment. When making an anecdotal record, only behaviors that can be **seen or heard** and behaviors that **can be counted** should be recorded.

Interviewing- This is a specific kind of record keeping, one in which the team is trying to determine what the child likes or dislikes, what the child's interests are, or other feelings or beliefs that cannot be observed. When interviewing, it is extremely important to record precisely what the child says. There is no room for editorializing in this kind of record.

Frequency or Duration Notes-Sometimes the information that is to be collected refers to how often or how long a behavior is occurring. For example, the team may want to know how many times a child talked to or communicated with playmates or how often a child initiated a conversation with peers. For this kind of record keeping, Paraprofessionals will count the frequency of the behavior occurring, to observe how long or frequent behaviors are.

Instructional Content and Practice

Motivating Students

Students who are motivated cause fewer discipline problems because they care about what they are learning. When students are actively learning content that has personal meaning for them, they have neither the time nor the energy to create discipline problems. Conversely, when students feel that they are not actively involved, they become bored, turned off, and find satisfaction in acting out.* Characteristics of a classroom with a motivational environment include the following:
   • Trust is established and fear is minimized.
   • Students understand the benefits of learning and understand that changing behavior is part of learning.
   • Students are aware of different learning options and are able to make choices that are real, meaningful, and significant.
   • Students are actively engaged in learning.
   • Leaning is relevant and meaningful and is related to real-life.
   • Feelings and thoughts are incorporated for learning to have personal and lasting usefulness. *

Researchers have examined motivation from the perspective of a student's self-concept, a student's motivation to achieve, and a student's perceived ability to control his learning. Strategies for increasing motivation based on these three aspects include the following:

   • Increase student response. Ask more open-ended questions.
   • Ensure that all students are called on equally as often, regardless of perceived capability.
   • Encourage students to persist with difficult problems and to finish projects.
   • Foster excitement about new ideas.
   • Offer more in-depth projects, activities, or independent studies.

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• Incorporate student self-assessment in the grading system.
• Involve students in directing their own learning.
• Exhibit high expectations for all students.
• Increase students' readiness to learn.
• Increase involvement and interest.
• Cooperative assignments increase motivation.
• Audiences are great motivators. Invite the principal, parents, or other classes to activities.
• Integrate all domains of learning; engage the cognitive, affective, and psychomotor domains in many tasks.
• Stress accomplishments rather than winning.

How students feel about themselves often gives them the determination and strength to pursue learning and pursue challenging tasks. Teachers and Paraprofessionals can help instill the will to want to learn with just a few words of encouragement. Of course there will always be students who are seemingly "un-motivate-able". In these cases, perseverance in motivation tactics can greatly improve the chances of success with such students.

This is a simple assessment of student motivation by teachers/Paraprofessionals.

Discuss your results with your supervising teacher if you have concerns.

1. Do you listen to your students? Yes No

2. Do you give students permission to express their feelings? Yes No

3. Do you take your students seriously? Yes No

4. Do you allow your students to make choices, even if bad choices? Yes No

5. Do you compliment your students when they do a good job? Yes No

6. Do your students feel that you have high expectations for their learning? Yes No

7. Do you tell your students that you care about them? Yes No

8. Do you find yourself comparing students with other students? Yes No

9. Do you put your students down? Yes No

10. Do you criticize students harshly when they misbehave? Yes No

Notice that in questions one through seven, a response of "yes" is most desired, and in questions eight through ten, a response of "no" is most desired.

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Classroom Accommodations
Modifying Classroom Materials

Children with disabilities assigned to a regular classroom should have every opportunity to participate in all activities that are appropriate. A goal of adaptation is to provide all students with the opportunity to participate to the maximum extent possible in the typical activities of the classroom. Ensuring that children with disabilities are active learners, in contrast to passive observers or parallel learners (with a whole different educational experience), is a primary concern.

To insure continuity, it works well for students to receive group instruction in the regular classroom whenever possible rather than experiencing the disruption of leaving the classroom for another location. The special education teacher needs to consider what students can do independently, what they can do with adapted or modified curriculum, what they could do with peer assistance, and what they can do with Paraprofessional assistance inside the regular classroom setting. At times, due to a student's distractibility, functional academic skills, social skills, and/or frustration level, students may need to have special services delivered outside of the regular classroom.

A Paraprofessional may be assigned to modify or adapt curriculum inside the regular classroom to assure success for children with disabilities and is one way of providing a least restrictive environment. This is a good opportunity for Paraprofessionals to be creative. Modifying curriculum to help students find success is challenging, but the rewards are exciting. Ideas for curriculum modification can come from the classroom teacher, special education teacher, school psychologist and other consultants. Adaptations are most effective when they are simple, easy to develop and implement, and based on typical assignments and activities. ASEC also has several books with curriculum modifications for check out.

Questions about Adapting Curriculum and Instruction

Q: Are adaptations just for students with identified disabilities?

> **A:** Adaptations are necessary and appropriate for any student who is not experiencing success, regardless of whether that student has a disability. Research and educational values tell us that all children can learn what is important to them to learn, and that the teacher's role is to assist all students to succeed.

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Q: What areas of the curriculum or aspects of instruction can be adapted?

    A: The three areas that teachers typically adapt are curriculum materials (e.g., textbook assignments, workbook or worksheet pages, and tests), instruction (e.g., grouping strategies, learning centers, audio visuals, and cooperative learning), and classroom organization and behavior management (e.g., daily schedule and routines, classroom rules, seating arrangements, and individualized behavior plans). When planning adaptations, consider all possible areas and, if necessary, adapt in more than one area at a time.

Q: How intrusive should adaptations be?

    A: As adaptations are generated, a continuum of intrusiveness will become apparent. Some adaptations will closely resemble the activities of classmates, while others will be less similar and require alternate materials, supports, or types of instruction. To create "least intrusive curriculum and instruction", it is often beneficial to begin with less intrusive adaptations and work up as necessary. In addition, when adaptations are necessary, it is important to minimize rather than highlight student differences. For example a communication notebook that hangs around a student's neck will be stigmatizing. By contrast, a small billfold-sized notebook will meet the same goal without calling unnecessary attention to the differences between students. Progress monitoring is also important so that adaptations can be made less intrusive as students gain skills and competencies.

Q: Won't adapting curriculum and instruction create lowered expectations and watered down curriculum for all?

    A: There is no evidence that students in classrooms where adaptations regularly occur score differently than their peers on achievement or other benchmark tests. In contrast, many teachers observe higher levels of mastery for nondisabled students when adaptations are common practice. Since adaptations are made for students at the high end of the achievement continuum as well as the lower end, there is no need to mad significant adjustments in the typical pace of instruction for the majority of students. As teachers make adaptations, they evaluate each student's abilities and determine the minimal amount of adaptation needed in order for that student to succeed. In many cases this means increased rather than lowered expectations

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Q: Is it really fair and equitable to adapt for individual students? Won't students resent their classmates who have adaptations made for them?

> **A:** Though a common concern for many teachers, the problem of fairness appears to be more of an issue for adults than for students. In a recent interview in an elementary school where adaptation is the norm, a group of nondisabled students were asked if they felt it was fair for classmates to receive adapted assignments and tests. Overall students responded that it was fair because everyone is different. Student comments include: "It's okay because they're getting better," "Shorter assignments don't bother me because they need more help than I do," and "It makes me feel good that the teacher helps them." Making adaptations available to any student who needs them, and creating a classroom climate of acceptance, often minimizes the problem.

Types of Adaptations

1. **Size-**Adapt the number of items that the learner is expected to learn or complete.

2. **Time-**Adapt the time allotted and allowed for learning, task completion, or testing.

3. **Level of Support-**Increase the amount of personal assistance with a specific learner (e.g., assign peer buddies, Paraprofessionals, peer tutors, or cross-age tutors).

4. **Input-**Adapt the way instruction is delivered to the learner (e.g., Use different visual aids, plan more concrete examples, provide hand-on activities, place students in cooperative groups).

5. **Difficulty-**Adapt the skill level, problem type, or the rules on how the learner may approach the work (e.g., Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs).

6. **Output-**Adapt how the student can respond to instruction (e.g., Instead of answering questions win writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on materials).

7. **Participation-**Adapt the extent to which a learner is actively involved in the task (e.g., In geography, have a student hold the globe, while others point out locations).

8. **Alternate Goals-**Adapt the goals or outcome expectations while using the same material (e.g., In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well).

9. **Substitute Curriculum-**Provide different instruction and materials to meet a student's individual goals (e.g., During a language test one student is learning computer skills in the computer lab).

Special Responsibilities
Home-School Notebooks

Home-school notebooks provide needed information to parents and teachers. Notebooks are generally kept for students who are very young or have limited verbal skills. This is a way for parents to know what activities their child participated in at school, and for teachers to know what kinds of activities occur at home.

Notes can be used to record milestones, medical information and provide communication with therapists. Paraprofessionals can assist in recording a student's daily activities in the notebook. Entries should be factual and based on a student's strengths. Care should be given to assure that the information is written is not only positive or only negative, but rather a sensitive accounting of the key information necessary to share. Remember, both parents and school staff can easily misinterpret the written word. When miscommunication occurs, it is often difficult to regain the trust relationship that is so important when working with children with disabilities and their families.

Paraprofessionals should always check with their supervising teacher if a situation occurs that may concern parents. In some situations, a phone call by the supervising teacher will be more appropriate than a note home.

Physical and Occupational Therapy
In the school environment, physical (PT) and occupational therapy (OT)for children with special needs has two goals:

1. To increase a student's independence

2. To improve their ability to interact with their environment.

PT and OT in the school system must be directly related to the student's special education goals. This means that therapy must be necessary for the student to access education that is provided in the school environment. Therapy services provided in the educational setting use a team approach that often includes the Paraprofessional, to help students and are not isolated from the educational program.

 The therapist supports the teacher, Paraprofessional and/or parents regarding the student's specific needs and may be the primary provider of the service. The therapist's involvement may include assisting teachers and Paraprofessionals to understand and adapt to the students disability, provide suggestions for modifications of educational materials and environment and/or monitor the students progress.

Paraprofessionals are often responsible for implementing the physical and occupational therapist's recommendations. Therapists train Paraprofessionals in the appropriate techniques and monitor the student's progress with regular consultation visits.

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Supporting the Teaching and Learning Environment

Classroom Management

Although Paraprofessionals are not required to maintain a classroom independently, there are times when the Paraprofessional must conduct a well-managed classroom or educational session in order to accomplish the tasks prescribed by the supervising teacher. There are also times when a teacher may need to step out for very brief periods of time and the Paraprofessional will need to manage the classroom.
If the supervising teacher leaves the classroom on a regular basis the Paraprofessional should notify their Supportive Services Coordinator immediately.

Classroom management involves the following factors which, when put into practice by educators, are most influential in maintaining discipline and motivation for students. To be an effective classroom manager, one must have in practice each of the following*:
   • Establish the rules and procedures of the classroom early in the year and
      communicate them explicitly.
   • Continually monitor compliance with the rules.
   • Use detailed and consistent accountability systems, keep track of student
      assignments, and describe the evaluation system clearly.
   • Communicate information, directions, and objectives clearly.
   • Organize instruction efficiently, waste little time getting prepared or making
      transitions, keep the momentum in lessons, and maximize student
      engagement.
   • Seem to "have eyes in the back of your head".
   • Understand classroom context and events and use this information to develop
      activities that maintain the instructional flow with minimal interruptions.

Health Precautions and First Aid
Disease Control

According to the Department of Health and Human Services, the best way to stop disease is to wash one's hand well. Students should be reminded to wash their hands before eating or drinking, before serving or preparing food, and after they have used the toilet. Children often need to be reminded to cover their mouths when they cough or sneeze and to wash their hands afterwards.

When assisting with toileting routines, wiping noses, applying pressure to a bleeding injury or assisting vomiting children, Paraprofessionals need to use disposable gloves. Disposable gloves will be provided in the special education classroom or from the health room..

Clothing and other nondisposable items, such as towels used to wipe up body fluid or clothes soaked with body fluids, should be rinsed and placed in plastic bags. If presoaking is required to remove stains, it is important to use gloves to rinse or soak items in cold water prior to bagging to be sent home.

Sanitizing

The bathroom toilet and table surfaces may need to be cleaned and sanitized daily using spray bottle solutions. Cleaning solutions such as detergent and water can be used to clean most surfaces. Sanitizing solutions should be used on objects contaminated by bodily secretions.

In order to clean and sanitize an area one should spray with cleaning solution, wipe dry with a single disposable towel, spray with sanitizing solution and wipe dry with a separate towel. Toys, cups, and other objects are to be washed in detergent, rinsed in clear warm water, immersed in sanitizing solution and air-dried. A sanitizing solution consists of 1/8 cup of bleach to 1 gallon of water. For a spray bottle, use 2 teaspoons of bleach to 1 quart of water.

Lice

Head lice are tiny insects that live in human hair. They hatch from small eggs, called nits, which are attached to the base of individual hairs. The eggs hatch in about ten days, with new lice reaching maturity in about two weeks. The female louse can live for 20 to 30 days and can lay as many as six eggs per day. Persistent itching of the head and back of the neck can indicate head lice. Also look for infected scratch marks or a rash on the scalp. Nits resemble small white specks in the hair similar to dandruff. Dandruff can be easily removed; nits, however, are

very difficult to remove. When head lice are suspected your supervising teacher should be notified should be notified. Your supervising teacher will provide direction as to what the next steps are to be followed.

It is important that Paraprofessionals handle children with head lice in a sensitive and confidential manner. Head lice can be found in children from all socio-economic levels and are not due solely to poor hygiene practices.

Chicken Pox

Chicken pox is a contagious disease caused by a virus. It usually begins as an itchy rash of small red bumps on the stomach or back before spreading to the face. Parents will need to be notified, and the child will need to be removed from school for ten days from the onset, or until the chicken pox are scabbed over. If the Paraprofessional should suspect chicken pox they should notify their supervising teacher.

Cytomegalovirus (CMV)

CMV is a common virus; most adults and children come into contact with CMV and have no symptoms or problems. CMV is spread through contact with saliva or urine of an infected person. Close prolonged physical contact is necessary for spread to occur. CMV spreads easily (usually without symptoms) in childcare settings, most often among the children who lack control of body secretions. Most people have no symptoms. Occasionally, a person may develop temporary symptoms that include fever, sore throat, tiredness, and swollen glands. Good hygiene, including frequent hand washing lowers the risk of getting CMV.

Good hygiene practices are especially important for the teacher or Paraprofessional who is pregnant. Generally, CMV has been thought to cause birth defects when the pregnant woman experiences a symptomless CMV infection during the first 3 or 6 months of pregnancy. Pregnant caregivers or those considering pregnancy may want to discuss being tested for CMV by their physician. If they are not immune to CMV, they may want to wear gloves for contact with saliva or urine.

Fifth Disease

Fifth disease (also known as erythema infectiosum) is a mild, common rash illness caused by a virus. Outbreaks of fifth disease frequently occur in childcare settings or schools. Symptoms include a rash and sometimes a fever or sore throat. The characteristic rash causes a striking redness of the cheeks (slapped cheek) in children. It often begins on the cheeks and is later found on the arms, upper body

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buttocks, and legs; it has a very fine lacy, pink appearance. The rash tends to come and go for days or even weeks, especially as a response to sunlight or heat. In general, the rash around the face will fade within 4 days. The rash on the rest of the body fades within 3-7 days of its appearance. Pain and swelling of the joints may occur, especially in adults. It is spread through person-to-person contact; most likely through respiratory secretions and can be epidemic among children. If other rash-causing illnesses are ruled out, there is no need to exclude or isolate the child.

Injuries

Accidents

When a student has an accident at school, staff needs to document the incident. Accident reports briefly state the day, time, and events of the accident. With any illness or accident, a Paraprofessional needs to notify the supervising teacher. That teacher will be directly responsible for notifying the parents of an illness or accident along with Safety Team members and Administrators.

Cuts

Simple cuts and scratches can be cleaned with soap and water. A simple cut or scratch may be covered with a sterile gauze bandage to keep it clean. Each classroom should have a small first aid kit to handle these situations. The Paraprofessional should always notify their supervising teachers in these cases as the parent should always be notified and the teacher will take that responsibility.

Bites

A human bite that breaks the skin can cause severe infection. The area should be washed with soap and water and the supervising teacher should be notified immediately. The supervising teacher will then notify the school nurse and parents will also be notified. It is important to be pro-active when working with a child that is known to bite. By wearing long sleeves or sweatshirts the Paraprofessional may prevent a painful injury.

Seizures

During a seizure the most important rule of first aid is to protect the individual. If the student is having a grand mal seizure whereby the student falls to the floor, the head should be cradled or something soft placed under the head. Convulsive

seizures must run their course; a bystander can do nothing to prevent or stop a seizure. While the seizure may look scary, the assisting person should remember to stay calm. It may also be necessary to contact a Safety Team member to ensure the rest of the class remains calm as well. Gently talking to and reassuring the student who is having a seizure can be beneficial to everyone involved. Supervising teachers should be notified immediately as well as the school nurse.

Objects should *not* be put into a person's mouth during a seizure or the person's movements restrained. It is important to remove all sharp or dangerous objects from the immediate area so that the person does not become injured. If possible turn the individual on his side and time the seizure. If a seizure lasts longer than five minutes, the parent should be notified as medical attention may be needed. For some children who are seizure prone, the school may have developed a health plan that outlines the steps to be taken in an emergency. It is important to be familiar with this plan ahead of time.

There may be incontinence during a seizure. It is critical to handle this situation in a sensitive manner and to protect the student from the view of others should this occur.

Child Abuse and Neglect

Children who are experiencing abuse or neglect need help from the people in their community. Providing a safe community for children takes determination and commitment on the part of everyone. As a Paraprofessional who works with children and families, you are in a key position to help protect children from harm. In Pennsylvania as a mandated reporter, you have a legal obligation to make a report if you know or have reason to believe a child is being neglected or abused. You are personally responsible and cannot shift the responsibility to your supervising teacher or to other persons such as the principal in your building.

Anyone who reports child abuse or neglect in good faith is immune from any civil or criminal liability. The reporter's name is confidential, accessible only upon consent of the reporter or by court order. Anyone who is required to report and fails to do so will be held liable. If you are uncertain whether or not a situation should be reported, you may call the Department of Human Services. The child protection staff there will help you decide if a report should be made based on the information you have.

 While no one indicator is proof that a child is being neglected or abused, these are some signs to be aware of.

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Abused or neglected children may:

- seem unduly afraid of their parents;

- often have welts, bruises, untreated sores, or other injuries;

- show evidence of poor overall care;

- be given inappropriate food, drink, or medication;

- exhibit behavioral extreme. For example: crying often or crying very little and showing no real expectation of being comforted; being excessively fearful, or seeming fearless of adult authority; being unusually aggressive and destructive, or extremely passive and withdrawn.

- be wary of physical contact, especially when an adult initiates it, or become apprehensive when an adult approaches another child, particularly one who is crying. Others are inappropriately hungry for affection, yet may have difficulty relating to children and adults. Based on their past experiences, these children cannot risk getting too close to others.

- exhibit a sudden change in behavior. For example: displaying regressive behavior-pants wetting, thumb sucking, frequent whining, becoming disruptive or becoming uncommonly shy and passive.

- take over the role of parent, being protective or otherwise attempting to take care of the parent's or younger sibling's needs.

- be habitually truant or late to school. Frequent or prolonged absences sometimes result when a parent keeps an injured child at home until the evidence of abuse disappears, or when an older child is kept home to care for younger siblings. In other cases truancy may indicate a lack of parental concern or ability to regulate the child's schedule.

- arrive at school too early and remain after classes rather than going home.

- be inappropriately dressed for the weather. Children who never have coats or shoes in cold weather are receiving less than minimal care. On the other hand, those who regularly wear long sleeves or high necklines on hot days may be dressed to hide bruises, burns or other marks of abuse.

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Reporting Procedures

When you call the Department of Social Services to make a report, you will be asked for information which will assist child protection to identify the child and family, evaluate the problem, and respond quickly and appropriately. You will be asked:

   • your name and phone number;

   • what happened to the child and when;

   • where the child is now

   • the names and addresses of the parents/caretakers; and

   • firsthand knowledge you have about the child for family.

As a mandated reporter, you must file a written or in-line report within 72 hours, exclusive of weekends and holidays, of your verbal report. Child protection must respond immediately to a report of infant medical neglect or a child in imminent danger. If a child is not in imminent danger, child protection must initiate an assessment within one working day.

Because of confidentiality and privacy laws, child protection is limited in what they can discuss with you, even when you are working with the family, unless the family consents to an exchange of information.

Child-line and reporting procedures for your school will be available through your Special Education Coordinator ort your school principal.

Facilitating Positive Student Behavior and Social Interaction Skills

Paraprofessionals will want to observe a child's emotional, social, and behavioral skills to:

- assist in developing their peer and adult relationships;

- to reinforce a positive self-concept in the student;

- to encourage understanding of the student's own and other's feelings and perspectives;

- to demonstrate and reinforce on task behavior;

- to encourage problem solving and planning for pro-social behaviors, and

- to watch for things that promote or interfere with the students learning.

Children are most likely to succeed if they feel good about themselves and their abilities. How a person feels on the inside is how he will act on the outside. A student with high self-esteem is going to demonstrate motivation, self-confidence, security, eagerness to learn, happiness, cooperation, risk taking, friendliness, responsibility, independence, and creativeness. A child with low self-esteem is going to have difficulty making decisions, taking initiative, sharing, being kind to friends, building relationships, and demonstrating self-control.

Paraprofessionals will often work directly with students who have low self-esteem. Children with and without disabilities struggle with these issues of self-esteem; however, students with disabilities face greater frustration and failure when compared to peers. By building a trusting relationship in a positive and caring environment, the Paraprofessional can assist the student in feeling secure. By building an awareness of the student's unique qualities and assisting them to identify and express emotions and attitudes, the Paraprofessional can help the student define a sense of who they are. Promoting group acceptance and support will increase the student's skill at making friends. When the Paraprofessional enhances the student's ability to make decisions, seek alternatives and identify consequences, they increase the child's academic and behavioral performance.

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Children with disabilities will be working to develop skills in all of the personal, social, and functional areas. Paraprofessionals are key in assisting children to develop independent functioning skills. It is important that teachers and Paraprofessionals allow children to practice these skills daily. These are the skills that will help children function independently in school, home and the community. Paraprofessionals and teachers need to allow enough time for children to complete these activities with minimal assistance. Often, adults assist too quickly. After giving a child a direction to complete a task, it is important to leave enough wait-time to discover what the child already knows how to do. Only with practice can the child learn to complete these activities efficiently. The Paraprofessional may need to assist a child in such personal care activities as eating, maintaining a proper diet, table manners, proper social skills, dressing, undressing, toileting, grooming and hygiene.

Breakfast and lunch monitoring is considered instructional time for modeling appropriate social and emotional behaviors. Paraprofessionals need to sit with students and engage students in conversations again modeling appropriate conversations, and table manners. Exclusive adult to adult conversations are not appropriate at this time and should only occur during scheduled duty free breaks nor is cell phone usage.

Some students are included in the regular classroom for socialization purposes. Just as the typical developing child learns from observing and participating in activities with other typical developing children; so to do special needs children. Research has shown that children with disabilities, who generally interact only with other children with disabilities, do not develop the appropriate social skills, which will allow them to become a contributing part of the community as adults. In addition to the benefits to the child with a disability, the typical child in the classroom learns lessons in acceptance of human differences, becomes more aware of others' needs, and more comfortable with people who have disabilities.

The goal of the Paraprofessional is to provide support to the child with a disability with the least intrusion. Paraprofessionals and regular classroom educators should treat a child with disabilities like a child who does not have special needs. A child will feel connected to peers and the classroom teacher if the Paraprofessional attempts to be discreet in delivering assistance. Continually sitting beside or hovering over the child when support is not needed only serves to reinforce that the child is different and tends to discourage interaction with the student and peers. On the other hand, some students need total hand over hand guidance with activities. With the classroom teacher's approval, the Paraprofessional should be able to move about the room and help all students that need assistance.

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Behavior Management

Behavior management is complex and unique to each individual. In each classroom environment, staff will manage behavior in a variety of ways. Paraprofessionals, in order to reinforce consistency, need to model the classroom management systems defined by each classroom teacher. When further intervention is necessary, the regular classroom teacher and special education teacher will plan appropriate interventions for the Paraprofessionals to implement. It will be important for Paraprofessionals to define their role with the teacher in each classroom setting.

There are a number of general management strategies that Paraprofessionals will want to be familiar with no matter what setting they may be working in. The most regarding procedure to use is positive reinforcement.

- Praise is a positive interpretation of factual data. Praise is immediate, specific, deserved, and related to behavior. Paraprofessionals should praise appropriate behaviors by describing the appropriate behaviors they see students perform. Paraprofessionals and other staff ought to praise each other in front of students (modeling) tell students to praise themselves, and tell students to praise others.

- Positive reinforcement involves the presentation of a "reward" (smiles, stickers, points, etc..) following a student performing a particular targeted behavior. The reward is designed to increase the frequency of the desired response and works particularly well with elementary students. If the reinforcement is to be effective, the student must get the reinforcers *only* after performing the target behavior. A reinforcer should be delivered immediately after the target behavior is performed.

- Concept reframing is a technique in which staff attempts to increase a student's awareness of certain strengths and capabilities. A teacher/Paraprofessional will recognize the strength each time a student demonstrates it and then will describe it to the student (i.e. You are so good at remembering to put away your books). This feedback is delivered on an individual basis, not in front of the group.

- Modeling is used by a teacher/Paraprofessional to increase appropriate behaviors. Modeling is a process in which appropriate behavior of a peer is reinforced who is in the proximity of a student behaving inappropriately.

• Extinction is used to decrease behavior. Extinction is the removal of all reinforcement. This is commonly known as "ignoring". Extinction may be used if a student is not harming himself, another student, or damaging property.

• Over-correction is also used to decrease behavior. This is used to teach students to take responsibility for their behavior and teach them the appropriate response. Over-correction is based on exaggerated experiences.

  • Restitutional over-correction is when a student must restore an environment to its original condition. The student must make improvements beyond the original condition (i.e. pick up the books thrown on the floor plus the pieces of paper that were already on the floor).

  • Positive-practice over-correction involves engaging the student in the exaggerated experience of an appropriate behavior. At the same time the staff person recites the rules for doing the behavior the "right way" (i.e. walking in the hallway).

• Contingent observation time-out is a process used to remove a student from all reinforcement for a brief period of time following misbehavior.

  (*During the time-out, a student is not given verbal prompts or eye contact. The child is told to watch or think about the appropriate behavior. While in time-out, students observe ongoing classroom activities and when appropriate, are followed up immediately by being requested to re-join the group. The student verbalizes what he needs to be doing in order to re-join the ongoing activity. It is important when entering or exiting a time-out that a Paraprofessional focuses the student on the appropriate behavior only. After a time-out a staff person will backward chain the events leading to the time-out. Therefore, any work missed, over-correction or any positive practice procedure that may be required is completed in the appropriate order before a student rejoins the group.*)

• Re-direction is a very effective behavioral technique. There are a variety of ways to positively re-direct behavior in order to avoid using an aversive procedure.

Many times a Paraprofessional can ignore what a student does or says and can simply change the subject. A child can be distracted by a

positive statement, an unrelated question, or by giving an unrelated direction.

Another way for a Paraprofessional to re-direct behavior is by replacing the behavior (i.e. a child may not be allowed to throw rocks but he can throw a ball). Paraprofessionals can also give behavior an appropriate time and place (i.e. a student may not yell loudly in the classroom, but can yell outside at recess). Often, giving a student a time and place for a certain type of behavior helps to eliminate it at inappropriate times. In order to not reinforce the behavior, the Paraprofessional must *under-react* to the student's inappropriate behaviors and use a sense of humor when dealing with a difficult situation.

The key to making these behavior management strategies successful is to build good relationships with students. Good relationships are developed through consistency, caring, cooperation, and trust. Students need to feel they can trust Paraprofessionals. Trust is built by consistent behavior. A student needs to see the Paraprofessional doing what she says in a consistent fashion. If the Paraprofessional nags students with warnings, they will not get consistent compliance. Paraprofessionals need to verify with the teacher the types of privileges they can remove or withhold. It is essential to have both the authority and means of implementing the consequences you choose because the students must see that you will do what you say. Remember for consistency, whoever gives the directive that is not complied with should carry out the correction procedure.

Paraprofessional Handbook for ASPIRA of PA Schools

<u>**Communication and Collaborative Partnerships**</u>

Teaming/Collaborations

Effective teaming is critical to the success of the delivery of services by both certified teachers and Paraprofessionals. Effective teaming requires that team members share a common vision for achieving their mutual goal-delivering educational services to meet the need of all children. The beliefs they have about curriculum and instructional practice support this vision. If one member of the team's beliefs are consistent with an education model supporting conventional instruction and the other member of the team's beliefs are consistent with an educational model supporting reform instruction, it is going to be difficult for the team to work together.

Communication serves as the foundation for teaming. It involves the exchange of information between parties, and should help both parities assist the child in learning. Effective communicators reach out beyond themselves to the people with whom they are working. Good communication is "other-focused," not "self-centered". Much of the failure to communicate can be blamed on failure to understand and respect people's feelings, and unwillingness to cooperate, or a needless show of authority.

Paraprofessional Handbook for ASPIRA of PA Schools

<u>**Professionalism and Ethical Practices**</u>

Professional Ethics
Many times, the Paraprofessional is in an awkward position. They are involved in the educational process with students and many of their expectations are similar to that of a classroom teacher. However, a Paraprofessional is in a professional position that requires the following ethical guidelines.

<u>**Accepting Responsibilities:**</u>

- Engage only in instructional and other activities for which you are qualified or trained.

- Do not communicate progress or concerns about students to parents, community members or other teachers; this is reserved only for communication with your supervising teacher.

- Refer concerns expressed by parents, students, or others to your supervising teacher.

- Recognize the supervisor has the ultimate responsibility for instruction and management and follow the prescribed directions.

- Help to see the best interests of individual students are met.

<u>**Relationships with Students and Parents:**</u>

- Discuss a child's progress, limitations, and/or educational program ONLY with the supervising teacher in an appropriate setting (i.e. do not discuss students in the teacher workroom with other teachers during lunch time).

- Express differences of opinion with your supervising teacher ONLY when students are absent from the room.

- Discuss school problems and confidential matters only with appropriate personnel.

- Do not engage in discriminatory practices based on a student's race, sex, cultural background, religion, or disability.

- Respect the dignity, privacy, and individuality of all students, parents, and staff members.

- Be a positive role model.

Relationship with the Teacher:

- Recognize the teacher as your supervisor.

- Establish communication and a positive relationship with the teacher.

- When problems cannot be resolved, communicate with your Supportive Services Coordinator.

- Discuss concerns about the teacher or teaching methods directly with the teacher in an appropriate setting.

Relationship with the School:

- Engage in behavior management strategies that are consistent with standards of the ASPIRA of PA Schools.

- Accept responsibility for improving your skills.

- Know and follow school policies and procedures.

- Represent the school in a positive manner.

Paraprofessional Handbook for ASPIRA of PA Schools

ASPIRA Policies/Procedures

Paraprofessionals:

- Working Day

  All employees must adhere to the Time and Attendance Policy. All employees are expected to arrive at work and begin work by their designated start time and to remain on duty until the end of their scheduled work shift/day. This policy is designed to provide attendance standards, outline the appropriate procedures to follow for scheduled and unscheduled absences, and identify consequences for those employees who do not meet attendance and punctuality expectations.
  Arrival Time:

  Break Time:

  The full time Paraprofessional is entitled to a half-hour duty-free lunchtime while employed full time along with one 15 minute break.   These breaks will be scheduled by your Supportive Services Coordinator to ensure there is always support available for emergencies.

- Sick Leave

  All full time on staff employees will accrue one-day sick leave each month worked, for a maximum of 10 days per fiscal year. In order to receive sick leave pay you must inform the appropriate member of the administrative staff. Unused sick leave may be carried over from year to year not to exceed more than 20 days per year.

- Personal Leave

  All full time/on staff regular employees will accrue up to 3 personal days. Employees may request up to 3 paid personal days for such special situations as family emergencies, court summons, etc. You must notify your supervisor in advance for approval of usage of a personal day by submitting a written request. Personal days cannot be combined with other leave, nor carried over to the following fiscal year.

- Performance Standards and Evaluation

Paraprofessional Handbook for ASPIRA of PA Schools

Everyone will be evaluated by two prong evaluation system. **Mid Year** - August – December to be evaluated by end of January**. End Year** – January – June to be evaluated by the Middle of May to beginning of June

• Dress Code

Staff is encouraged to dress neatly, in clothes that promote a professional appearance. If there is question as to whether a certain item of clothing is appropriate, the Paraprofessional is asked to review the ASPIRA dress code policy.

• Arriving Late/Early

Each Paraprofessional must arrive at their scheduled time. If a Paraprofessional is aware ahead of time they may be late, a call to the Supportive Services Coordinator and Administrator is required, stating the approximate time of arrival. This is so the supervising teacher can plan appropriately and account for each student that Paraprofessional is responsible for.

Each Paraprofessional must stay until their scheduled time. If a Paraprofessional must leave their workday early, they must first clear it with their Supportive Services Coordinator and Administrator. A Paraprofessional who leaves early without notifying their Supportive Services Coordinator and Administrator to make arrangements for their absence, will be subject to the ASPIRA discipline policy.

Paraprofessionals must adhere to their workday schedules. If you have a specific duty, which might include bus duty, you must be there on time. Failure to be at your assigned location is not permitted.

• Personal Phone Use

Professionals must refrain from using their personal phones during the workday. This means making calls, texting and using facebook and any

other social media site. However, some circumstances may warrant having your phone visible if there is an emergency. In this case you must notify your Supportive Services Coordinator.

• Attending Faculty Meetings or In-services

Paraprofessionals are required to attend staff meetings and professional development opportunities. Texting and having sidebar conversations during staff meetings is not appropriate professional conduct.

• Attending IEP Meetings

Paraprofessionals may be asked to attend a student's IEP meeting at the case manager or parent's discretion. Paraprofessionals work closely with students and often have valuable information to share with the team. When the Paraprofessional is not required to attend the meeting, they may be asked to provide information to the case manager to be relayed to the other members of the team.

• Smoking Policy

All ASPIRA of PA Schools are smoke-free buildings. Staff is not permitted to smoke on school grounds. All full time Paraprofessionals are entitled to one half hour lunch break and one scheduled 15 minute break where they may choose to smoke off of school grounds. Taking a non-authorized break to smoke is not permitted.

• Responsibilities When Supervising Teacher is Absent

If the supervising teacher is absent, the Paraprofessional is expected to aid the substitute in a manner that facilitates normalcy and continuity in the students' day. The supervising teacher may also give specific instructions to the Paraprofessional to be carried out during those times they are absent.

Paraprofessional Handbook for ASPIRA of PA Schools

What Should I Do If_____??

• *A student becomes physically ill:* Notify the supervising teacher. They may request you notify the school nurse, or bring the student to the office. Paraprofessionals may not give students permission to go home or be absent from class because of illness. Only the school nurse or a faculty/staff member authorized by the school nurse has the authority to do so.

• *A window, door, etc. gets broken:* Notify your supervising teacher or building principal. You may be asked to fill out a room repair request.

• *Something is stolen:* Notify the supervising teacher. Write a statement describing the item stolen, the approximate time the incident happened, and the area the item was stolen from. Refrain from naming suspected persons, be as objective as possible.

• *Noise outside the classroom is disruptive:* Politely ask the source of the noise to stop. Explain that they are disturbing students and must be respectful of others. If the source does not stop (ex. If it is a group of students), write their names down and submit the names and a description of the incident to the building principal.

• *Another teacher asks for my help:* Politely explain that you are unable to help them out, but can contact your supervising teacher for authorization. You have a prescribed job to do and unless the teacher asks for assistance that is related to your duties, you need authorization from your supervising teacher to comply. If there is an emergency situation please support the individual during the emergency.

• *I suspect child abuse:* As immediate as possible, document the entire situation/suspicion, notify your supervising teacher and call social services, stating you wish to report a suspicion of child abuse. All Paraprofessionals and faculty/staff of a school district are mandated reporters for any kind of abuse

and **must** report suspicions to proper authorities. Please keep in mind also, that a report of child abuse is **confidential** and must be treated so for social services and law enforcement to do a thorough investigation. As a reporter, you are entitled to feedback to learn what steps have been taken to investigate the allegations.

• *A student needs medication:* All students who take medication at school have their medications dispensed in a controlled environment in the office, with the school nurse, or other personnel approved by the school nurse dispensing the medication to the student. When a student is dispensed medication, it is charted. If a student expresses a need to take his medication, notify your supervising teacher who will then notify the school nurse.

• *I suspect a student of using/selling drugs:* Report immediately to the supervising teacher and the building Principal. Document your reasoning for your report accurately and specifically. The building Principal will notify appropriate authorities if need be, and will act as a referral to the school nurse or school counselor.

• Other:

Paraprofessional Handbook for ASPIRA of PA Schools

Student Handbook Item Checklist

It is important for each Paraprofessional to be well versed in the guidelines students are expected to follow. Please go over and discuss the following items with your supervising teacher and check off the items when completed.

Schedules

Dress Requirements

Discipline Policy

Hall Passes

Locker Use

Visitors

Telephones /Cell Phones

Detention Policy

Food

Procedures for student-student and student-teacher complaints

Computer Rules

Consequences for Misbehavior

.

Paraprofessional Handbook for ASPIRA of PA Schools

Teaming/Collaboration

In order to provide an environment that fosters education and learning for students, it is imperative that staff and faculty work together. Becoming aware of each other is the first step towards successful collaboration. During the first week of employment, the Paraprofessional should make an attempt to meet the people listed below. Note their name, where they work, and briefly describe something about them such as their hours in the building.

Custodians:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Kitchen Staff:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Paraprofessional Handbook for ASPIRA of PA Schools

Bus Drivers:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Principal/Administrators/Supportive Services Coordinators:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Administrative Assistants:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Paraprofessional Handbook for ASPIRA of PA Schools

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

School Nurse:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Counselors and School Psychologists:

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Name_____Location_____

    Notes: _____

Paraprofessional Handbook for ASPIRA of PA Schools

School Social Worker:

Name_____Location_____

      Notes: _____

Name_____Location_____

      Notes: _____

Name_____Location_____

      Notes: _____

Specialized Competencies for ASPIRA Paraprofessionals

Insert the dates and notes from ongoing training in the following areas. Paraprofessionals must attend 20 hours of professional development:

1. Foundations of Special Education

2. Development and Characteristics of Learners

3. Individual Learning Differences

4. Instructional Strategies

5. Learning Environment and Social Interactions

6. Language

7. Instructional Planning

8. Assessment

9. Professional & Ethical Practice

10. Collaboration

EMPLOYEE RECEIPT AND ACCEPTANCE

I hereby acknowledge receipt of the **ASPIRA of PA School** Paraprofessional Handbook. I understand that it is my continuing responsibility to read and know its contents. I also understand and agree that the Paraprofessional Handbook is not an employment contract for any specific period of employment or for continuing or long-term employment. Therefore, I acknowledge and understand that unless I have a written employment agreement with **ASPIRA of PA School** that provides otherwise, I have the right to resign from my employment with **ASPIRA of PA School** at any time with or without notice and with or without cause, and that **ASPIRA of PA School** has the right to terminate my employment at any time with or without notice and with or without cause.

I have read, understand and agree to all of the above. I have also read and understand the **ASPIRA of PA School** Paraprofessional Handbook. I agree to return the Paraprofessional Handbook upon termination of my employment.

Signature _____

Print Name _____

Date _____

Together Towards Tomorrow

ALL conference participants are to go online to after the conclusion of the conference to:

https://www.surveymonkey.com/r/tranconf20

- ✓ Provide feedback on the quality of sessions, presenters, and overall conference experience

- ✓ Complete the continuing education credit (Act 48, ACVREP, Social Work, and/or CRC) requirements to receive credit for participation in the conference

Download Session Handouts, Agendas, and related conference resources at:
https://tinyurl.com/2020PAComTranHandouts
https://tinyurl.com/Handouts2020ComTran

2020 PA Community of Practice Transition Conference Online Credit Verification and Evaluation Process

Participants interested in receiving Act 48, ACVREP, CRC and/or Social Work continuing education credit hours must adhere to the following process:	
☑	Attend keynotes and breakout sessions for the entire day for which you are applying for credit.
☑	Enter the session codes that are announced at the end of each session using this form. You will need this form to enter your credit codes when completing the online credit verification and evaluation.
☑	Participants requesting CRC (certified rehabilitation counselor) or ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals) credits must attend individual session in their entirety, and complete the online evaluation, where you will check your interest in receiving CRC credits, and enter the session codes.
☑	Participants interested in social work (SW) credits please note: Per § 47.36(a)(iv), CRCC is an approved provider under the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors and CRCC Certificates are accepted as proof of continuing education. The Office of Vocational Rehabilitation (OVR) will issue a CRC certificate to Social Workers as credit that can apply to SW requirements. If interested in receiving a CRC certificate (to apply towards SW credits), participants must attend individual sessions in their entirety, and complete the online evaluation, where you will check your interest in receiving CRC credits; and enter the credit codes for sessions attended.
☑	Complete the ONLINE credit verification and evaluation using the following address https://www.surveymonkey.com/r/tranconf20. You will need the session codes in order to complete the credit verification and evaluation. The credit verification and evaluation will be available beginning Wednesday, July 15 at 4:30 p.m. **Participants must complete the online process by close of business on July 31, 2020.**
☑	Contact Paula Quinn at PaTTAN Pittsburgh via email pquinn@pattanpgh.net if you have difficulty accessing the credit verification and evaluation or need assistance in completing the process.
Please note: All credits will be processed within thirty days of the conference.	

Wednesday, July 15, 2020			Zoom Link	Credit Code
8:30 AM – 9:30 AM – OPENING KEYNOTE				
KN1	**Answering Why**	*Mark C. Perna, Motivational Speaker*	https://zoom.us/j/96074126883	
9:30 AM – 9:45 AM - BREAK				
9:45 AM – 10:45 AM – BREAKOUT SESSION 1				
A-01	**Transition Quality Empowerment Project #championsforchange**	*Matthew Flanagan, George Washington University* *Missy Guardado-Eastridge, George Washington University* *Joan Kester, George Washington University* *Erin Weierbach, PEAL Center*	https://pattanpgh.zoom.us/j/92474103880	
A-02	**Pathways to Housing: Preparing for Independence and Finding Housing Solutions**	*Sara Crimm, FamiliesCCAN* *David Gates, Pa Health Law Project*	https://pattaneast.zoom.us/j/98910656463?pwd=Tnc1bWlzTTZSU2I5Y01ZZ1ZZcmQ4QT09	
A-03	**Hiram G Andrews Center & Commonwealth Technical Institute: Opportunities for Future Growth**	*Stacie Andrews, Hiram G. Andrews Center* *Martin Tran, Hiram G. Andrews Center*	https://pattaneast.zoom.us/j/91101649659?pwd=VINEL3FaWmw4bEloVk1pcnZCWitGZz09	
A-04	~~**The Coach Approach Model: A Statewide Implementation Changing the Conversation**~~	~~*Mark Durgin, PA Care Partnership*~~ ~~*Lisa Snitzer, Mental Health Partnerships*~~	**CANCELLED**	
A-05	**Changing the Narrative – Expect Competitive Integrated Employment**	*Laura Cipriani, Office of Developmental Programs* *Gary Smith, Office of Developmental Programs*	https://zoom.us/j/92965670282	
A-06	**Youth Friendship Toolkit**	*Kalla Brinkley, PEAL Center* *Anya Fredrickson, PEAL Center* *Kelly King, PEAL Center* *Jeanine Schultz, PEAL Center*	https://zoom.us/j/99703019160	
10:45 AM – 11:00 AM – BREAK				

11:00 AM – 12:00 PM – BREAKOUT SESSION 2				
B-01	Healthcare Transitions: Connecting Youth to Care	Todd Barron, M.D., WellSpan Pediatric Neurology Gretchen Knaub, Epilepsy Association of Western and Central PA (EAWCP) Gregory McConnell, Epilepsy Association of Western and Central PA (EAWCP)	https://pattanpgh.zoom.us/j/99859475696	
B-02	OVR's Transition Services: A Year in Review!	Beth Ann Fanning, Office of Vocational Rehabilitation Melissa Wert-Thrush, Office of Vocational Rehabilitation	https://pattaneast.zoom.us/j/97802022792?pwd=TkM2NDc1eVZUdGYyRm9GTk9BZkQzdz09	
B-03	The Step-by-Step Transition to College	Kym Kleinsmith, Reading Area Community College Linda Lantaff, Kutztown University Michelle Mitchell, Lehigh Carbon Community College	https://pattaneast.zoom.us/j/95057839950?pwd=dVdVRkNRc1k2U0lxMnRud0pwYUpXQT09	
B-04	A Young Adult Guide to Healthy Relationships	Everett Deibler, Lehigh Carbon Community College Jessica McKenty, ARC of Lehigh Northampton Brandon Snyder, Nationwide Mutual Insurance Erin Weierbach, PEAL Center	https://zoom.us/j/96148881593	
B-05	Working and SSA Benefits, What Every Student Should Know!	Phyllis Hilley, Work Incentives Planning and Assistance (WIPA) Jenni Kistler, Keystone Goodwill Joy Smith, AHEDD	https://zoom.us/j/95409959037	
B-06	Removing the Extra Glove: Empowering Individuals with Disabilities to Lead	Bev Weinberg, Integrate for Good	https://zoom.us/j/99125809008	
12:00 PM – 1:00 PM - LUNCH				

1:00 PM – 2:00 PM – BREAKOUT SESSION 3				
C-01	Get Organized & Collaborate! Take Two – Using Google Drive for Transition Planning	**Amber Brisbane**, *Agora Cyber Charter School* **Angela Denham**, *Agora Cyber Charter School* **Jennifer DePietro**, *Agora Cyber Charter School* **Christine Thomas**, *Agora Cyber Charter School* **Morgan Witman**, *Agora Cyber Charter School*	https://pattanpgh.zoom.us/j/914402 40791	
C-02	Understanding the IEP: A Session for Families	**Cecil Crouch III**, *PaTTAN Pittsburgh* **Christine Moon**, *PaTTAN Pittsburgh*	https://pattaneast.zoom.us/j/929405 54027?pwd=SjY5eHRxSlg5UnlOTH dMcVlOM0dRZz09	
C-03	Real Life Experiences of Inclusive Higher Education	**Everett Deibler**, *Lehigh Carbon Community College* **Michelle Mitchell**, *Lehigh Carbon Community College*	https://pattaneast.zoom.us/j/911217 19884?pwd=RnBNdUp0TjU3d2Z4b kR0dy8yMkhUQT09	
C-04	Resilience: The Cornerstone of Successful Employment for Students in Transition	**Chelsea Lutts**, *SPIN* **Jenifer Schaadt**, *SPIN*	https://zoom.us/j/93844645379	
C-05	Seamless Transition through Communication and Collaboration with Schools, OVR and Community Partners	**Michele Ebert**, *VIA of the Lehigh Valley* **Jeff Lehr**, *Wilson School District* **David Ritter**, *PA OVR BVRS*	https://zoom.us/j/99563006904	
C-06	Living My Best Life #doitforthegram	**Matthew Flanagan**, *George Washington University* **Missy Guardado-Eastridge**, *George Washington University* **Erin Weierbach**, *PEAL Center*	https://zoom.us/j/96561548026	
2:00 PM – 2:15 PM - BREAK				

	2:15 PM – 3:15 PM – BREAKOUT SESSION 4			
D-01	Tech Smackdown 2020: Learn, Share, and Add to Your Tech Toolbelt	Jennifer Geibel, *PaTTAN Pittsburgh* Greg Lazur, *PaTTAN Pittsburgh* Tammy Thompson-Cooke, *PaTTAN East* Doug Williams, *PaTTAN Harrisburg* Bill Zeigler, *Bucks County IU 22*	https://pattanpgh.zoom.us/j/97411879765	
D-02	Steps for Successful Secondary Transition Planning	Diane Perry, *PEAL Center* Michael Stoehr, *NTACT*	https://pattaneast.zoom.us/j/99621652926?pwd=MjlhODNDU3BpWEV2M2RNL3JQYUMwZz09	
D-03	Getting There: Steps and Skills Needed for Success in College	LeeAnn Wagner Cica, *STRIVE Autism Transition Consulting and Coaching*	https://pattaneast.zoom.us/j/91782047786?pwd=eXFiQTRpK0JvOVRRV1RaWEZJOEE3Zz09	
D-04	Intentional Tabletop Role Playing Games - Change Through Play	Jack Berkenstock, *The Bodhana Group* Colleen Madrigale, *Community Services Grou*	https://zoom.us/j/93541251259	
D-05	Use of Video Modeling as an Instructional Approach to Teach Transition Skills: A Review	Alyssa Godown, *Lehigh University* Kyleigh Ivory, *Lehigh University*	https://zoom.us/j/98663062795	
D-06	Never Let Go of your Dreams	Benjamin Hartranft, *Advocate* Sandy Hartranft, *Advocate*	https://zoom.us/j/94282520846	
	3:15 PM – 3:30 PM - BREAK			
	3:30 PM – 4:30 PM – CLOSING KEYNOTE			
KN2	The Rhythm Within	Jonah Berger, *Advocate*	https://zoom.us/j/93135132667	

Wilson Fundations Online
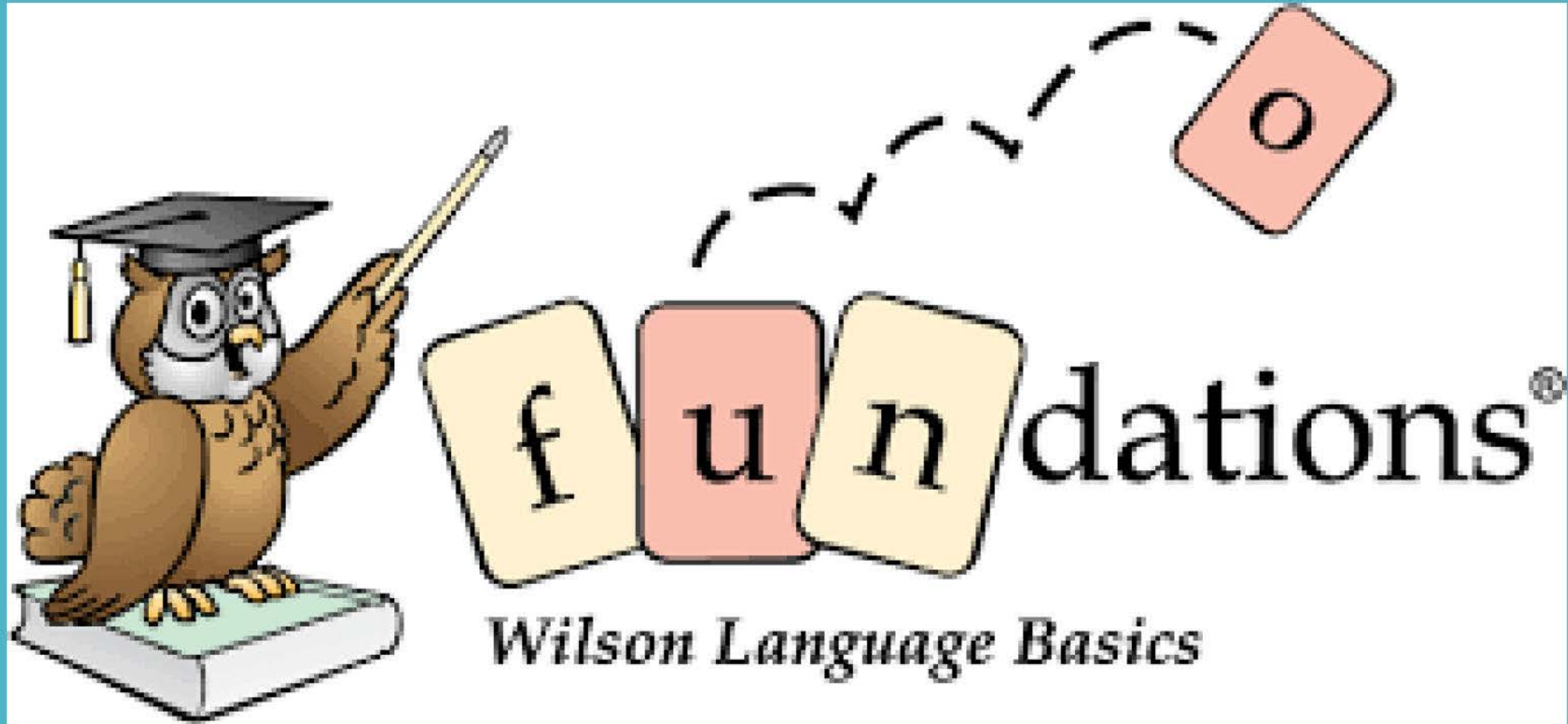
Deborah King - Reading Specialist, Dyslexia Therapist, M.Ed.
Prevention/ Early Intervention – Researched Based Method

Wilson Fundations Tips for Online Teaching

Download materials and demonstrate with Charts
* Schoology/ Blackboard
* Zoom
* Google Classroom

Access to Wilson Reading Website
* You will need a code from a manual.
* You can create a group account.
* Remote Instruction/ Fun Hub
* Fundations InterActivities
* Resources by Unit
* Sight Word Flash Cards

https://wilsonacademy.com/
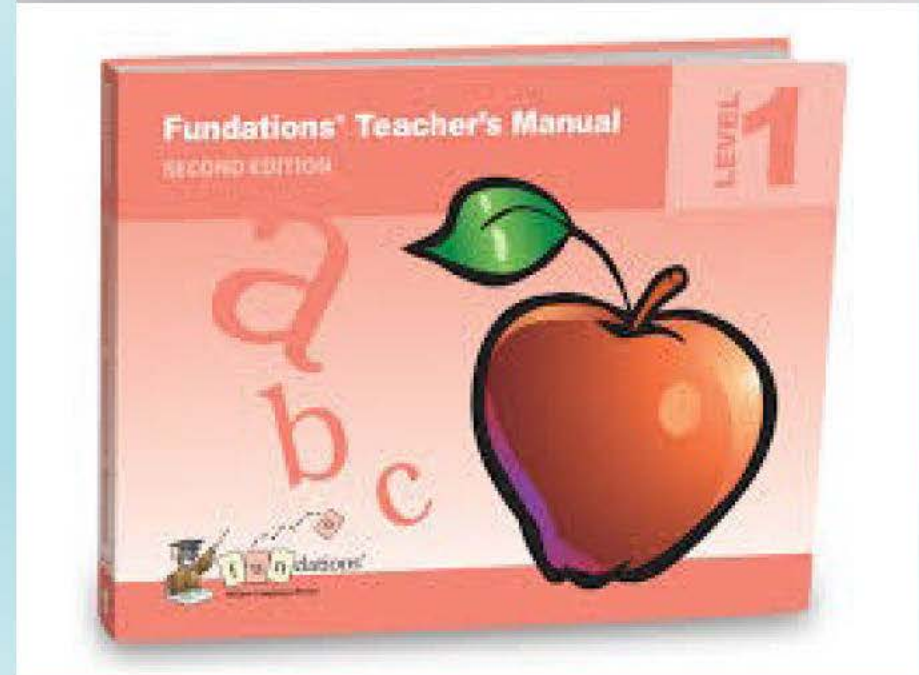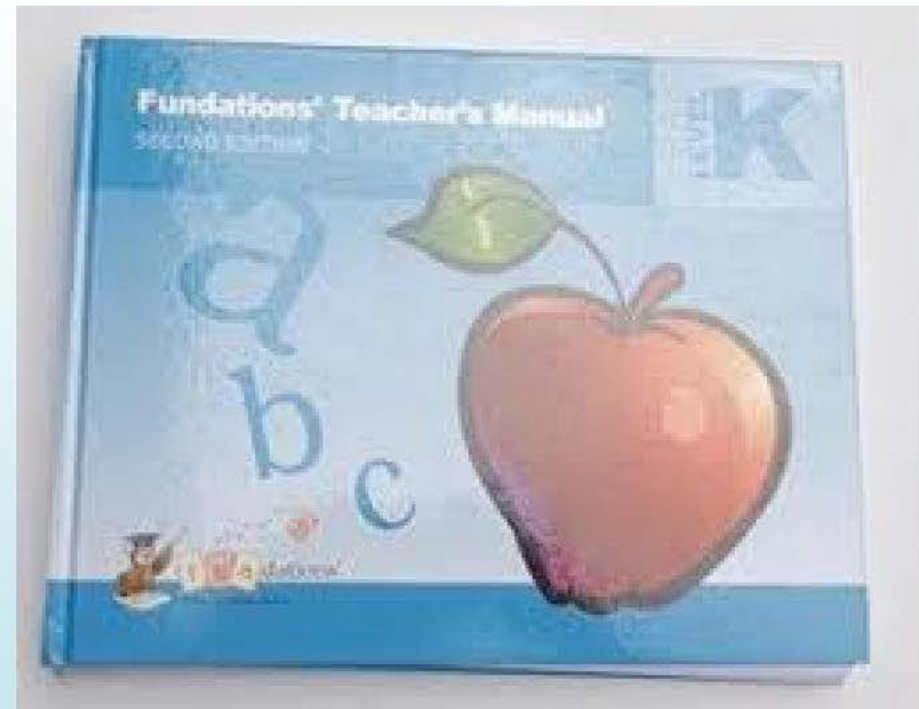
HUE HD Portable USB Camera

fundations

Wilson Language Basics

Materials Needed for Lesson: **Practice Lesson**

Trouble Spots to Target:

Activity: Drill Sounds/ Warm-Up ⏱ Time **5** minutes   Student Notebook Page (if applicable): _____

1

Notes:

Drill Sounds Vowels (a, e, i, o, u) - letters, picture, sound, then Consonants - letter, sound

Digraphs: wh, ch, sh, th, ck - letters, picture, sound

Sound Cards: Vowels (a, e, i, o, u), Consonants (b, d, qu, wh, ch, sh, th, ck)

Trick (Sight Word) Flash Cards: New and review

Activity: Teach New Concepts ⏱ Time **5** minutes   Student Notebook Page (if applicable): _____

2

Notes:

Teacher builds words with cards or magnetic tiles: (path, shed, whip, chop, rush, chin, shop, thud)
*Teacher builds word on board 'path'
*Teacher says "Let's tap the sounds." Make word, tap sounds, blend. "/p/ /a/ /th/ ... "path"
Everyone taps sounds, everyone reads word
(digraph = 2 letters/1sound, use one finger to tap)
Continue to practice words.

Activity: Word Play/ Build Words (Magnetic Letter Boards) ⏱ Time **10** minutes   Student Notebook Page (if applicable): _____

3

Notes:

Echo/Find Letters: /a/, /e/, /i/, /o/, /u/, /b/, /d/, /g/ /wh/ - wh, w, /sh/ - sh, /ch/ - ch, /th/ - th, /k/ - c, k, ck
*Say /a/. What says /a/? Point to the letter. What letter? "a".
Repeat with 2-5 more letters.

Echo/Find Words: (shop, ship, chin, chat, thud, thin)
(Teacher says word, students say word, tap, blend, find letters, spell and read word.)
*Say 'shop'. Tap 'shop' /sh/ /o/ /p/. Find & say the letters "s, h, o, p" Read the word "shop" (Everyone spells & reads.)

Activity: Dictation (Dry Erase) ⏱ Time **10** minutes   Student Notebook Page (if applicable): _____

4

Notes:

Say sound/word/sentence - have students repeat sounds/words/sentence - tap and spell before writing new words
Sounds: /a/ /k/ /sh/ (students repeat sound and name letters before writing)
*Say /a/, what says /a/? Write the letter, say the letter.
Review Words: (vet, mug) New Words: (rich, lash, thud), (mark up digraphs) *Say 'vet', tap, spell aloud, write, read.
Trick/Sight Words: (as, has) *write on desk with fingers to practice
Sentence: (Tim has a rash.) *Say "Tim has a rash.", Students repeat & write sentence. Teacher reads, students point &
check. Teacher checks together. (Capital T, tap & spell Tim, circle sight words (has, a), tap & spell 'rash'. Students read.

Activity: Read Sentences/ Story ⏱ Time **10** minutes   Student Notebook Page (if applicable): _____

5

Notes:

Students read sentences or a short story from the Unit from the manual.
Write the story on a chart, or hand out worksheets. Students read and scoop phrases for fluency.
Read the sentences or story several times for fluency.
Ask questions about the vocabulary. Ask students to retell the story. Ask comprehension questions about the story.
Example: Cod Fish (Level 1 Manual, Unit 3, p. 141)
Jack had a net to get a cod fish for Jed, the cat. Jack sat on a rock with his net. Jed sat on a log. Jack had the luck!
He was quick with the net. He got the cod fish. Jed had a dish of fish. Yum!

Resources

Unit Test Answer Key

SOUNDS

1. sh
2. k, c, ck
3. i
4. u
5. ch

WORDS

1. <u>ch</u>at
2. da<u>sh</u>
3. ma<u>th</u>
4. <u>ch</u>op
5. ne<u>ck</u>

SENTENCES

1. **We** *got* **into a** *hot bath.*

2. Did *Jack rush* **to** get **the** bus?

Italicized words = Phonetic Words

Bold words = High Frequency Words

SCORING (25 points total)

5 - Sounds (1 point ea.)

5 - Words (1 point ea.)

5 - Mark Up Words (1 point ea.)

5 - **Bold** Trick Words in Sentence (1 point ea.)

5 - *Italicized* Spelling Words in Sentence (1 point ea.)

Drill Sounds/Warm-Up

a - apple - /ă/	b - bat - /b/
c - cat - /k/	d - dog - /d/
e - Ed - /ĕ/	f - fun - /f/
g - game - /g/	h - hat - /h/
i - itch - /ĭ/	j - jug - /j/
k - kite - /k/	l - lamp - /l/
m - man - /m/	n - nut - /n/
o - octopus - /ŏ/	p - pan - /p/
qu - queen - /kw/	r - rat - /r/
s - snake - /s/	t - top - /t/
u - up - /ŭ/	v - van - /v/
w - wind - /w/	x - fox - /ks/
y - yellow - /y/	z - zebra - /z/
sh - ship - /sh/	ck - sock - /k/
wh - whistle - /w/	th - thumb - /th/
ch - chin - /ch/	

Echo Sounds

Sounds appear between / /. You say the sound. Students echo the sound and say the letter. Depending on the activity, students then either find or make the letter corresponding to that sound.

CONSONANTS

/b/ - b	/d/ - d	/f/ - f
/g/ - g	/h/ - h	/j/ - j
/k/ - c, k, ck	/l/ - l	/m/ - m
/n/ - n	/p/ - p	/kw/ - qu
/r/ - r	/s/ - s	/t/ - t
/v/ - v	/w/ - w, wh	/ks/ - x
/y/ - y	/z/ - z	/ch/ - ch
/sh/ - sh	/th/ - th	

VOWELS

/ă/ - a	/ĕ/ - e	/ĭ/ - i
/ŏ/ - o	/ŭ/ - u	

Review Trick Words

the   a   and   is   his   of

Current Unit Trick Words

WEEK 1

as	has	to	into

WEEK 2

we	he	she	be	me	for

or

Review Words

mop	rib	sob	job	map	cop
dot	lid	mud	Ted	fix	lap
web	not	ten	tub	bed	at
hip	peg	shot	had	bug	pen
bat	hit	pet	bus	bun	bib
red	jab	kid	nod	but	cup
mix	pot	Ben	pat	tab	Jim
tin	cob	rat	big	tip	cot
mad	den	gum	dip	mug	sub
wig	yes	fun	cub	fit	run
quit	pup	fog	lot	hut	sit
let	gap	sip	dug	dig	cab
Sid	vet	wax	led	mat	lit
pig	nap	kit	did	zap	rub

pal	fox	nut	gas	him	mob
nab	fib	lab	rob	lob	lug
rut	sun				

Current Unit Words

WEEK 1

rash	such	chip	much	shot	moth
rich	lash	path	dash	whip	math
dish	shut	rush	shop	wish	fish
shed	chin	chop	chat	Beth	with
bath	Seth	thin	thud	ship	mash

WEEK 2

duck	lick	rock	lock	pick	kick
shock	Rick	neck	back	pack	chick
Jack	sock	quick	dock	deck	sick
thick	luck	puck	rack		

Nonsense Words

tup	quet	vash	choz	thez	bup
lish	zeg	lux	quib	vid	zat

Sentences

The **bold** words are trick words. Dictate the sentence, place Sentence Frames as needed, and then circle any frame with a trick word. For the spelling of these words, encourage students to use their Student Notebooks for reference.

WEEK 1

Tim **has a** rash.

The fish **is** hot.

Beth had **a** wig **and a** hat.

Dad met Bev at **the** shop.

A big moth got **into** the pot.

Did Tom nab **the** fish?

Did Jack rush **to the** bus?

Beth **has to** get **the** pup.

WEEK 2

Nick is not back yet.

Tim sat on that big rock.

Bob **has a** cut on **his** neck.

Did Rick hop **into** that bus?

He had **a** nap on **the** deck.

Did **the** dog lick him?

He had a dot on **his** neck.

She sat on **the** deck.

1. Activity: Warm Up- Letter/Sound Drill (5 minutes)

- Display Charts to review with students.

- Drill Sounds: Students echo the teacher. Do letters, pictures (keyword), sounds

- First do all the vowels, then consonants and finally digraphs.

- Trick Words (Sight Words): New and review – Create a PowerPoint presentation or flash cards for Sight Words.

Basic Keywords

Aa — a - apple - /ă/	**Bb** — b - bat - /b/	**Cc** — c - cat - /k/	**Dd** — d - dog - /d/	**Ee** — e - Ed - /ĕ/	**Ff** — f - fun - /f/
Gg — g - game - /g/	**Hh** — h - hat - /h/	**Ii** — i - itch - /ĭ/	**Jj** — j - jug - /j/	**Kk** — k - kite - /k/	**Ll** — l - lamp - /l/

Mm — m - man - /m/	**Nn** — n - nut - /n/	**Oo** — o - octopus - /ŏ/	**Pp** — p - pan - /p/	**Qu qu** — qu - queen - /kw/	**Rr** — r - rat - /r/	**Ss** — s - snake - /s/ — s - bugs - /z/
Tt — t - top - /t/	**Uu** — u - up - /ŭ/	**Vv** — v - van - /v/	**Ww** — w - wind - /w/	**Xx** — x - fox - /ks/	**Yy** — y - yellow - /y/	**Zz** — z - zebra - /z/

wh — wh - whistle - /w/	**ch** — ch - chin - /ch/	**sh** — sh - ship - /sh/	**th** — th - thumb - /th/	**ck** — ck - sock - /k/

Aa

Ii

O o

Uu

2. Activity: Teach New Concepts (5 minutes)

- Teacher builds words with cards or letter tiles (path, shed, whip, chop, rush, chin, shop, thud). **Build words, tap sounds, blend.**

- Example: Teacher **builds** the word "path"

- Teacher says "Let's **tap** the sounds /p/ /a/ /th/… then blend "path"

- Everyone taps the sounds, everyone **blends and reads** the words.

- (digraphs= 2 letters/ 1 sound, use one finger to tap)

/m/ /a/ /t/ = mat

/f/ /u/ /n/ = fun

Say /m/ and tap index finger to thumb.

Say /a/ and tap middle finger to thumb.

Say /t/ and tap ring finger to thumb.
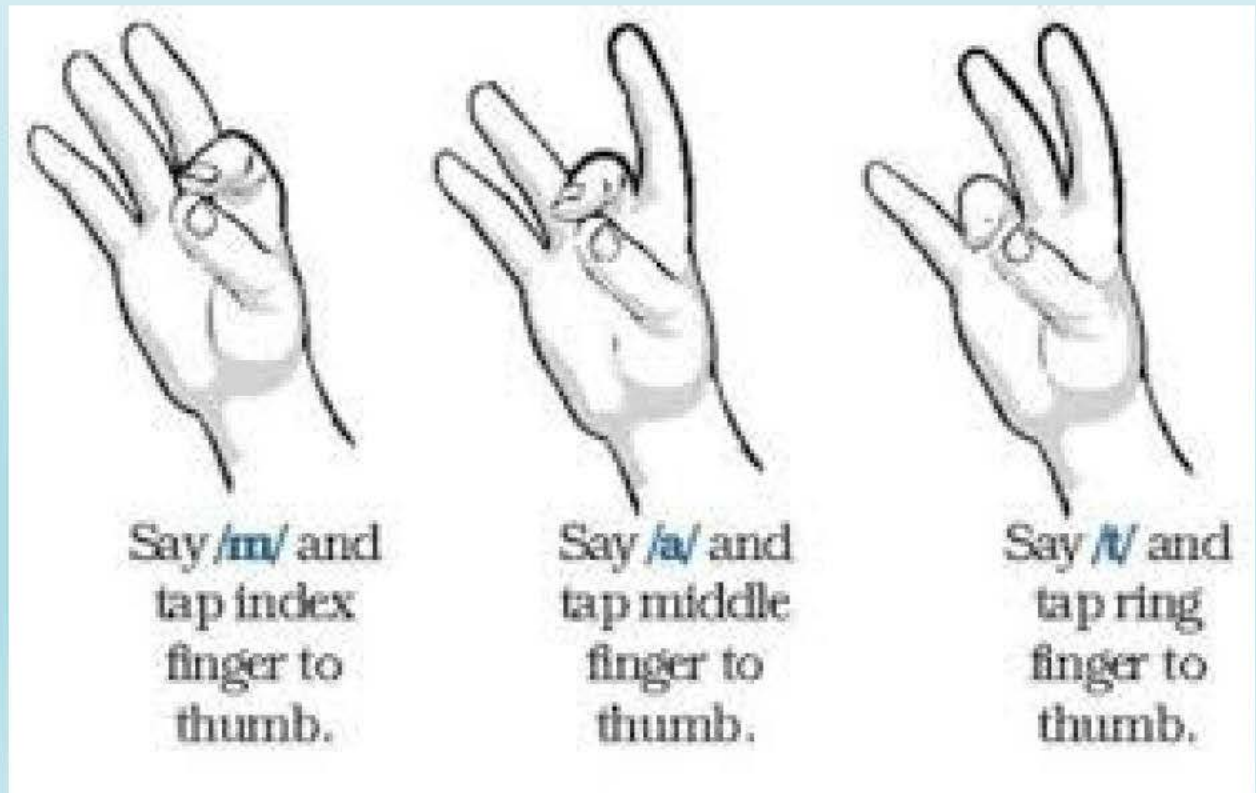
3. Activity: Word Play/ Build Words (10 minutes)

- **Echo/Find Letters:** /a/, /e/, /i/, /o/, /u/, /b/, /d/, /g/, /wh/, /sh/, /ch/, /th/, /k/

- Say /a/. Ask, What says /a/? Point to the letter. What letter? "a". Repeat with 2-5 more letters.

- **Echo/Build Words:** (shop, ship, chin, chat, thud, thin) Teacher says word, student repeats word, tap sounds, blend, find letters, spell and read word.

- Ex: say "shop". Tap /sh/ /o/ /p/. Find and say the letters sh-o-p. Read the word. (Everyone spells and reads.)

Wilson Letter Tiles (Share interactive board on screen)
https://wilsonacademy.com/
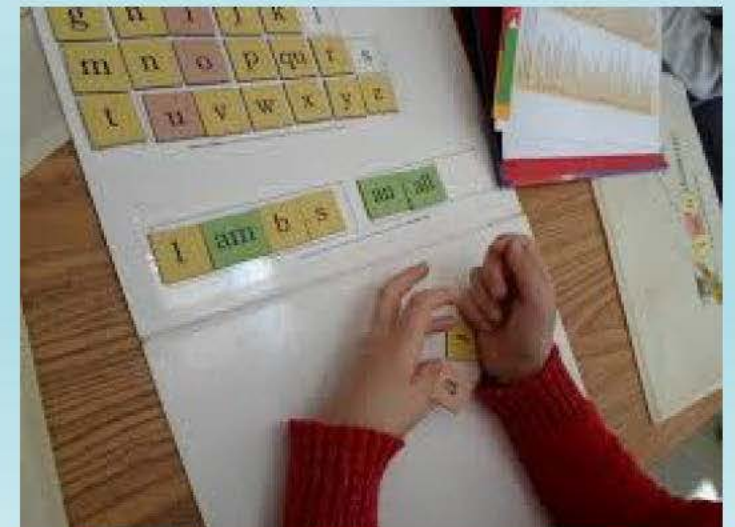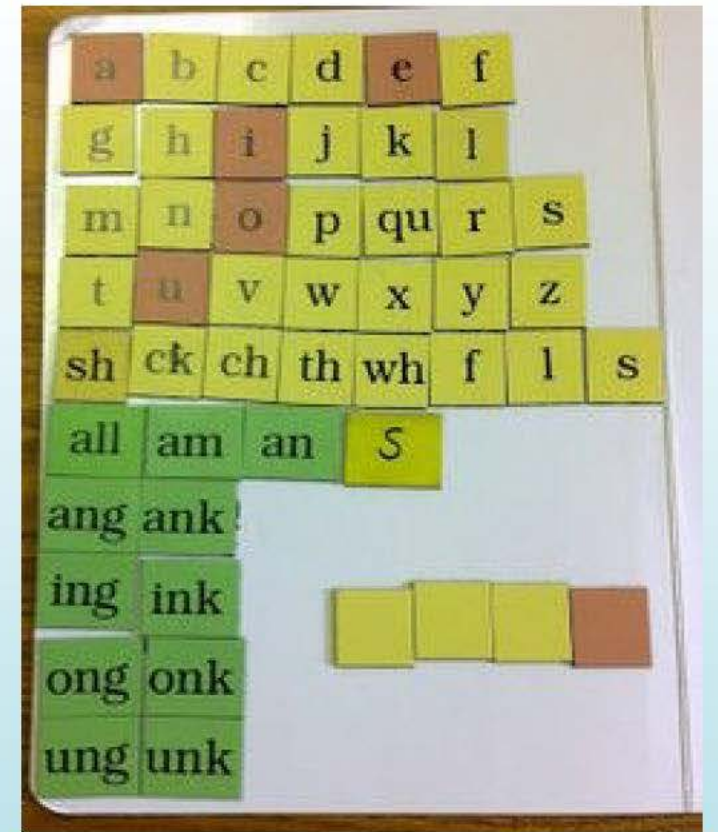
4. Activity: Dictation/Dry Erase (10 minutes)

- Display a writing sheet to guide students. Write along with students. Ask them to show their writing with the camera, or take a picture and send it to you.

- Write sounds, words and sentences. Tap and spell before writing new words. *Use Corrective Questioning.

- Sounds: /a/ /k/ /sh/ (students repeat sound and name letters *before* writing).

- Say /a/, what says /a/? Write the letter and say the letter.

- Review Words: (vet, mug) New Words: (rich, lash, thud).

- Trick Words/ Sight Words: (as, has) write on desk with finger to practice.

- Sentence: (Tim has a rash). *Say the sentence, students repeat entire sentence, students write sentence.
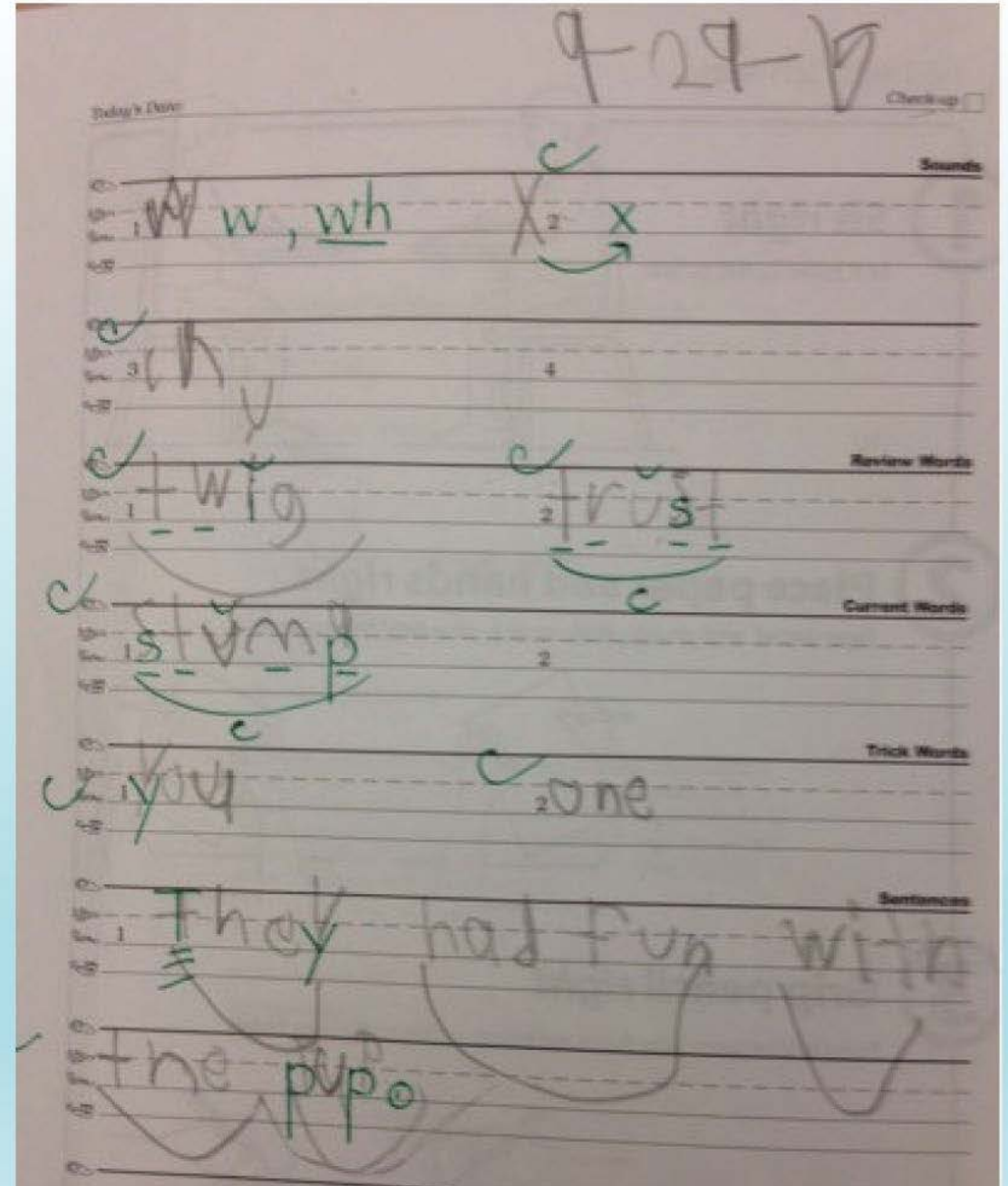
Sounds

1   2   3

Review Words

1   2

Current Words

1   2

Trick Words

1   2

Sentence

1

Activity 5: Read Sentences/ Story (10 minutes)

- Students read sentences or a short story from the manual (current Unit).

- Write the story on a chart or make copies. Students read and scoop phrases for fluency.

- Read the sentences or story several times for fluency.

- Ask questions about the vocabulary. Ask students to retell the story.

- Ask comprehension questions.

Example: Cod Fish (Level 1 Manual, Unit 3, p. 141)

Cod Fish

Jack had a net to get a cod fish for Jed, the cat. Jack sat on a rock with his net.

Jed sat on a log. Jack had the luck!

He was quick with the net.

He got the cod fish.

Jed had a dish of fish. Yum!

Fundations Unit 3

1. Mom had a map.

2. Rob sat in the sun.

3. Meg is not sad.

Cod Fish

Jack had a net to get a cod fish for Jed,

the cat. Jack sat on a rock with his net.

Jed sat on a log. Jack had the luck!

He was quick with the net.

He got the cod fish.

Jed had a dish of fish. Yum!

Who: Students grades 9-12 and their parents/guardians

What: informational session about resources for planning for life after high school and Q/a Session with Aspira Transition Coordinator, Jodie Alicea

When: Thursday, March 18th at 1:30 PM

Where: Zoom (link in Seminar)

https://aspirapa.zoom.us/j/8253476099

Why: To learn about resources available to you and begin planning for life after high school.

Contacts:

- Transition Coordinator: Jodie Alicea, jodialicea@aspirapa.org or
- Cyber Students- please reach out to your grade specific case manager
  - 9th grade- Ms. younger- hyounger@cyber.aspirapa.org
  - 10th grade- Ms. Carrington- mmalonecarrington@cyber.aspirapa.org
  - 11th Grade- M. saunders- jsaunders@cyber.aspirapa.org
  - 12th grade- Ms. Weirich- nweirich@cyber.aspirapa.org

Progress Monitoring

2020-2021

Virtual Meeting Norms

Camera

Keep your camera on (unless stepping away for a few minutes to handle personal obligation)

Microphone

Keep your microphone off, unless engaged in Q&A or Breakout session

Breakout Groups

Give everyone opportunity to share in breakout sessions

Updated Progress
Monitoring Protocols

How can we streamline progress monitoring this school year both virtually and in person?

- Familiarize ourselves with new and standard methods of data collection
- Remain consistent
- Keep thorough documentation
- Make adjustments to annual goals as needed

TYPES OF PROGRESS MONITORING

VIRTUAL MEASURES
EasyCBM ReadWorks

Can send directly to students online and receive results, also can administer in person and/ or on the computer in the classroom when necessary

PAPER BASED MEASURES
Aimsweb

Can administer to students during morning routine when on-site as we have done in the past

MIXED MEASURES
Individualized for specific students

Administration varies on a case by case basis...For students with the highest needs, teachers may need to schedule time one on one in person and/or administer virtually (ie. BoomCards, teacher made probes, etc.)

What is the best way of administering these assessments?

The administration of progress monitoring probes will vary from caseload to caseload as usual. This hasn't changed, as data collection has always been centered on each of our individual students. However, it is important that we progress monitor with consistency, whether we are in person, virtual, or BOTH! Documentation is also key now more than ever.

The next several slides will explain how to utilize various progress monitoring tools this school year effectively across all settings.

How to use

EasyCBM

Creating Teacher Groups/ Adding Stud[ents]

Managing your Students

Add new Groups or Students by clicking the + button. Students in the currently selected group will have a dark background and their checkbox will be checked. Note that students cannot be removed from the default "All Students" group. Clicking the 🔍 icon will open a student's assessment history in a new tab. The ✎ button will allow you to edit a student's profile information, while the 🗑 button will allow you to remove a student.

- Under the shared account, add a new group with your classroom name.

- Add the students who will be using EasyCBM (It is definitely possible that this system may not be appropriate for all of your students, so keep this in mind!)

Assigning Student Assessments

Reading: Multiple Choice Reading Comprehension 🎥

	Paper/Pencil	Online

MCRC 3_1 : The Great Bake Off   📄 Student Copy | Enter Scores   Hide options ☑ Take Online (Preview)

Which Groups? check all uncheck all

☐ All Students

☑ Smith 2019-2020

☐ Weirich

☐ Younger

Student Feedback:
○ Simple thank-you
○ Overall score
● Detailed scoring

- Find the assessment you would like to assign and click "Take Online".

- Make sure you have checked off the correct group of students you would like to assign the probe to under "Which Groups?".

Administering the Assessment

Measures on easyCBM

Select the grade level difficulty of the measure you want to access, then scroll to its section. For measures that can be administered online, have your students visit the link below and follow the on-screen instructions. For Benchmark measures, you will need to upgrade to Teacher Deluxe. For Progress Monitoring measures, mark the checkbox next to each measure you want listed for your students. An answer key for the Benchmark measures is provided below.

https://app.easycbm.com/Diane Greening

- Once you've selected the assessment you need to administer, provide the students with the link above.

- This link will take them to the EasyCBM sign in page. Then they can follow the steps on the next slide!

Student Steps

Student Login

Students Click Here

1. Please click the following link:
   https://app.easycbm.com/select_cbm.php
2. It will then ask you to enter your teacher's username, which on this site is Diane Greening.
3. Click the drop down menu and select your group, which will actually be your teacher's name! (ie. Smith)
4. Select your own name.
5. Select the probe you would like to complete first. Then, move on to the next probe if there is a list of probes to choose from.

How to use

ReadWorks

Create an account on www.readworks.org as an educator!

ReadWorks Steps

1

Creating a Class

Go to "Class Admin" to create a class under your account. (You can also import from Google Classroom!)

2

Assigning Assessments

After adding your students into your class, you can assign various assessments to the entire class, or each student individually.

3

Administering Assessments

Provide your students with quick directions on how access these probes via class code or Google Classroom!

Creating Classes/ Adding Students

ReadWorks.org   Find Content   My List   Assignments & Progress   Class Admin   Donate   Teacher Guide   Help   Moira ▼

- Go to "Class Admin" to create a class under your account. (You can also import student lists from Google Classroom!)

- Add the students who will be using ReadWorks to monitor READING COMPREHENSION (It is definitely possible that this system may not be appropriate for all of your students, so keep this in mind!)

Assigning Assessments

Assign
Where Does Your Food Come From?

☐ Audio
☑ Comprehension Questions
☐ Vocabulary

Word	Support
contaminate	☐
deteriorate	☐

Class

Reading Group 1 ▾

Assign to:

Whole Class | Specific Students | Group

Assignment Start Date | Due Date ⓘ
📅 6/30/2020 (Today) | 📅 7/13/2020

Assign

- Select the reading passage you would like to assign.

- You are also able to decide if you would like the students to have access to the audio of the passage, if you would like them to answer comprehension questions, or if you'd like them to have vocabulary support while reading.

- Once you click the "Assign" button at the bottom, the passage will automatically show on the student's screen after they log in using their info.

Administering Assessments

- Once you have assigned the reading passage to each student or class, the student is then able to complete the probe using their class code and password.

- After they have completed the passage and questions, you can view their results under the "Assignments & Progress" tab.

Student Ste

Student Log In

Select Your Name

Search for your name

Jane

John

1. Please click the following link:
   https://www.readworks.org/student-authentication
2. It will then ask you to enter your class code, which is: _____
3. Then, select your name.
4. Select the passage you would like to complete first. Then, move on to the next passage if there is a list of assignments to choose from.

How to use

Ainsweb

Aimsweb Steps

1

Prepare Paper-Based Assessments

Print Aimsweb paper-based probes to establish baseline scores in each area necessary.

2

Administer the Assessments

Administer and score the assessments necessary.

3

Organize Data

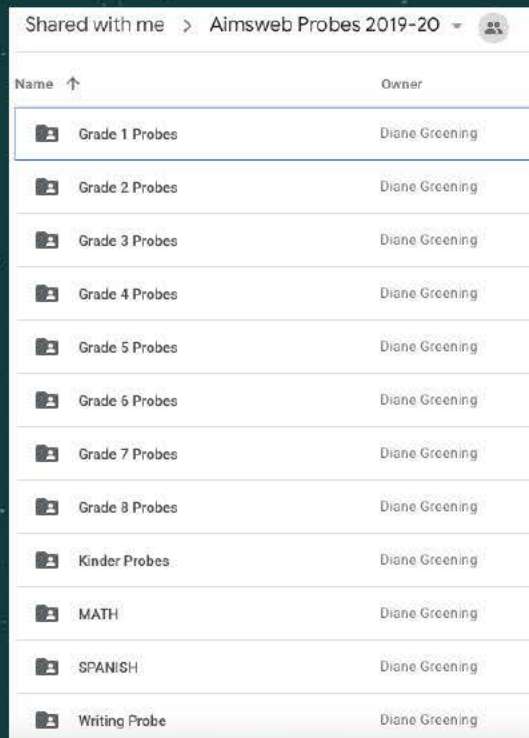Unlike our virtual measures, Aimsweb doesn't store the data for us, unless we use the online version. Therefore, create documentation sheets.

Prepare Paper Based Assessments

- Locate Aimsweb probes on Google Drive (set of PDFs)

- Print the probes necessary according to each student's goals

- Most of us are very familiar with this process, but if anyone has questions feel free to reach out!

Administer-Reader Assessments

- Typically we administered these assessments on Wednesdays, however, this year will obviously be different in terms of when we can see our kids one-on-one. Therefore, we need to be very strategic with our time.

- One idea is to give the probes to individual students during our new morning routine on site. While others are working at their desks, teachers can pull one student at a time to their table to complete a probe on days they are present in the building (at least once a month).

- Something to consider when planning for PM is how often you're noticing that specific students are in the building. If students are not consistently present on their assigned days, make sure to progress monitor virtually whenever possible, or when they do come into the building, try to gather data each time. This is where your documentation is key!

Organize Data

- This is important across all types of Progress Monitoring, but especially when we are using paper-based assessments because the scores are not automatically stored online.

- One idea is to create a large binder for Progress Monitoring and use tabbed dividers to label each student's section. Then, place any paper probes in each student's section inside the binder and everything is there for you when it comes time to analyze your data before an annual IEP Meeting or while writing Progress Reports.

- Another idea is to create individual Progress Monitoring files for each student and staple the data sheet on the next slide to the front of the file. You can also include the following data sheet in a plastic sleeve following each student's tab if you like the binder idea more!

Organize Data

Student Name								
Goals								
LNF	LSF	NIM	R-CBM	NWF	S-CBM	M-COMP	M-CAP	WE-CWS

September			October			November		
LNF			LNF			LNF		
LSF			LSF			LSF		
NIM			NIM			NIM		
R-CBM			R-CBM			R-CBM		
NWF			NWF			NWF		
S-CBM			S-CBM			S-CBM		
M-COMP			M-COMP			M-COMP		
M-CAP			M-CAP			M-CAP		
WE-CWS			WE-CWS			WE-CWS		

December			January			February		
LNF			LNF			LNF		
LSF			LSF			LSF		
NIM			NIM			NIM		
R-CBM			R-CBM			R-CBM		
NWF			NWF			NWF		
S-CBM			S-CBM			S-CBM		
M-COMP			M-COMP			M-COMP		
M-CAP			M-CAP			M-CAP		
WE-CWS			WE-CWS			WE-CWS		

March			April			May		
LNF			LNF			LNF		
LSF			LSF			LSF		
NIM			NIM			NIM		
R-CBM			R-CBM			R-CBM		
NWF			NWF			NWF		
S-CBM			S-CBM			S-CBM		
M-COMP			M-COMP			M-COMP		
M-CAP			M-CAP			M-CAP		
WE-CWS			WE-CWS			WE-CWS		

Using Individualized Measures

- It's clear that individual measures of data collection truly vary by student, however it is important that we consider how to administer these types of assessments both virtually as well as in person.

- For example, a student may have a Dolch Sight Word List goal. Typically, in person, a teacher may use flashcards with the student and mark off which words the student is able to identify. Now, if this student does not come into the building for whatever reason, we need to have a plan in place to administer this assessment virtually.

- There are many websites and tools available to help us with this task, but it is important that you find the best method for YOUR students! You may need to create something special just for progress monitoring this goal and share your screen with your student virtually. Then have them read each word to you on Zoom or Google Hangouts as you mark off the words they are able to read during that data collection session.

Documentation

- Now more than ever, it is important that we continue to document the Progress Monitoring process.

- One way to do this is to create a Google Sheet with each of your student's names, goal info, and dates assessed.

- This will help you easily track students who are missing probes and ultimately help you prepare for annual IEPs and Progress Reports. You will quickly be able to identify which students need additional data collected in order to determine whether or not progress has been made.

- Another consideration is to adjust annual IEP goals when necessary to reflect the changes we have made to our Progress Monitoring process.

WRMT for

ANNUAL Data

Woodcock Reading Mastery Tests

- WRMT - does have digital kits that have been purchased

- School Psychologists will be providing training for administration in coming weeks

- This is NOT intended for weekly/bi-weekly or even quarterly progress monitoring, this is an annual assessment and will be a source of data for annual IEPs in addition to progress monitoring with standard CBMS

Break Out Groups

Discuss ideas on how to progress monitor these situations

A. Student does not come on site - student is a 9th grader with a 5th grade Aimsweb Maze goal, and 6th grade M-Cap goal and Aimsweb Conventions of writing goal

B. Student does not come on site - student is a 2nd grader with an Aimsweb nonsense word goal, 1st grade oral counting goal, and work completion goal with a behavior chart

C. Student does not come on site - student is a 10th grader with a 5th grade Aimsweb M-Comp goal, 4th grade EasyCBM Reading Fluency Goal, and 4th grade Aimsweb Spelling Goal

D. Student inconsistently comes on site - student is an 8th grader with a Dolche 2nd grade sight word goal, 1st grade M-Cap goal and independence with daily routine goal with a visual checklist

E. Student inconsistently comes on site - student is a low-verbal 2nd grader with letter and number identification goals as well as an independence with toileting goal

Big Ideas

- Be flexible in collecting data, try new things!

- Remain consistent across data collection sessions.

- Document both the data itself as well as the attempts made to collect the data.

- Document the conditions under which data was obtained that differ from when the baseline was obtained

- Keep organized records.

- Adjust annual IEP Goals as needed.*

*must first make good-faith effort to utilize probe noted in annual IEP goal.

THANKS!

Do you have any questions?

LOCAL EDUCATION AGENCY LETTER OF AGREEMENT

Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program

Roles and Responsibilities

Name(s) of Participating School District or Schools: **ASPIRA Bilingual Cyber Charter School**

and

ECYEH **Region #1** (Philadelphia):

are committed to complying with the requirements and goals of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program to educate entities/staff who work with children, youth and families, on the rights of children and youth experiencing homelessness and will work collaboratively to eliminate the barriers that may impede enrollment, attendance, or receipt of services that support academic success.

The collaborators will strive to accomplish Pennsylvania's Education for Children and Youth Experiencing Homelessness Program objectives that are specific to their own area(s) of involvement. The above-named public/private entity pledges to collaborate with the above-named region to provide the following specific items/services:

- Identification of a full-time school employee to serve as homeless liaison
- (insert any additional detail here)

Signed (Superintendent/CEO or designee):	
Typed Name:	Nancy Ruiz
Title:	School Principal
School District/School/ Intermediate Unit:	ASPIRA Bilingual Cyber Charter School
Date:	July 26, 2021
Signed (Homeless Liaison):	
Typed Name:	Nancy Dyson
Title:	School Counselor
School District/ School/	ASPIRA Bilingual Cyber Charter School

Intermediate Unit:

Date: _____

Date: _____

Signed (Regional
Coordinator): _____

Typed Name: Dr. Alfred B. Quarles, Jr.

Title: Regional Coordinator

School District/   IU 26

School/

Intermediate Unit: _____

Date: _____

CITY OF PHILADELPHIA

April 21, 2021

Ms. Lyza Rosario
Coordinator of School Support & Compliance
Aspira Inc. of Pennsylvania
4322 N. 5th Street
Philadelphia, PA 19140

> **RE:** **Memorandum of Understanding**
> Aspira Bilingual Cyber Charter School
> Eugenio Maria De Hostos Charter School
> Antonia Pantoja Charter School

Dear Ms. Rosario:

Enclosed are copies of a standard MOU between the Philadelphia Police Department and above-referenced schools. All have been signed by Police Commissioner Danielle Outlaw. All copies must now be signed by the appropriate School Administrator. Once the copies are signed, your School will retain one original and the other original must be mailed back to my attention at:

> Police Headquarters
> Franklin Square
> Room 312
> Philadelphia, PA 19106

Should you have any questions, I can be reached at 215-686-3022.

Sincerely,

Francis T. Healy, Esq.
Special Advisor to the Commissioner

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

April 21, 2021

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**
  750 Race Street, Philadelphia PA, 19106

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

- **Aspira Bilingual Cyber Charter School**
  6301 N. 2nd Street, Philadelphia PA 19120

B. This Memorandum establishes procedures to be followed when certain incidents —described in Section II below—occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. §§ 13-1301-A-13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective

duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information From Student Records

    a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

        i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.

        ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.

    b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

        i. Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

        ii. Comply with the requirements of the Safe Schools Act, 24 P. S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

        iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

    c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office —what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures,

including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

II. Notification of Incident

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

      i. Section 908 (relating to prohibited offensive weapons).

         a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

         b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

      ii. Section 912 (relating to possession of weapon on school property).

         a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

         b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

      iii. Chapter 25 (relating to criminal homicide).
      iv. Section 2702 (relating to aggravated assault).
      v. Section 2709.1 (relating to stalking).

      vi.   Section 2901 (relating to kidnapping).Section 2902 (relating to unlawful restraint).

      vii. Section 3121 (relating to rape).

      viii. Section 3122.1 (relating to statutory sexual assault).

      ix.   Section 3123 (relating to involuntary deviate sexual intercourse).

      xi.   Section 3124.1 (relating to sexual assault).

      xii. Section 3124.2 (relating to institutional sexual assault).

      xiii. Section 3125 (relating to aggravated indecent assault).

      xiv. Section 3126 (relating to indecent assault).

      xv. Section 3301 (relating to arson and related offenses).

      xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

      xvii. Section 3502 (relating to burglary).

      xviii.Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

      xix. Section 5501 (relating to riot).

      xx. 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
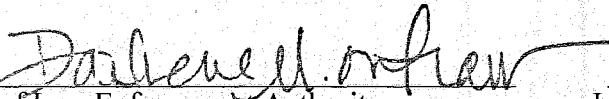
V.   General Provisions

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.

_____   __Aspira Bilingual Cyber Charter School__
Chief School Administrator   School Entity

_____   __Philadelphia Police Department__
Chief Law Enforcement Authority   Law Enforcement Authority

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MEMORANDUM OF UNDERSTANDING
AS RECOMMENDED IN
PA. BULLETIN DOC. NO. 12-1339, JULY 2012
BETWEEN

THE PHILADELPHIA POLICE DEPARTMENT

AND

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

April 21, 2021

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**
              750 Race Street, Philadelphia PA, 19106

        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

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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,

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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).

      xi.   Section 3124.1 (relating to sexual assault).

      xii.   Section 3124.2 (relating to institutional sexual assault).

     xiii. Section 3125 (relating to aggravated indecent assault).

     xiv. Section 3126 (relating to indecent assault).

      xv.   Section 3301 (relating to arson and related offenses).

     xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

    xvii. Section 3502 (relating to burglary).

   xviii.Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

     xix. Section 5501 (relating to riot).

      xx. 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.
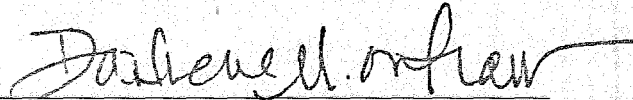
D. Reporting Requirements

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.

_____   __Aspira Bilingual Cyber Charter School__
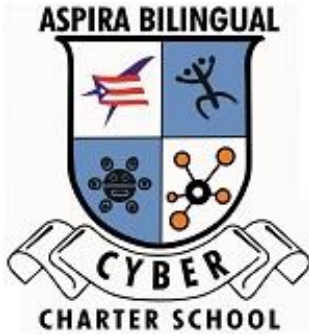Chief School Administrator   School Entity

_____   __Philadelphia Police Department_____
Chief Law Enforcement Authority   Law Enforcement Authority

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Board Affirmation Statement

ASPIRA Bilingual Cyber Charter School

6301 N. 2nd Street 3rd Floor, 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 _____30_____ day of _____July_____, _2021_____

By: _____*Jennifer Albandoz*_____(Signature of Board President)

___Jennifer Albandoz_____ (Print Name)

____Aspira Bilingual Cyber Charter_____ Board of Education

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 __30____ day of __July_____, 20_21____

By: _____*Jennifer Albandoz*_____(Signature of Board President)

_____Jennifer Albandoz_____ (Print Name)

___Aspira Bilingual Cyber Charter_____ Board of Education

Charter Annual Background Check 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 __30_____ day of __July_____, 20_21____

By: _____*Jennifer Albandoz*_____(Signature of Board President)

_____Jennifer Albandoz_____ (Print Name)

____Aspira Bilingual Cyber Charter _____ Board of Education

Ethics Act 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 ___30_____ day of __July___, 20_21____

By: ____*Jennifer Albandoz*_____(Signature of Board President)

___Jennifer Albandoz_____ (Print Name)

___Aspira Bilingual Cyber Charter_____ Board of Education

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 __30____ day of __July_____, 20_21____

By: _____*Jennifer Albandoz*_____(Signature of Board President)

_____Jennifer Albandoz_____ (Print Name)

_Aspira Bilingual Cyber Charter_____ Board of Education