

**ASPIRA Bilingual Cyber Charter School
Charter School Annual Report
SY 2020-21**

School Profile

LEA Name	AUN	
ASPIRA Bilingual Cyber CS	181519176	
Address 1		
4322 N 5th Street, 3rd Floor		
Address 2		
City	State	Zip Code
Philadelphia	PA	19140
Chief Administrator Name		
Mrs Andrea Gonzalez-Kirwin		
Chief Administrator Email		
akirwin@aspirapa.org		
Chief Administrator Phone	Extension	
(215)455-1300		
City	State	Zip Code
Philadelphia	PA	19140
Principal Name		
Nancy Ruiz		
Principal Email		
nruiz@cyber.aspirapa.org		
Principal Phone	Extension	
215-779-4299		

Authorizing District(s)

Governance and Staff

Board of Trustees Members

Name	Office	New Member?
Jennifer Albandoz	Chair	false
Zoraida Ortiz	Secretary	false
Fred Ramirez	Treasurer	false
Jessica Ortiz	Board Member	false
Maria Andujar	Parent Board Representative	false
		false
		false
		false
		false
		false

Explanation of Board of Trustees Changes

There were no Board of Trustee Changes.

true

Board of Trustees Meeting Schedule

Name	Office	New Member?
Zoom Mtg ID: 85109766681	2020-08-01	6:00 pm
Zoom Mtg ID: 85109766681	2020-10-19	6:00 pm
Zoom Mtg ID: 85109766681	2020-11-09	6:00 pm
Zoom Mtg ID: 85109766681	2021-01-11	6:00 pm
Zoom Mtg ID: 85109766681	2021-02-08	6:00 pm
Zoom Mtg ID: 85109766681	2021-03-22	6:00 pm
Zoom Mtg ID: 85109766681	2021-03-29	6:00 pm
Zoom Mtg ID: 85109766681	2021-05-17	6:00 pm
Zoom Mtg ID: 85109766681	2021-05-26	6:00 pm
Zoom Mtg ID: 85109766681	2021-06-29	6:00 pm

Upload Link to Board Meetings and Agenda

Leadership Team

Name	Title/Position	Check if New Member
Nancy Ruiz	Principal	false
Diane Greening	Director of Special Education	false
Andrea Gonzalez-Kirwin	Chief Executive Officer	false
		false
		false
		false
		false
		false
		false
		false

Explanation of Leadership Changes

There were no Leadership Changes

true

Position Categories	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	0	0	0	0	0	0
Principal	1	1	0	0	0	1
Assistant Principal	0	0	0	0	0	0
Classroom Teacher (including Master Teachers)	16	16	0	0	0	16
Specialty Teacher (including Master Teachers)	1	1	0	0	0	1
Special Education Teacher (including Master Teachers)	14	14	0	0	0	14

Special Education Coordinator	1	1	0	0	0	1
Counselor	2	2	0	0	0	2
Psychologist	3	3	0	0	0	3
School Nurse	1	1	0	0	0	1
IT Director	0	0	0	0	0	0
Business Administrator	0	0	0	0	0	0
ISD, Curriculum Developers, Tech Support	1	1	0	0	0	1
HR Manager	0	0	0	0	0	0
Student Support Manager, Facilities Manager	1	1	0	0	0	1
Business Office, Administrative Support Staff, Teaching Assistants	3	3	0	0	0	3
Totals	45	45	0	0	0	45

Explanation of Substantial Differences

There were no substantial differences.

true

Fiscal Matters

Major Fundraising Activities

N/A

Fiscal Solvency Policies

See attached.

Accounting System

Sage Intacct

Upload Financial/Policy Documents

Cyber CAR FY2021.xlsxPurchasing MANUAL SY 2019-20 72019.pdf

Audit Firm

Clifton Larson Allen

Explanation of the Report

See attached.

Upload Financial Audit Document(s)

Cyber CAR FY2021.xlsxPurchasing MANUAL SY 2019-20 72019.pdfFINAL Aspira Bilingual Cyber Charter School 06 30 20 FS.pdfCyber CAV Fiscal 2019-2020.pdfCyber_CAVLetter_May 2021.pdf

Financial Audit Citations Description

None to report.

ResponseN/A

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

Uploaded Files

Cyber CAV Fiscal 2019-2020.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2021-05-12

School Years Reviewed

2019-2020

Federal Programs Consolidated Review Report

Uploaded Files

Cyber_CAVLetter_May 2021.pdf

Consolidated Review/Annual Report

See attached.

Findings

None to report.

Corrective Action(s) TakenN/A

Date of Last Audit

2020-12-14

Fiscal Year Last Audited

2019-2020

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Coordinator	Aspira Bilingual Cyber Charter School	226	5	21
School Counselor	Aspira Bilingual Cyber Charter School	27	14	21
School Nurse	Aspira Bilingual Cyber Charter School	450	5	21
School Psychologist	Aspira Bilingual Cyber Charter School	81	5	21
Paraprofessional	Aspira Bilingual Cyber Charter School	8	5	7
Paraprofessional	Aspira Bilingual Cyber Charter School	12	5	7
Paraprofessional	Aspira Bilingual Cyber Charter School	12	12	14
Paraprofessional	Aspira Bilingual Cyber Charter School	12	12	14

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Bilingual School Psychologist	1 Day	Outside Contractor	13
Bilingual Speech and Language Pathologist	1 Day	Outside Contractor	10
Certified School Counselor	5 Days	Outside Contractor	46
Occupational Therapist	5 Days	Outside Contractor	47
Occupational Therapist	3 Days	Outside Contractor	28
Speech & Language Therapist	5 Days	Outside Contractor	56
Speech & Language Therapist	5 Days	Outside Contractor	48
Physical Therapist	2 Days	Outside Contractor	14
Paraprofessional	5 Days	Outside Contractor	12
Paraprofessional	5 Days	Outside Contractor	12
Paraprofessional	5 Days	Outside Contractor	12
Paraprofessional	5 Days	Outside Contractor	12
Paraprofessional	5 Days	Outside Contractor	12

Date of Last Special Education Cyclical Monitoring

2019-01-22

Upload Link to Report (Optional)

Uploaded Files

Special Education Cyclical Monitoring Report

Uploaded Files

ABCCS_Corrective Action Verification_2018.pdf

Administrative Procedures for Internal Controls of IEP Development

Uploaded Files

SPED Handbook -2021v1.pdf

Special Education Personnel Development

Autism

Description of Training			
Supporting Students with Disabilities in Virtual Environments: Engagement			
Lead Person/Position		Year of Training	
Dr. Sean J. Smith, University of Kansas		2020	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Pattan/University of Kansas	Special Education Coordinator

Training Date Complete

2020-08-18

Attendance.docx

_SSDVE Re-entry.docx

BehaviorSupport

Description of Training			
Rating System: School Wide PBSP			
Lead Person/Position		Year of Training	
L. Brown, Certified Behavior Specialist		2020	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Aspira	Special Educators, General Educators

Training Date Complete

2020-09-25

Cyber Ratings PD.pptx

Paraprofessional

Description of Training			
Paraprofessional Expectations			
Lead Person/Position		Year of Training	
D.Greening, Special Education Coordinator		2020	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Aspira	Paraprofessionals

Training Date Complete

2020-08-15

Paraprofessional Handbook.pdf

Attendance_6a20e26b.docx

Transition

Description of Training			
2020 PA Community of Practice Transition Conference - 1) Changing the Narrative – Expect Competitive Integrated Employment 2) OVR's Transition Services: A Year in Review! 3) Get Organized & Collaborate! Take Two – Using Google Drive for Transition Planning 4) Use of Video Modeling as an Instructional Approach to Teach Transition Skills: A Review			
Lead Person/Position			Year of Training
Laura Cipriani, Office of Developmental Programs Gary Smith, Office of Developmental Programs, Beth Ann Fanning, Office of Vocational Rehabilitation Melissa Wert-Thrush, Office of Vocational Rehabilitation, 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, Alyssa Godown, Lehigh University Kyleigh Ivory, Lehigh University			2020
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)

1	4	Pattan	Special Education Coordinator
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Training Date Complete

2020-07-15

Transition Conference 2020.pdf

Attendance_f9178a01.docx

ScienceofLiteracy

Description of Training			
Wilson Foundations Online			
Lead Person/Position		Year of Training	
Deborah King, Certified Wilson Reading Specialist		2020	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Wilson Reading, Aspira Schools	Special Educators

Training Date Complete

2020-12-16

FoundationsOnline.Presentation.pptx

Attendance_066996da.docx

ParentTraining

Description of Training			
AHEDD Student/Parent Workshop			
Lead Person/Position		Year of Training	
Michele Boardman michele.boardman@ahedd.org, Leslie Riggall Leslie.Riggall@ahedd.org		2021	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	2	AHEDD	Parents, Students, HS staff

Training Date Complete

2021-04-18

Parent-Student Transition Planning Workshop.docx

Attendance_9969c28f.docx

IEPDevelopment

Description of Training			
Progress Monitoring			
Lead Person/Position	Year of Training		
D.Greening, Special Education Coordinator, M.McEntee, Compliance Coordinator	2020		
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Aspira	Special Educators

Training Date Complete

2020-08-18

Progress Monitoring 2020-2021.pptx

Attendance_37eb77aa.docx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#13	Secondary	Full-time (1.0)	07/19/2021 11:22 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#12	Secondary	Full-time (1.0)	07/19/2021 11:21 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#11	Secondary	Full-time (1.0)	07/19/2021 11:19 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	28	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#10	Secondary	Full-time (1.0)	07/19/2021 11:18 AM

Building Name
ASPIRA Bilingual Cyber CS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#9	Secondary	Full-time (1.0)	07/19/2021 11:17 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#8	Elementary	Full-time (1.0)	07/19/2021 11:14 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#7	Elementary	Full-time (1.0)	07/19/2021 11:14 AM

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

	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#6	Elementary	Full-time (1.0)	07/19/2021 11:12 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#5	Elementary	Full-time (1.0)	07/19/2021 11:11 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#4	Elementary	Full-time (1.0)	07/19/2021 11:09 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#3	Elementary	Full-time (1.0)	07/19/2021 11:07 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTE#2	Elementary	Full-time (1.0)	07/19/2021 11:05 AM

Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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FTE#1	Elementary	Full-time (1.0)	07/19/2021 10:52 AM
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Building Name		
ASPIRA Bilingual Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.24

Facilities

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

Fixed Asset Description	Location	Capital Expenditure
Laptop 2	Aspira Bilingual Cyber CS	4,398.00
Laptop 1	Aspira Bilingual Cyber CS	8,098.99
Zoom Media Kit 3	Aspira Bilingual Cyber CS	10,137.00
Chromebook 75	Aspira Bilingual Cyber CS	16,946.25
Chromebook 50	Aspira Bilingual Cyber CS	11,899.50
Chromebook 50	Aspira Bilingual Cyber CS	11,297.50
Chromebook 50	Aspira Bilingual Cyber CS	12,197.10
Laptop 20	Aspira Bilingual Cyber CS	11,999.80
Tablet 27	Aspira Bilingual Cyber CS	22,815.00
iPad (10-pack) 3	Aspira Bilingual Cyber CS	11,190.00
iPad (10-pack) 3	Aspira Bilingual Cyber CS	13,590.00
Air Purifier 36	Aspira Bilingual Cyber CS	17,295.48
Air Purifier 11	Aspira Bilingual Cyber CS	6,936.27
Air Purifier 45	Aspira Bilingual Cyber CS	47,427.75

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan

New teacher chat stations to better serve students with special needs - Rationale: Increased enrollment and services to students with special needs. Relocation to a larger facility in 1-2 years - Rationale: Increased enrollment

Memorandum of Understanding

Fixed Asset Description	Location
Philadelphia Police Department	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. 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.
Pequenos Pasos	Head-Start Transition- The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start. In order to meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requiring local educational agencies (LEAs) receiving Title I funds to: 1. Establish channels of communication between school staff and Head Start staff; 2. Receive and transfer children’s records, enrollment, parent communication; 3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; 4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and 5. Link LEA educational services with Head Start agency services.
The Philadelphia Department of Human Services (DHS)	Pursuant to the Every Student Succeeds Act (ESSA) and the Fostering Connections to Success and Increasing Adoptions Act, the Philadelphia Department of Human Services (DHS) and Local Education Agencies (LEAs) must work together to support educational stability for children and youth placed in out of home care. Philadelphia DHS and LEAs must collaborate to ensure that children and youth placed in out of home care are able to remain in their school of origin (current school) unless it is not in their best interest to do so. Every time a child or youth is placed in out of home care, or their placement location is changed, Philadelphia DHS will internally consult about whether there are factors that indicate it is not in the best interest of the child or youth to remain in their school of origin. When these factors exist, there must be a joint determination by the LEA and DHS of whether it is in the best interest of the child or youth to remain in their current school. No child or youth committed to DHS is to be transferred to another school unless it is not in their best interest to remain in their current school. Philadelphia DHS and the LEA shall work together to comply with the requirements of the Every Student Succeeds Act (ESSA), including working collaboratively to establish a transportation plan.

Upload of Memorandum of Understanding Document(s)

MOU-Aspira Bilingual Cyber Charter School (Executed).pdf

LEA Ltr of Agreement1-18rev1-25-18-Cyber 20-21 signed.pdf

Charter School Management Survey

Charter School Name

ASPIRA Bilingual Cyber CS

Point of Contact Information

Point of Contact Name	
Nancy Ruiz	
Point of Contact Telephone Number	Extension
267-297-1881	
Point of Contact Email	
nruiz@cyber.aspirapa.org	

As of the start of the 2020/2021 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?	Yes
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Is/was the Management Organization a:

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

Management Organization Name	Federal EIN (Employer Identification Number)		
ASPIRA Inc. of PA	23-1712664		
Address 1			
4322 N. 5th Street			
Address 2			
City	State	Zip Code	Plus 4 Code
Philadelphia	PA	19140	2302

Additional Comments

Signatures and Affirmation

Upload Board Affirmation Statement

Uploaded Files

Aspira Bilingual Cyber Charter affirmation_statement_charterschool - Annual Report July 30 2021.pdf

Date of Approval

2021-06-04

Charter School Annual Report Affirmation

Board President

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

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter School Law Affirmation

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

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

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

The Chief Executive Officer must sign this assurance. The Board of Trustees President of the charter school's signature will be contained on the uploaded Board Affirmation document.

Board President

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

Chief Executive Officer

Andrea Gonzalez-Kirwin

Ethics Act Affirmation

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

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

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

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

The Chief Executive Officer must sign this assurance. The Board of Trustees President of the charter school's signature will be contained on the uploaded Board Affirmation document.

Board President

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

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter School Annual Background Check Affirmation

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 PublicSchool Code of 1949.

The Chief Executive Officer must sign this assurance. The Board of Trustees President of the charter school's signature will be contained on the uploaded Board Affirmation document.

Board President

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

Chief Executive Officer

Andrea Gonzalez-Kirwin

Charter Annual Administrative Certification Affirmation

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.

The Chief Executive Officer must sign this assurance. The Board of Trustees President of the charter school's signature will be contained on the uploaded Board Affirmation document.

Board President

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

Chief Executive Officer

Andrea Gonzalez-Kirwin

