

ASPIRA Cyber Charter School Board of Trustees
 Board Meeting Minutes
 6301 N. 2nd Street Philadelphia, Pa 19120
 August 9, 2021

OPENING

Board Member Attendance:

Board Member	Present	Absent
Jennifer Albandoz, <i>Chair</i>	X	
Zoraida Ortiz, <i>Secretary</i>		X
Jessica Ortiz, <i>Treasurer</i>		X
Fred Ramirez, <i>Member</i>	X	
Maria Andujar, <i>Member</i>	X	

Quorum established.

Board Counsel Present: Kevin McKenna, ESQ

Board Advisor: Jack Pund, CPA, ESQ, MBA, LLM

Charter School Personnel Present: Nancy Ruiz, *School Principal*

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

Meeting Opening & Call to Order

Meeting called to order at 8:18 pm

AGENDA

MOTION to APPROVE the amended August 9, 2021 to present the wish of the board to have all staff become vaccinated and present proof of vaccination to the Office of Human Resources. Staff that does not get vaccinated will get tested twice a week with the CHOP on-site rapid testing.

MM: Maria Andujar

SM: Jennifer Albandoz

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz				X
Fred Ramirez	X			
Jessica Ortiz				X

Maria Andujar	X			
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BOARD MINUTES

MOTION to TABLE the May 17, 2021 & June 25, 2021 board minutes pending legal counsel and board secretary review.

MM: Maria Andujar **SM:** Fred Ramirez **Action:** Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz				X
Fred Ramirez	X			
Jessica Ortiz				X
Maria Andujar	X			

LEGAL COUNSEL REPORT

The following resolutions and policies were presented, reviewed and discussed: (1) Discipline of Student Convicted/Adjudicated of Sexual Assault Policy; (2) Preparation of Board Meeting Agenda Policy; (3) Resolution Approving Retention of CliftonLarsonAllen LLP; (4) Resolution Approving the Payment of invoices to McKenna Snyder through July 2021.

MOTION to APPROVE the resolutions presented by legal counsel and **TABLE** the policy for Discipline of Student Convicted/Adjudicated of Sexual Assault.

MM: Fred Ramirez **SM:** Maria Andujar **Action:** Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz				X
Fred Ramirez	X			
Jessica Ortiz				X
Maria Andujar	X			

CAO REPORT

The CAO presented the draft CARES ACT III initiatives for the board to review and consider approval during future meetings. Additionally, an on-site COVID - 19 rapid testing initiative was presented to the board for consideration and discussion.

CEO REPORT

Ms. Ruiz presented an increase in student enrollment that resulted in a need for additional technology for students. August 2021 board recommendations were presented and tabled for board review.

HUMAN RESOURCES

The Human Resources and vacancy reports for July and August 2021. A conversation took place around teacher recruitment.

MOTION to ACCEPT the Human Resources Report.

MM: Maria Andujar

SM: Jennifer Albandoz

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz				X
Fred Ramirez	X			
Jessica Ortiz				X
Maria Andujar	X			

FINANCE REPORT

The school’s revenue report and management company invoices for July and August 2021 were presented. A motion was made to table the finance report because the financials were not prepared for presentation and review by the board. The board requested copies of all payments made to the management company along with an explanation of all services provided.

MOTION to TABLE the August 2021 financial report and not process any payments until further review by the board. **(Board chair recused herself from any votes related to finances with the management company.)**

MM: Fred Ramirez

SM: Maria Andujar

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz				X
Fred Ramirez	X			
Jessica Ortiz				X
Maria Andujar	X			

COMMUNITY COMMENTS

No community comments were presented.

NEW BUSINESS/OLD BUSINESS

The floor was open for the board to discuss old and new business. No items were presented.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the August 9, 2021 board meeting at 9:08 pm.

MM: Fred Ramirez

SM: Maria Andujar

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz				X
Fred Ramirez	X			
Jessica Ortiz				X
Maria Andujar	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approved November 15, 2021

ASPIRA Bilingual Cyber Charter
 School Board of Trustees
 Board Meeting Minutes
 6301 N. 2nd Street Philadelphia, Pa 19120
 November 15, 2021

*November 8, 2021 meeting was held on November 15, 2021 due to lack of quorum

OPENING

Board Member Attendance:

Board Member	Present	Absent
Jennifer Albandoz, <i>Chair</i>	X	
Zoraida Ortiz, <i>Secretary</i>	X	
Jessica Ortiz, <i>Treasurer</i>	X	
Fred Ramirez, <i>Member</i>		X
Maria Andujar, <i>Member</i>	X	

Quorum established.

Board Counsel Present: Kevin McKenna, ESQ

Board Advisor: Jack Pund, CPA, ESQ, MBA, LLM

Charter School Personnel Present: Nancy Ruiz, *School Principal*.

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

Meeting Opening & Call to Order

Meeting called to order at 7:09 pm

AGENDA

MOTION to APPROVE the November 15, 2021 board meeting agenda.

MM: Maria Andujar **SM:** Jessica Ortiz **Action:** Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

BOARD MINUTES

MOTION to APPROVE the August 9, 2021 and September 20, 2021 board minutes.

MM: Maria Andujar **SM:** Jessica Ortiz **Action:** Approved 3-0-1

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz			X	
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

LEGAL COUNSEL REPORT

Resolutions were presented by legal counsel to approve payments for JLP and Associates, as well as the McKenna law firm. An affidavit of the Board President confirming Jessica Ortiz’s completion of the ACT 55 training was also presented for approval.

MOTION to APPROVE the Board President affidavit, payments to JLP and Associates, as well as the McKenna Law Firm.

MM: Jessica Ortiz **SM:** Maria Andujar **Action:** Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

CEO REPORT

The CEO report was presented to include the memorandum of understanding between the school and Jobs for America’s Graduates. After further conversation about JAG, the board requested to proceed with the recommendation pending legal counsel review.

MOTION to APPROVE the CEO Report and JAG memorandum of understanding pending legal counsel’s review.

MM: Maria Andujar **SM:** Jessica Ortiz **Action:** Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			

Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

CAO REPORT

The CAO report was presented to include the draft of the 2022-2023 academic calendar for the board’s review and feedback. A proposed signing bonus for staff was presented, as well as a proposal to implement COVID -19 pooled assurance testing.

MOTION to APPROVE the CAO Report, as well as recommendations presented for consideration.

MM: Maria Andujar **SM:** Jessica Ortiz **Action:** Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

HUMAN RESOURCES

The Human Resources and vacancy reports for September - October 2021 were presented along with the staff’s vaccination report.

MOTION to ACCEPT the Human Resources Report.

MM: Maria Andujar **SM:** Jessica Ortiz **Action:** Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

FINANCE REPORT

The FY 2020 - 2021 audit report was presented by the Clifton Larson Allen firm. Additionally, the school financials and management company invoices for September 2021 were presented along with the over \$5K check register and the CARES ACT II budget.

MOTION to APPROVE the FY 2020-2021 audit report, September 2021 Financials, CARES ACT II budget and invoices over \$5K with the exception of the management company invoices. **(Board chair recused herself from any votes related to finances with the management company.)**

MM: Jessica Ortiz

SM: Maria Andujar

Action: Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

MOTION to APPROVE the management company invoices for September 2021. **(Board chair recused herself from any votes related to finances with the management company.)**

MM: Jessica Ortiz

SM: Maria Andujar

Action: Approved 3-0-1

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz			X	
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

COMMUNITY COMMENTS

No public comments presented at the time.

NEW BUSINESS/OLD BUSINESS

The floor was open for the board to discuss old and new business. No items were presented.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the November 15, 2021 board meeting at 7:39 pm.

MM: Jessica Ortiz

SM: Maria Andujar

Action: Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz	X			
Maria Andujar	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approved January 10, 2022

ASPIRA Cyber Charter School Board of Trustees
 Board Meeting Minutes
 6301 N. 2nd Street Philadelphia, Pa 19120
 September 20, 2021

OPENING

Board Member Attendance:

Board Member	Present	Absent
Jennifer Albandoz, <i>Chair</i>	X	
Zoraida Ortiz, <i>Secretary</i>	X	
Jessica Ortiz, <i>Treasurer</i>		X
Fred Ramirez, <i>Member</i>		X
Maria Andujar, <i>Member</i>	X	

Quorum established.

Board Counsel Present: Kevin McKenna, ESQ

Board Advisor: Jack Pund, CPA, ESQ, MBA, LLM

Charter School Personnel Present: Nancy Ruiz, *School Principal*

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

Meeting Opening & Call to Order

Meeting called to order at 7:11 pm

AGENDA

MOTION to APPROVE the amended September 20, 2021 board meeting agenda to include the COVID vaccine mandate for staff as a resolution.

MM: Maria Andujar

SM: Zoraida Ortiz

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

BOARD MINUTES

MOTION to TABLE the August 9, 2021 board minutes.

MM: Zoraida Ortiz

SM: Maria Andujar

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

LEGAL COUNSEL REPORT

MOTION to APPROVE the Covid-19 Vaccination Resolution presented by legal counsel.

MM: Maria Andujar

SM: Zoraida Ortiz

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

MOTION to APPROVE the resolution for payment of invoices of JLP and Associates through August 2021.

MM: Zoraida Ortiz

SM: Maria Andujar

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

MOTION to APPROVE the resolution for payment of invoices of McKenna Snyder through September 2021.

MM: Zoraida Ortiz

SM: Maria Andujar

Action: Approved 3-0

Jennifer Albandoz	X			
Zoraida Ortiz	X			

Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

CEO REPORT

Ms. Ruiz presented an increase in student enrollment that resulted in a need for additional technology for students. September 2021 board recommendations were presented and tabled for board review.

HUMAN RESOURCES

The Human Resources and vacancy reports for September 2021 were presented.

MOTION to ACCEPT the Human Resources Report.

MM: Maria Andujar

SM: Zoraida Ortiz

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

FINANCE REPORT

The school financials and management company invoices for August 2021 were presented alongside the over \$5K check register. A conversation took place around ESSR- CARES ACT III funding. No vote will be taking place on the proposed budget until revisions are completed and the board is aware of what will be included in this budget. No payments will be made out of the CARES ACT III account until the board approves it.

MOTION to APPROVE the August 2021 financial report and not approve any CARES ACT III expenses until board approval of the CARES ACT III budget. **(Board chair recused herself from any votes related to finances with the management company.)**

MM: Zoraida Ortiz

SM: Maria Andujar

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

MOTION to APPROVE the management company invoices for August 2021. (Board chair recused herself from any votes related to finances with the management company.)

MM: Zoraida Ortiz

SM: Maria Andujar

Action: Approved 2-0-1

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz			X	
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

COMMUNITY COMMENTS

No community comments were presented.

NEW BUSINESS/OLD BUSINESS

The floor was open for the board to discuss old and new business. No items were presented.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the September 20, 2021 board meeting at 7:23 pm.

MM: Maria Andujar

SM: Zoraida Ortiz

Action: Approved 3-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez				X
Jessica Ortiz				X
Maria Andujar	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approved November 15, 2021

ASPIRA Bilingual Cyber Charter
 School Board of Trustees
 Board Meeting Minutes
 100 W. Duncannon Avenue Philadelphia, Pa 19120
 January 10, 2022

OPENING

Board Member Attendance:

Board Member	Present	Absent
Jennifer Albandoz, <i>Chair</i>	X	
Zoraida Ortiz, <i>Secretary</i>	X	
Jessica Ortiz, <i>Treasurer</i>	X	
Fred Ramirez, <i>Member</i>	X	
Maria Andujar, <i>Member</i>	X	

Quorum established.

Board Counsel Present: Kevin McKenna, ESQ

Board Advisor: Jack Pund, CPA, ESQ, MBA, LLM

Charter School Personnel Present: Nancy Ruiz, *School Principal*.

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

Meeting Opening & Call to Order

Meeting called to order at 6:04 pm

AGENDA

MOTION to APPROVE the January 10, 2022 board meeting agenda.

MM: Maria Andujar **SM:** Jessica Ortiz **Action:** Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez	X			
Jessica Ortiz	X			
Maria Andujar	X			

BOARD MINUTES

MOTION to APPROVE the November 15, 2021 board minutes.

MM: Zoraida Ortiz

SM: Jessica Ortiz

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez	X			
Jessica Ortiz	X			
Maria Andujar	X			

LEGAL COUNSEL REPORT

Resolutions were presented by legal counsel to approve payments for JLP and Associates, as well as the McKenna law firm. In addition, resolutions were presented to approve the board minutes for the November 8, 2021 meeting.

MOTION to APPROVE the Board President affidavit, board minutes and payments to JLP and Associates, as well as the McKenna Law Firm.

MM: Zoraida Ortiz

SM: Maria Andujar

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez	x			
Jessica Ortiz	X			
Maria Andujar	X			

CEO REPORT

The CEO report was presented.

CAO REPORT

The CAO report was presented to include the virtual guidance plan for January 10, 2022 - January 14, 2022. A plan was implemented for rapid testing and operational strategies for staff and students to prepare for the return of winter break. COVID dashboard is set in place and will be active by January 18, 2022.

HUMAN RESOURCES

The Human Resources and vacancy reports for November 23, 2021- December 13, 2021 were presented.

MOTION to ACCEPT the Human Resources Report.

MM: Jessica Ortiz

SM: Fred Ramirez

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez	X			
Jessica Ortiz	X			
Maria Andujar	X			

FINANCE REPORT

The FY 2020 - 2021 audit report was presented by the Clifton Larson Allen firm. Additionally, the school financials and management company invoices for November 2021 were presented along with the over \$5K check register and the CARES ACT II budget.

MOTION to APPROVE the FY 2020-2021 audit report, November 2021 Financials, CARES ACT II budget and invoices over \$5K with the exception of the management company invoices. (Board chair recused herself from any votes related to finances with the management company.)

MM: Maria Andujar

SM: Jessica Ortiz

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez	X			
Jessica Ortiz	X			
Maria Andujar	X			

MOTION to APPROVE the management company invoices for November 2021. (Board chair recused herself from any votes related to finances with the management company.)

MM: Maria Andujar

SM: Jessica Ortiz

Action: Approved 4-0-1

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz			X	
Zoraida Ortiz	X			
Fred Ramirez	X			
Jessica Ortiz	X			
Maria Andujar	X			

COMMUNITY COMMENTS

No public comments presented at the time.

NEW BUSINESS/OLD BUSINESS

The floor was open for the board to discuss old and new business. No items were presented.

ADJOURNMENT

A **MOTION** was made to **CLOSE** the January 10, 2022 board meeting at 6:28 pm.

MM: Jessica Ortiz

SM: Fred Ramirez

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Jennifer Albandoz	X			
Zoraida Ortiz	X			
Fred Ramirez	X			
Jessica Ortiz	X			
Maria Andujar	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approved

ASPIRA Bilingual Cyber Charter School
Board of Trustees
DRAFT Board Meeting Minutes
Via ZOOM Conference Call
June 23, 2022

Board members in attendance: Jessica Ortiz, Zoraida Ortiz, Maria Andujar, in addition to Adelaida Morales, Ester Roche-Curet and Roger Zepernick (new members.) Board secretary serving as acting chair.

Quorum established

Legal Counsel in attendance: Jack Pund, Kevin McKenna andCarolynn Flynn.

School administration present: Nancy Ruiz, Principal

EMO Staff present: Alfredo Calderon, Thomas Darden, Xin Yi, Maria Pinto, Andrea Gonzalez-Kirwin, Kate McKinley, Stephanie Goshert and Yemele Ayala

Note: Prior to tonight's meeting, the board met in executive session to discuss legal and personnel matters, as well as the management agreement with ASPIRA Inc. of Pennsylvania.

Motion to open the June 23, 2022 board meeting at 4:30pm made by Jessica Ortiz and second by Zoraida Ortiz

Passed by unanimous vote

Motion made to nominate Ester Roche-Curet as a new board member made by Jessica Ortiz and second by Maria Andujar

Passed by unanimous vote

Motion made to nominate Roger Zepernick as a new board member made by Jessica Ortiz and second by Zoraida Ortiz

Passed by unanimous vote

Motion made to nominate Adelaida Morales as an executive board member made by Jessica Ortiz and second by Zoraida Ortiz

Passed by unanimous vote

Motion made to accept the resignation with gratitude of Jennifer Albandoz made by Roger Zepernick and second by Jessica Ortiz

Passed by unanimous vote

Motion made to accept the resignation with gratitude of Fred Ramirez made by Jessica Ortiz and second by Roger Zepernick

Passed by unanimous vote

Motion made to amend and approve the agenda to include the board meeting schedule, board retreat date and school policy compact made by Jessica Ortiz and second by Roger Zepernick

Passed by unanimous vote

Motion to table the May 9, 2022 board minutes made by Jessica Ortiz and second by Roger Zepernick

Passed by unanimous vote

Motion to hold on the vote for the ASPIRA Inc. of Pennsylvania management agreement made by Roger Zepernick and second by Jessica Ortiz

Passed by unanimous vote

Motion to approve the 2022-2023 school budget reviewed by Jack Pund, LLC made by Jessica Ortiz and second by Roger Zepernick

Passed by unanimous vote

Motion made to approve the financial report and all vendor invoices made by Adelaida Morales and second by Jessica Ortiz.

Passed by unanimous vote

Motion to approve the legal counsel invoices for McKenna and Associates made by Adelaida Morales and second by Roger Zepernick.

Passed by unanimous vote

Motion to approve the legal counsel invoices for Jack Pund, LLC made by Jessica Ortiz and second by Roger Zepernick.

Passed by unanimous vote

No public comments were presented

Motion to close the June 23, 2022 school board meeting at 4:48pm made by Jessica Ortiz and Second by Roger Zepernick

Passed by unanimous vote

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approval date pending

ASPIRA Bilingual Cyber Charter School
Board of Trustees
DRAFT Board Meeting Minutes
Via ZOOM Conference Call
June 29, 2022

Board members in attendance: Jessica Ortiz, Zoraida Ortiz, Maria Andujar, Adelaida Morales, Ester Roche-Curet and Roger Zepernick. Board secretary serving as acting chair.

Quorum established

Legal Counsel in attendance: Jack Pund, Kevin McKenna and Carolynn Flynn.

School administration present: Nancy Ruiz, Principal

EMO Staff present: Alfredo Calderon, Thomas Darden, Xin Yi, Maria Pinto, Andrea Gonzalez-Kirwin, Kate McKinley, Stephanie Goshert and Yemele Ayala

Note: Prior to tonight's meeting, the board met in executive session to discuss legal and personnel matters, as well as the management agreement with ASPIRA Inc. of Pennsylvania.

Motion to open the June 29, 2022 board meeting at 6:51pm made by Jessica Ortiz and second by Zoraida Ortiz

Passed by unanimous vote

Motion made to amend and approve the agenda made by Jessica Ortiz and second by Maria Andujar

Passed by unanimous vote

The swearing-in of new board members took place.

Motion to approve the consent agenda of #5-#10 (inclusive of 2022-2023 school budget, 2022 - 2023 board meeting calendar and school policy compacts) made by Maria Andujar and second by Jessica Ortiz

Passed by unanimous vote

Motion to approve the legal counsel invoices for McKenna and Associates made by Jessica Ortiz and Ester Roche-Curet

Passed by unanimous vote

Motion to approve the legal counsel invoices for Jack Pund, LLC made by Jessica Ortiz and second by Ester Roche-Curet

Passed by unanimous vote

Motion to approve the amended surplus policy with board designee made by Maria Andujar and second Jessica Ortiz

Passed by unanimous vote

No public comments were presented

Motion to close the June 29, 2022 school board meeting at 6:58pm made by Jessica Ortiz and Second by Maria Andujar

Passed by unanimous vote

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approval date pending

Aspira Bilingual Cyber Charter School
Board of Trustees
DRAFT Board Meeting Minutes
3200 B Street Philadelphia, Pa 19134
May 9, 2022

Board members in attendance: Jennifer Albandoz, Zoraida Ortiz, Maria Andujar and Fred Ramirez.

Quorum established

Legal Counsel in attendance: Jack Pund, Kevin McKenna and Carolyn Flynn.

School administration present: Nancy Ruiz, Principal

EMO Staff present: Alfredo Calderon, Thomas Darden, Xin Yi, Maria Pinto, Andrea Gonzalez-Kirwin, Kate McKinley, Stephanie Goshert and Yemele Ayala

Motion to return from recess from the April 25, 2022 board meeting at 6:48pm made Maria Andujar and second by Fred Ramirez

Passed by unanimous vote

Motion made to close the April 25, 2022 board meeting at 6:48pm made by Maria Andujar and second by Fred Ramirez

Passed by unanimous vote

Motion to open the May 9, 2022 board meeting at 6:48pm made by Fred Ramirez and second by Maria Andujar

Passed by unanimous vote

Motion made to approve the agenda by Fred Ramirez and second by Maria Andujar

Passed by unanimous vote

Motion made to approve the draft budget for the 2022-2023 academic year made by Zoraida Ortiz and second by Fred Ramirez

Passed by unanimous vote

Motion made to approve the school's 990 form due by May 15, 2022 made by Maria Andujar and second by Zoraida Ortiz

Passed by unanimous vote

Motion to go in executive session to discuss school's legal and personnel matters at 7:04pm made by Zoraida Ortiz and second by Fred Ramirez

Passed by unanimous vote

Motion to return from executive session at 9:58pm made by Fred Ramirez and second by Maria Andujar

Passed by unanimous vote

Motion made to approve the financial report and all vendor invoices except ASPIRA Inc invoices made by Fred Ramirez and second by Maria Andujar. The board chair recuses herself of voting on all financial matters related to the EMO, ASPIRA Inc. of Pennsylvania.

Passed by unanimous vote

Motion to approve the invoices for the EMO, ASPIRA Inc. of Pennsylvania made by Fred Ramirez, second by Maria Andujar and one recusal by Jennifer Albandoz. The board chair recuses herself of voting on all financial matters related to the EMO, ASPIRA Inc. of Pennsylvania.

Passed by majority vote

Motion to approve the legal counsel invoices for McKenna and Associates, as well as Jack Pund , LLP made by Zoraida Ortiz and second by Maria Andujar.

Passed by unanimous vote

Motion to close the May 9, 2022 school board meeting at 9:59pm made by Zoraida Ortiz and Second by Maria Andujar

Passed by unanimous vote

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Zoraida Ortiz, Board Secretary

Board approval date pending

Complete the following information for all professional staff members

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 Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	DeRito	Bianca	Yes	Instructional II Special Education PK-8 (9226), Instructional II Grades PK-4 (2825)	K-1	SPED Teacher	848	100%	0%
2	Dolaway	Megan	Yes	Instructional I Grades PK-4 (2825)	K-4	Elementary Teacher	1718	100%	0%
3	Dyson	Nancy	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	School Counselor	900	100%	0%
4	Flannery	Thomas	Yes	Instructional I Social Studies 7-12 (8875)	7-12	Social StudiesTeacher	1718	100%	0%
5	Fulcher	Nicole	Yes	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Endorsement Autism PK-12 (1180)	K-12	Special Education Teacher	1718	100%	0%
6	Garcia	Elsie	Yes	Instructional I Mathematics 7-12 (6800)	K-12	Math Teacher	1598	100%	0%
7	Gonzalez-Kirwin	Andrea	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	1718	100%	0%
8	Goshert	Stephanie	Yes	Instructional I English 7-12 (3230)	K-8	Senior Director of Teaching & Learning	1718	100%	0%
9	Greening	Diane	Yes	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225)	K-12	Special Education Coordinator	1718	100%	0%
10	Hill	Brooke	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)	K-9	Math Teacher	375	100%	0%
11	Isett	Jaclyn	Yes	Instructional I Grades PK-4 (2825)	K-4	Special Education Teacher	1718	100%	0%
12	Joseph-Darden	Valerie	Yes	Instructional I Mathematics 7-12 (6800)	7-12	Math Teacher	1718	100%	0%
13	Kahana	Chelsea	Yes	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-8	Special Education Teacher	1718	100%	0%
14	King	Deborah	Yes	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)	K-12	Reading Specialist-Special Education Teacher	1718	100%	0%
15	Kowalchuk	Paul	Yes	Instructional I English 7-12 (3230)	6-8	English Teacher	1718	100%	0%
16	Matthie	Alexandria	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880)	7-8	Special Education Teacher	1718	100%	0%

17	McKinley	Kathryn	Yes	Educational Specialist II School Psychologist PK-12 (1875)	K-12	Director of Specialized Services	1718	100%	0%
18	Melman	Jacob	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional I Social Studies 7-12 (8875)	9-12	ELL Teacher	1718	100%	0%
19	Meyer	Travis	Yes	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	K-12	Social Studies Teacher	1718	100%	0%
20	Nitzberg	Laura	Yes	Instructional I General Science 7-12 (8450)	6-8	Science Teacher 9-12	1718	100%	0%
21	Pena	Melanie	Yes	Instructional II Spanish PK-12 (4490), Instructional II Elementary K-6 (2810)	K-5	Spanish Teacher	1718	100%	0%
22	Rodriguez	Noemi	Yes	Instructional I Elementary K-6 (2810)	4-Mar	Senior Lead Educator	1718	100%	0%
23	Rodriguez-Burgos	Michelle	No	N/A	K-5	Spanish Teacher	803	0%	100%
24	Ruiz	Nancy	Yes	Administrative I Principal PK-12 (1115)	K-12	Principal	1718	100%	0%
25	Ruth	Jaime	Yes	Instructional I Elementary K-6 (2810)	4-5	Elementary Teacher	1718	100%	0%
26	Schofield	Albert	Yes	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1718	100%	0%
27	Scull	Christopher	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Reading Specialist PK-12 (7650)	6-8	ELL Teacher	135	100%	0%
28	Short	Pamela	Yes	Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880), Instructional II Biology 7-12 (8405)	K-12	Senior Lead Educator	1718	100%	0%
29	Sinclair	Megan	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-1	Special Education Teacher	1718	100%	0%
30	Toll	Amy	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Reading Specialist PK-12 (7650)	6-8	ELL Teacher	1718	100%	0%
31	Torres-Caraballo	Liza	No	N/A	K-1	Teacher	1718	0%	100%
32	Vargas	Lina	No	N/A	K-6	ELL Teacher	1718	0%	100%
33	Wilson	Kelli M.	Yes	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	K-8	Senior Lead Educator	1718	100%	0%
34	Wolcott	Ryan	Yes	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	K-12	Testing Coordinator /Platform Specialist	1718	100%	0%

Total Number of Administrators (do not include CEO) 5 CEO (certified)
Total Number of Teachers 23 Counselors 1 School Nurses 0 Others 5
Total Number of Professional Staff 34

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2021



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INDEPENDENT AUDITORS' REPORT

Board of Trustees
Aspira Bilingual Cyber Charter School
Philadelphia, Pennsylvania

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the School) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School as of June 30, 2021, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 7, the schedule of revenues, expenditures, and changes in fund balances – budget and actual – governmental funds on page 36, the schedules of proportionate share of PSERS net pension liability and contributions on page 37, and the schedules of proportionate share of PSERS net OPEB liability and contributions on page 38 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Aspira Bilingual Cyber Charter School's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Board of Trustees
Aspira Bilingual Cyber Charter School

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2021 on our consideration of the Aspira Bilingual Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Aspira Bilingual Cyber Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspira Bilingual Cyber Charter School's internal control over financial reporting and compliance.

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

CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
December 21, 2021

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2021**

The Board of Trustees of Aspira Bilingual Cyber Charter School offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2021. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by \$1,788,411 to \$10,584,808 due to an increase in local education, federal, state and other local sources.
- At the close of the current fiscal year, the School reports ending net position of \$3,942,252. This net position balance represents an increase in net position of \$3,159,123 for the year ended June 30, 2021.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$4,583,004. This general fund balance represents an increase in fund balance of \$3,014,559 for the year ended June 30, 2021.
- The School's cash balance at June 30, 2021, was \$4,747,513, representing an increase of \$3,380,917 from June 30, 2020.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, budgetary comparison and reporting required under *Government Auditing Standards*.

Government-Wide Financial Statements

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

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

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

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2021**

Overview of the Financial Statements (Continued)

Fund Financial Statements

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

Notes to the Financial Statements

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

Government-Wide Financial Analysis

Net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows exceeded liabilities and deferred inflows by \$3,942,252 as of June 30, 2021.

	<u>2021</u>	<u>2020</u>
Current and Other Assets	\$ 5,224,021	\$ 2,060,332
Capital Assets	496,354	348,048
Total Assets	<u>5,720,375</u>	<u>2,408,380</u>
Deferred Outflows	94,572	74,926
Current Liabilities	704,883	472,987
Noncurrent Liabilities	827,622	440,000
Total Liabilities	<u>1,532,505</u>	<u>912,987</u>
Deferred Inflows	340,190	787,190
Net Investment in Capital Assets	496,354	348,048
Restricted	17,539	18,900
Unrestricted	3,428,359	416,181
Total Net Position	<u>\$ 3,942,252</u>	<u>\$ 783,129</u>

The School received a Paycheck Protection Program loan totaling \$447,027 during the year ended June 30, 2021.

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2021**

Government-Wide Financial Analysis (Continued)

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

	<u>2021</u>	<u>2019</u>
Revenues:		
Local Education Agencies	\$ 9,307,675	\$ 8,048,633
Other Local Sources	34,559	16,617
State Sources	25,916	22,882
Federal Sources	1,216,658	708,265
Total Revenues	<u>10,584,808</u>	<u>8,796,397</u>
Expenditures:		
Instruction	3,989,759	4,021,675
Student Support Services	426,124	217,812
Administration Support	1,343,797	1,308,313
Pupil Health	114,786	100,345
Business Services	1,376,668	2,000,461
Student Activities and Community Services	29,985	87,371
Depreciation	144,566	166,909
Total Expenditures	<u>7,425,685</u>	<u>7,902,886</u>
Change in Net Position	3,159,123	893,511
Net Position - Beginning of Year	<u>783,129</u>	<u>(110,382)</u>
Net Position - End of Year	<u>\$ 3,942,252</u>	<u>\$ 783,129</u>

Governmental Fund

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

The School's governmental funds, (the General Fund and Student Activities Fund), reported an ending fund balance of \$4,600,543. For the year ended June 30, 2021 the School's revenues and other financing sources of \$11,031,835 exceeded expenditures of \$8,018,637 by \$3,013,198.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2021**

General Fund Budgetary Highlights

Actual revenues exceeded budgeted revenues by \$1,215,095, primarily due to more than expected local educational agency and federal sources. Actual expenditures were less than budgeted expenditures by \$822,718, primarily due to less than budgeted instruction, support services, administrative support, and business services expenditures incurred, offset by more than budgeted expenditures in pupil health and student activities and community services during the fiscal year.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2021, the School's investment in capital assets for its governmental activities totaled \$496,354. This investment in capital assets includes classroom, office furniture and equipment and leasehold improvements.

Major capital asset purchases during the year included the following:

- Furniture and equipment amounting to \$259,168
- Leasehold improvements amounting to \$33,704

Economic Factors and Next Year's Budgets and Rates

The School's Board approved budget next year anticipated that the revenues would exceed the expenses by \$443,683 after setting aside a budgetary reserve of \$173,092. The School's primary source of revenue, the per pupil subsidy, has been provided by the School District of Philadelphia. Next year, the School District of Philadelphia has announced the per pupil rates will decrease by \$197 to \$10,639 for general education and increase by \$657 to \$31,099 for special education. In the past, the District revised the per pupil rates in the middle of the year. The School doesn't have information to anticipate whether the revision will happen again or not. In light of this, the School has been building budgetary reserves to reduce the impact of unforeseen revenue reductions.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the School Finance Officer, Aspira Bilingual Cyber Charter School, 4322 N. 5th Street, Philadelphia, PA 19140.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2021**

	Governmental Activities
ASSETS AND DEFERRED OUTFLOWS	
CURRENT ASSETS	
Cash and Cash Equivalents	\$ 4,747,513
Federal Subsidies Receivable	325,774
Due from Other School Districts	88,022
Prepaid Items	62,712
Total Current Assets	5,224,021
CAPITAL ASSETS, NET	
	496,354
Total Assets	5,720,375
DEFERRED OUTFLOWS	
Deferred Outflows from Pensions - See Note 10	92,572
Deferred Outflows from OPEB - See Note 11	2,000
Total Deferred Outflows	94,572
LIABILITIES, DEFERRED INFLOWS, AND NET POSITION	
CURRENT LIABILITIES	
Accounts Payable and Accrued Expenses	207,108
Accrued Payroll and Payroll Taxes	376,600
Paycheck Protection Program Loan Payable, Current Portion	81,405
Due to Related Parties	39,770
Total Current Liabilities	704,883
LONG-TERM LIABILITIES	
Paycheck Protection Program Loan Payable, Net of Current Portion	365,622
Net Pension Liability	443,000
Net OPEB Liability	19,000
Total Long-Term Liabilities	827,622
Total Liabilities	1,532,505
DEFERRED INFLOWS	
Deferred Inflows from Pensions - See Note 10	313,000
Deferred Inflows from OPEB - See Note 11	27,190
Total Deferred Inflows	340,190
NET POSITION	
Net Investment in Capital Assets	496,354
Restricted:	
Student Activities	17,539
Unrestricted	3,428,359
Total Net Position	\$ 3,942,252

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021**

<u>Functions</u>	<u>Expenses</u>	<u>Program Services</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Total Governmental Activities</u>
Governmental Activities:				
Instruction	\$ 3,989,759	\$ -	\$ 1,216,658	\$ (2,773,101)
Student Support Services	426,124	-	-	(426,124)
Administrative Support	1,343,797	-	-	(1,343,797)
Pupil Health	114,786	-	-	(114,786)
Business Services	1,376,668	-	-	(1,376,668)
Student Activities and Community Services	29,985	2,109	-	(27,876)
Depreciation (Unallocated)	144,566	-	-	(144,566)
Total	<u>\$ 7,425,685</u>	<u>\$ 2,109</u>	<u>\$ 1,216,658</u>	<u>(6,206,918)</u>
General Revenues:				
				25,916
				32,450
				9,307,675
				<u>9,366,041</u>
				CHANGE IN NET POSITION
				3,159,123
				Net Position - Beginning of Year
				<u>783,129</u>
				NET POSITION - END OF YEAR
				<u>\$ 3,942,252</u>

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2021**

	<u>General Fund</u>	<u>Student Activities Fund</u>	<u>Total Governmental Activities</u>
ASSETS			
Cash and Cash Equivalents	\$ 4,729,974	\$ 17,539	\$ 4,747,513
Federal Subsidies Receivable	325,774	-	325,774
Due from Other School Districts	88,022	-	88,022
Prepaid Items	62,712	-	62,712
	<u>62,712</u>	<u>-</u>	<u>62,712</u>
Total Assets	<u>\$ 5,206,482</u>	<u>\$ 17,539</u>	<u>\$ 5,224,021</u>
LIABILITIES AND FUND BALANCES			
LIABILITIES			
Accounts Payable and Accrued Expenses	\$ 207,108	\$ -	\$ 207,108
Accrued Payroll and Payroll Taxes	376,600	-	376,600
Due to Related Parties	39,770	-	39,770
Total Liabilities	<u>623,478</u>	<u>-</u>	<u>623,478</u>
FUND BALANCES			
Nonspendable:			
Prepaid Items	62,712	-	62,712
Restricted:			
Student Activities	-	17,539	17,539
Unassigned	4,520,292	-	4,520,292
Total Fund Balances	<u>4,583,004</u>	<u>17,539</u>	<u>4,600,543</u>
Total Liabilities and Fund Balances	<u>\$ 5,206,482</u>	<u>\$ 17,539</u>	<u>\$ 5,224,021</u>

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL
FUNDS TO THE STATEMENT OF NET POSITION
JUNE 30, 2021**

Total Fund Balance for Governmental Funds \$ 4,600,543

Total net position reported for governmental activities in the statement of net position is different because:

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

Capital Assets, Net 496,354

Loan Obligations used in Governmental Funds are not Financial Resources and, therefore, are not Reported in the Fund Liabilities. The Total Loan Obligations, both Current and Long Term, are Reported in the Statement of Net Position. Balance at Year-end is:

Paycheck Protection Program Loan Payable (447,027)

Long-term liabilities that pertain to governmental funds, including net pension obligations, net OPEB liability, deferred outflows and deferred inflows are not due and payable in the current period and, therefore, are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position.

Pension (663,428)
OPEB (44,190)

Total Net Position of Governmental Activities \$ 3,942,252

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2021**

	General Fund	Student Activities Fund	Total Governmental Activities
REVENUES			
Local Educational Agency Assistance	\$ 9,307,675	\$ -	\$ 9,307,675
Other Local Sources	32,450	2,109	34,559
State Sources	25,916	-	25,916
Federal Sources	1,216,658	-	1,216,658
Total Revenues	<u>10,582,699</u>	<u>2,109</u>	<u>10,584,808</u>
EXPENDITURES			
Instruction	4,654,161	-	4,654,161
Support Services	426,124	-	426,124
Administrative Support	1,343,797	-	1,343,797
Pupil Health	114,786	-	114,786
Business Services	1,449,784	-	1,449,784
Student Activities and Community Services	17,395	12,590	29,985
Total Expenditures	<u>8,006,047</u>	<u>12,590</u>	<u>8,018,637</u>
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	2,576,652	(10,481)	2,566,171
OTHER FINANCIAL SOURCES (USES)			
Proceeds from Paycheck Protection Program Loan	447,027	-	447,027
Transfer In	-	9,120	9,120
Transfer Out	(9,120)	-	(9,120)
Total Other Financial Sources (Uses)	<u>437,907</u>	<u>9,120</u>	<u>447,027</u>
NET CHANGE IN FUND BALANCES	3,014,559	(1,361)	3,013,198
Fund Balances - Beginning of Year	<u>1,568,445</u>	<u>18,900</u>	<u>1,587,345</u>
FUND BALANCES - END OF YEAR	<u>\$ 4,583,004</u>	<u>\$ 17,539</u>	<u>\$ 4,600,543</u>

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES – GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021**

Net Change in Fund Balance - Total Governmental Funds \$ 3,013,198

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

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.

Capital Outlays	292,872
Depreciation Expense	(144,566)

Governmental funds report loan obligations proceeds as financing sources, while repayment is reported as expenditures. In the statement of net position, however, the loan obligations increase liabilities and do not affect the statement of activities and repayment of principal reduces the obligations. The net effect of these differences in the treatment of the loan obligations is as follows:

Paycheck Protection Program Loan	(447,027)
----------------------------------	-----------

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds:

Change in Pension Expense	436,646
Change in OPEB Expense	<u>8,000</u>

Change in Net Position of Governmental Activities \$ 3,159,123

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 ORGANIZATION AND PURPOSE OF CORPORATION

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

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

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

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

- Government-Wide Financial Statements – The statement of net position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met.

Fund Financial Statements – Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met. For this purpose, the School considers revenues to be available if they are collected within the current period or within 150 days after the end of the fiscal year. Grant revenues and other similar revenues are an exception and are considered available when eligibility requirements have been met. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports two major governmental funds which consist of:

- General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding student activities.
- Student Activities Fund – The Student Activities Fund is used to account for student activity revenues and expenditures.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Method of Accounting

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

These classifications are defined as follows:

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

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

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

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

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Budgets and Budgetary Accounting

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

The Budgetary Comparison Schedule presents both the original and the final appropriated budgets for the reporting period. The School filed an original budget and was accepted in June 2020 by the Labor, Education, and Community Services Comptroller's Office. The budget is controlled by the Chief Executive Officer at the revenue and expenditure function/object level. Budgeted amounts are as approved by the board of directors. The board of directors may make transfers of funds appropriated to any particular item of expenditure by legislative action in accordance with the Pennsylvania School Code. An amended budget was not needed by the School during the fiscal year. The budget is presented as required supplementary information.

Use of Estimates

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

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. At June 30, 2021, the School received 88% of their total revenue from one source.

Capital Assets

Capital assets, which include computer equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the shorter period of either the life of the lease or useful life of the improvement.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions

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

General Information about the Pension Plan

Plan Description

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

Benefits Provided

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

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions (Continued)

General Information about the Pension Plan (Continued)

Benefits Provided (Continued)

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

Contributions

Member Contributions

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

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

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

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

Employer Contributions

The employers contractually required contribution rate for fiscal year ended June 30, 2021, was 34.29% of covered payroll, actuarially determined as an amount that, when combined with employee contributions is expected to finance the cost of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the employer were \$47,000 for the year ended June 30, 2021.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Other Postemployment Benefits

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

General Information about the Health Insurance Premium Assistance Program

Health Insurance Premium Assistance Program

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

Premium Assistance Eligibility Criteria

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

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or PSERS' Health Options Program. As of June 30, 2020, there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions

The School's contractually required contribution rate for the fiscal year ended June 30, 2021, was 0.84% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$1,000 for the year ended June 30, 2021.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Tax Status

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

Uncertain Tax Positions

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

NOTE 3 CASH AND CASH EQUIVALENTS

The School considers all highly liquid debt instruments purchased with a maturity of three months or less at the time of acquisition to be cash equivalents.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does have a policy for custodial credit risk. For the year ended June 30, 2021, \$4,497,513 of the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and Uncollateralized	\$ 4,497,513
Plus: Insured Amount	250,000
Total Cash and Cash Equivalents per Financial Statements	<u>\$ 4,747,513</u>

NOTE 4 INTERFUND TRANSFERS

Funds are transferred from one fund to support expenditures of other funds in accordance with authority established for the individual fund. Fund financial statement transfers between funds during the year ended June 30, 2021, were as follows:

		<u>Transfers In</u>	
		Student Activities Fund	Total
General Fund	<u>Transfers Out</u>	<u>\$ 9,120</u>	<u>\$ 9,120</u>

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 5 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021, was as follows:

	Balance July 1, 2020	Additions	Deletions	Balance June 30, 2021
Furniture and Equipment	\$ 1,026,475	\$ 259,168	\$ -	\$ 1,285,643
Leasehold Improvements	147,096	33,704	-	180,800
Total	1,173,571	292,872	-	1,466,443
Less: Accumulated Depreciation	825,523	144,566	-	970,089
Capital Assets, Net	<u>\$ 348,048</u>	<u>\$ 148,306</u>	<u>\$ -</u>	<u>\$ 496,354</u>

Depreciation expense for the years ended June 30, 2021 was \$144,566.

NOTE 6 LOCAL EDUCATIONAL AGENCY REVENUE

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the year ended June 30, 2021, the rate for the School District of Philadelphia was \$10,836 for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$9,307,675 for the fiscal year ended June 30, 2021.

NOTE 7 GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs, facility lease costs and health services are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2021, may be impaired.

In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants, therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 8 PAYCHECK PROTECTION PROGRAM

In August 2020, the School received a loan from Quint Oak Bank in the amount of \$447,027 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the PPP Loan). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of five years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the Company fails to apply for forgiveness within 10 months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program. On July 13, 2021, the School was notified by the bank the loan was forgiven.

Minimum loan payments for each year subsequent to June 30, 2021 are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ 81,405
2023	88,805
2024	88,805
2025	88,805
2026	88,805
Thereafter	7,402
Total	<u>\$ 444,027</u>

The following are changes in long-term debt for the year ended June 30, 2021:

	<u>Balance July 1, 2020</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance June 30, 2021</u>	<u>Amount Due Within One Year</u>
Governmental Activities:					
Paycheck Protection Program					
Loan Payable	\$ -	\$ 447,027	\$ -	\$ 447,027	\$ 81,405
Total Long-Term Debt	<u>\$ -</u>	<u>\$ 447,027</u>	<u>\$ -</u>	<u>\$ 447,027</u>	<u>\$ 81,405</u>

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 9 LEASING ARRANGEMENTS

The School leases a portion of 4322-42 North 5th Street in Philadelphia, Pennsylvania under an operating lease from Aspira, Inc. of Pennsylvania (a related party, see Note 13). Due to the increase of enrollment, the school renegotiated the lease agreement to include expanded space and the lease term is through May 2049. The School paid monthly rent of \$40,000 for the year ended June 30, 2021.

The annual rent for each year subsequent to June 30, 2021, is as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ 480,000
2023	480,000
2024	480,000
2025	480,000
2026	480,000
Thereafter	11,040,000
Total	<u>\$ 13,440,000</u>

NOTE 10 RETIREMENT PLAN

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

The 403b Plan is a defined contribution plan. Employees in the 403b Plan contribute a mandatory 6% deferral amount and can contribute a higher percentage up to the maximum dollar amount allowed by the Internal Revenue Service. The charter school provides matching contributions dollar for dollar up to 6% of compensation based on payroll compensation. Deferrals over 6% of salary are not matched. The 403b Plan has an immediate vesting schedule. The plan offers a diversified lineup of employee directed investment options. The default investment option, if one is not selected at the time of enrollment, is a Target Date Fund corresponding with the employee's age. Investment options can be changed at any time by the employee. Employer contributions to the 403b Plan for the fiscal year ended June 30, 2021, was \$89,047.

The School had no liability to the Plan at June 30, 2021.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

At June 30, 2021, the School reported a liability of \$443,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2019, to June 30, 2020. The employer's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the employer's proportion was 0.0009%, the same as its proportion measured as of June 30, 2020.

For the year ended June 30, 2021, the School recognized pension credit of (\$390,000). At June 30, 2021, the School reported deferred outflows of resources and deferred inflows related to pensions from the following sources:

	Defined Outflows of Resources	Deferred Inflows of Resources
Difference Between Expected and Actual Experience	\$ 1,000	\$ (11,000)
Net Difference Between Projected and Actual Investment Earnings	19,000	-
Changes in Proportions	-	(302,000)
Changes in Assumption	-	-
Difference Between Employer Contributions and Proportionate Share of Total Contributions	25,572	-
Contributions Subsequent to the Measurement Date	47,000	-
Total	<u>\$ 92,572</u>	<u>\$ (313,000)</u>

The amount of \$47,000 reported as deferred outflows of resources related to pensions resulting from the School's contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ (339,909)
2023	10,425
2024	52,724
2025	9,332
Total	<u>\$ (267,428)</u>

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

Actuarial Assumptions

The total pension liability as of June 30, 2020, was determined by rolling forward the System's total pension liability as of the June 30, 2019, actuarial valuation to June 30, 2020, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial Cost Method – Entry Age Normal – Level % of Pay
- Investment Return – The investment rate of return was 7.25%, comprised of inflation of 2.75%.
- Salary Increases – Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

The actuarial assumptions used in the June 30, 2019, valuation were based on the experience study that was performed for the five-year period ending June 30, 2015.

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

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

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Public Equity	15.0 %	5.2 %
Private Equity	15.0	7.2
Fixed Income	36.0	1.1
Commodities	8.0	1.8
Absolute Return	10.0	2.5
Infrastructure/MLPs	6.0	2.7
Real Estate	10.0	5.5
Risk Parity	8.0	3.3
Cash	6.0	(1.0)
Financing (LIBOR)	(14.0)	(0.7)
Total	<u>100.0 %</u>	

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

Actuarial Assumptions (Continued)

The above was the board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contribution from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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

The following presents the net pension liability, calculated using the discount rate of 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage point lower (6.25%) or one-percentage point higher (8.25%) than the current rate (in thousands):

	<u>One Percent Decrease 6.25%</u>	<u>Current Discount Rate 7.25%</u>	<u>One Percent Increase 8.25%</u>
School's Proportionate Share of the Net Pension Liability	<u>\$ 548,000</u>	<u>\$ 443,000</u>	<u>\$ 354,000</u>

Pension Plan Fiduciary Net Position

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

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

At June 30, 2021, the School reported a liability of \$19,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2019, to June 30, 2020. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the School's proportion was 0.0009%, which was the same as its proportion measured as of June 30, 2020.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

For the year ended June 30, 2021, the School recognized OPEB credit of \$(7,000). At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in Proportions	\$ -	\$ (26,000)
Changes in Assumption	1,000	-
Difference Between Employer Contributions and Proportionate Share of Total Contributions	-	(1,190)
Contributions Subsequent to the Measurement Date	1,000	-
Total	\$ 2,000	\$ (27,190)

The amount of \$1,000 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ (9,699)
2023	(9,699)
2024	(2,694)
2025	(1,927)
2026	(1,926)
Thereafter	(245)
Total	\$ (26,190)

Actuarial Assumptions and Other Inputs

The total OPEB liability as of June 30, 2020, was determined by rolling forward the PSERS total OPEB liability as of June 30, 2019, to June 30, 2020, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method was entry age normal, level percent of pay.
- Investment return – 2.66% - S&P 20 Year Municipal Bond Rate.
- Effective average salary growth of 5.0%, comprising 2.75% for inflation and 2.25% for real wage growth and for merit and seniority increases.
- Premium Assistance reimbursement benefits capped at \$1,200 per year.
- Assumed healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

Actuarial Assumptions and Other Inputs (Continued)

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

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study that was performed for the five year the period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2018, determined the employer contribution rate for fiscal year 2020.
- Cost method was developed using the amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method was market value.
- Participation rate assumed that 63% of eligible retirees will elect premium assistance.
- Mortality rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back three for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined Disabled Tables with age set back seven years for males and three years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back three years for both genders assuming the population consists of 25% males and 75% females is used to determine actuarial equivalent benefits.)

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

The OPEB plan's policy with regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. Under the program, as defined in the retirement code, employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of premium assistance benefits for each succeeding year. Following is the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class, as of June 30, 2020.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

Actuarial Assumptions and Other Inputs (Continued)

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	50.3 %	(1.0)%
U.S. Core Fixed Income	46.5	(0.1)
Non-U.S. Developed Fixed	3.2	(0.1)
	<u>100.0 %</u>	

Discount Rate

The discount rate used to measure the total OPEB liability was 2.66% at June 30, 2020, which changed from the prior year rate of 2.79%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered to be a pay-as-you-go plan. A discount rate of 2.66%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2020, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2020, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2020, 93,693 retirees were receiving the maximum amount allowed of \$1,200 per year and 688 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

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

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

The following presents the School's share of the Premium Assistance net OPEB liability at June 30, 2021, calculated using Healthcare Cost Trends as well as what the System net OPEB liability would be if the Healthcare Cost Trends were one-percentage point lower or one-percentage point higher than the current rate:

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Health Care Cost Trend Rate (in Thousands)		
One Percent Decrease (Between 4% and 6.5%)	Health Care Cost Trend Rates (Between 5% and 7.5%)	One Percent Increase (Between 6% and 7.5%)
\$ 19	\$ 19	\$ 19

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

The following presents the net OPEB liability, calculated using the discount rate of 2.66%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (1.66%) or one percentage point higher (3.66%) than the current rate (2.66%).

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Discount Rate (in Thousands)		
One Percent Decrease 1.66%	Current Rate 2.66%	One Percent Increase 3.66%
\$ 22	\$ 19	\$ 17

OPEB Plan Fiduciary Net Position

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 13 RELATED PARTY

The School is one of the five Aspira, Inc. of Pennsylvania Charter Schools. The other four schools in the group are John B. Stetson Charter School (Stetson), Antonia Pantoja Charter School (Pantoja), Eugenio Maria De Hostos Charter School (Hostos) and Olney Charter High School. Each school has its own board of trustees, consisting of five members, one of which is a parent member.

Each board member serves on all five school boards, except for the parent members, who serve only on the board for their child's school. Each board member is independent from Aspira's Board.

As described in Note 9, the School leases a portion of Aspira's building under an operating lease expiring in the year 2049. In connection with the operation of its charter school, the School made lease payments to Aspira in the amount of \$480,000 for the year ended June 30, 2021.

Under the Aspira Staffing Agreement between Aspira and the School, the Organization created the central office to provide academic educational services to strengthen the School's instruction. Aspira invoiced the School direct charges of actual salaries and benefits for services rendered in the amount of \$1,268,094 for the year ended June 30, 2021. Additionally, Aspira provided custodian, maintenance, security, food services, and IT support services. Aspira invoiced the School these services rendered in the amount of \$410,421 for the year ended June 30, 2021. Under the Management Level Service Agreement, Aspira invoiced the School the charter management fees of \$977,306 for the year ended June 30, 2021, based on the function of the District per-pupil payments. For the year ended June 30, 2021, Aspira also invoiced the School \$56,625 on a per-trip fee schedule for the transportation of students with Individualized Education Program (IEP) for educational services and various student activities throughout the year.

Beginning in August 2016, Aspira and the related five schools were entered into a pooled self-funded health care plan through Aspira, administered by an independent third-party administrator, to cope with the rising medical costs. For the year ended June 30, 2021, the School contributed \$331,552 as medical insurance premiums to the plan based on cover life and pre-set premium rates.

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

	Receivable	Payable
Aspira Inc. of Pennsylvania	\$ -	\$ 39,770
Total	\$ -	\$ 39,770

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 14 COMMITMENTS AND CONTINGENCIES

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

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

NOTE 15 RISK MANAGEMENT

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

NOTE 16 NEWLY ADOPTED STATEMENTS ISSUED BY THE GOVERNMENTAL ACCOUNTING STANDARDS BOARD

In January 2017, the GASB issued Statement No. 84, Fiduciary Activities, which is effective for fiscal years beginning after December 15, 2019. This Statement improves guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. Criteria for identifying fiduciary activities are generally defined as (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities. An activity meeting the criteria should be reported in a fiduciary fund in the basic financial statements. This Statement also defines four fiduciary funds that should be reported. The School adopted Statement No. 84 and determined the standard did not have any impact on its financial statements.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 16 NEWLY ADOPTED STATEMENTS ISSUED BY THE GOVERNMENTAL ACCOUNTING STANDARDS BOARD (CONTINUED)

In August 2018, the GASB issued Statement No. 90, Majority Equity Interests, which is effective for fiscal years beginning after December 15, 2019. This Statement modifies previous guidance for reporting a government's majority equity interest in a legally separate organization. This Statement also provides guidance for reporting component unit if a government acquires a 100% equity interest in that component unit. An equity interest is a financial interest in a legally separate organization evidenced by the ownership of shares of the organization's stock or by otherwise having an explicit, measurable right to the net resources of the organization that is usually based on an investment of financial or capital resources by a government. An equity interest is explicit and measurable if the government has a present or future claim to the net resources of the entity and the method for measuring the government's share of the entity's net resources is determinable. The School adopted Statement No. 90 for its fiscal year 2021 and determined the standard did not have any impact on its financial statements.

In March 2020, the GASB issued Statement No. 93, Replacement of Interbank Offered Rates, which is effective for fiscal years beginning after June 15, 2020. This Statement establishes accounting and financial reporting requirements related to the replacement of IBORs in hedging derivative instruments and leases. It also identifies appropriate benchmark interest rates for hedging derivative instruments. The School adopted Statement No. 93 for its fiscal year 2021 and determined the standard did not have any impact on its financial statements.

NOTE 17 RECENTLY ISSUED ACCOUNTING PRONOUNCEMENTS

In June 2017, the GASB issued Statement No. 87, Leases, which is effective for fiscal years beginning after June 15, 2021. The primary objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The School is required to adopt Statement No. 87 for its fiscal year 2022 and assessing if the standard will have any impact on its financial statements.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 17 RECENTLY ISSUED ACCOUNTING PRONOUNCEMENTS (CONTINUED)

June 2018, the GASB issued Statement No. 89, Accounting for Interest Cost Incurred before the End of a Construction Period, which is effective for fiscal years beginning after December 15, 2020. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. The School is required to adopt Statement No. 89 for its fiscal year 2022 and assessing if the standard will have any impact on its financial statements.

In May 2019, the GASB issued Statement No. 91, Conduit Debt Obligations, which is effective for fiscal years beginning after December 15, 2021. This Statement requires issuers to disclose general information about their conduit debt obligations, organized by type of commitment, including the aggregate outstanding principal amount of the issuers' conduit debt obligations and a description of each type of commitment. Issuers that recognize liabilities related to supporting the debt service of conduit debt obligations also should disclose information about the amount recognized and how the liabilities changed during the reporting period. The School is required to adopt Statement No. 91 for its fiscal year 2023 and assessing if the standard will have any impact on its financial statements.

In March 2020, the GASB issued Statement No. 94, Public-Private and Public-Public Partnerships (PPP) and Availability Payment Arrangements (APA), which is effective for fiscal years beginning after June 15, 2022. This Statement establishes standards of accounting and financial reporting for PPPs and APAs for governments. The School is required to adopt Statement No. 94 for its fiscal year 2023 and assessing if the standard will have any impact on its financial statements.

In May 2020, the GASB issued Statement No. 96, Subscription-Based Information Technology Arrangements, which is effective for fiscal years beginning after June 15, 2022. This Statement provides guidance on the accounting and financial reporting for subscription-based information technology agreements. The School is required to adopt Statement No. 99 for its fiscal year 2023 and assessing if the standard will have any impact on its financial statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 17 RECENTLY ISSUED ACCOUNTING PRONOUNCEMENTS (CONTINUED)

In June 2020, the GASB issued Statement No. 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans – An Amendment of GASB Statements No. 14 and No. 84, and a Supersession of GASB Statement No. 31. The primary objectives of this Statement are to (1) increase consistency and comparability related to the reporting of fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; (2) mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and (3) enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans. The requirements in (1) paragraph 4 of this Statement as it applies to defined contribution pension plans, defined contribution OPEB plans, and other employee benefit plans and (2) paragraph 5 of this Statement are effective immediately. The requirements in paragraphs 6–9 of this Statement are effective for fiscal years beginning after June 15, 2021. The School is required to adopt Statement No. 97 for its fiscal year 2022 and assessing if the standard will have any impact on its financial statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES –
BUDGET AND ACTUAL – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2021**

	Budget		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Educational Agency Assistance	\$ 8,288,597	\$ 8,288,597	\$ 9,307,675	\$ 1,019,078
Other Local Sources	6,693	6,693	34,559	27,866
State Sources	101,375	101,375	25,916	(75,459)
Federal Sources	973,048	973,048	1,216,658	243,610
Total Revenues	9,369,713	9,369,713	10,584,808	1,215,095
EXPENDITURES				
Instruction	5,187,379	5,187,379	4,654,161	(533,218)
Support Services	468,612	468,612	426,124	(42,488)
Administrative Support	1,348,677	1,348,677	1,343,797	(4,880)
Pupil Health	97,438	97,438	114,786	17,348
Business Services	1,739,249	1,739,249	1,449,784	(289,465)
Student Activities and Community Services	-	-	29,985	29,985
Total Expenditures	8,841,355	8,841,355	8,018,637	(822,718)
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	528,358	528,358	2,566,171	2,037,813
Other Financing Sources:				
Proceeds from Paycheck Protection Program Loan	-	-	447,027	447,027
NET CHANGES IN FUND BALANCES	\$ 528,358	\$ 528,358	3,013,198	\$ 2,037,813
Fund Balances - Beginning of Year			1,587,345	
FUND BALANCES - END OF YEAR			\$ 4,600,543	

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET PENSION
LIABILITY AND CONTRIBUTIONS (UNAUDITED)
YEAR ENDED JUNE 30, 2021**

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

Fiscal Year	PSERS Net Pension Liability		School's Covered Payroll	School's Proportionate Share of NPL as a Percent of Covered Payroll	PSERS Fiduciary Net Position as a Percent of Total Pension Liability
	School's Proportionate Share	School's Proportionate Share			
2017/18	0.00150 %	\$ 741	\$ 205	361 %	54.00 %
2018/19	0.00140	672	193	348	54.00
2019/20	0.00090	421	128	329	55.66
2020/21	0.00090	443	129	343	54.32

PSERS Schedule of Contributions (Unaudited)
(in Thousands)

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percent of Covered Payroll
2017/18	\$ 77	\$ 77	\$ -	\$ 193	39.90 %
2018/19	42	42	-	128	32.81
2019/20	42	42	-	129	32.56
2020/21	47	47	-	139	33.81

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

Notes to Required Supplemental Information

(1) Methods and Assumptions used in Calculations of Actuarially Determined Proportionate Share of PSERS Net Pension Liability and Contributions

- Actuarial Cost Method – Entry Age Normal – Level % of Pay.
- Investment Return – The investment rate of return was 7.25%.
- Salary Increases – Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET OPEB
LIABILITY AND CONTRIBUTIONS (UNAUDITED)
YEAR ENDED JUNE 30, 2021**

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

Fiscal Year	PSERS Net OPEB Liability		School's Covered Payroll	School's Proportionate Share of Net OPEB Liability as a Percentage of Covered Payroll	PSERS Fiduciary Net Position as a Percentage of Total OPEB Liability
	School's Proportionate Share	School's Proportionate Share		Percentage of Covered Payroll	
2017/18	0.00150 %	\$ 31	\$ 205	15 %	5.56 %
2018/19	0.00140	29	193	15	5.56
2019/20	0.00090	19	128	15	5.56
2020/21	0.00090	19	129	15	5.69

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

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

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

Notes to Required Supplemental Information

- (1) Changes in Actuarial Assumptions
The investment rate of return was changed from 2.79% to 2.66%.
- (2) Methods and Assumptions used in Calculations of Actuarially Determined Proportionate Share of PSERS Net OPEB Liability and Contributions
 - Actuarial cost method was entry age normal, level percent of pay.
 - Investment return – 2.79% - S&P 20 Year Municipal Bond Rate.
 - Effective average salary growth of 5.0%, comprising 2.75% for inflation and 2.25% for real wage growth and for merit and seniority increases.
 - Premium Assistance reimbursement benefits capped at \$1,200 per year.
 - Assumed health care cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
 - Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
 - Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%
 - Eligible retirees will elect to participate post-age 65 at 70%.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021
(SEE INDEPENDENT AUDITORS' REPORT)**

Federal Grantor/ Pass-Through Grantor Program/Cluster Title	Source Code	Assistance Listing Number	Pass-Through Grantor's Number	Grant/ Contract Period	Grant Amount	Accrued or (Deferred) Revenue at July 1, 2020	Total Received for the Year	Federal Disbursements/ Expenditures	Accrued or (Deferred) at 30-Jun-21
U.S. Department of Education									
Pass-Through Pennsylvania Department of Education:									
Title I - Improving Basis Programs	I	84.010	013-201090	7/1/19-9/30/20	\$ 321,295	\$ 42,834	\$ 42,834	\$ -	\$ -
Title I - Improving Basis Programs	I	84.010	013-211090	7/10/20-9/30/21	413,256	-	333,701	413,256	79,555
Title I - Program Improvement Set Aside	I	84.010	042-201090	8/27/19-9/30/20	121,518	18,695	18,695	-	-
Title I - Program Improvement Set Aside	I	84.010	042-211090	7/22/20-9/30/21	127,952	-	127,952	127,952	-
Title II - Improving Teacher Quality	I	84.367	020-201090	7/1/19-9/30/20	22,295	1,284	1,284	-	-
Title II - Improving Teacher Quality	I	84.367	020-211090	7/10/20-9/30/21	31,638	-	25,516	31,638	6,122
Title IIA - Teachers in the Workplace	I	84.367	220-201090	11/21/2019-9/30/2021	25,000	-	20,455	20,455	-
Title III - Language Instruction LEP	I	84.365	010-201090	7/1/19-9/30/20	27,692	1,846	1,846	-	-
Title III - Language Instruction LEP	I	84.365	010-211090	7/10/20-9/30/21	17,623	-	17,623	17,623	-
Title IV - Student Support and Academic Enrichment	I	84.424	144-201090	7/1/19-9/30/20	24,449	3,260	3,260	-	-
Title IV - Student Support and Academic Enrichment	I	84.424	144-211090	7/10/20-9/30/21	24,353	-	21,106	24,353	3,247
Education Stabilization Fund:									
COVID-19, Elementary, and Secondary School Emergency Relief Fund	I	84.425	200-201090	3/13/2020-9/30/2021	263,746	-	249,864	263,746	13,882
Pass-Through School District of Philadelphia:									
Individuals with Disabilities Education Act Part B	I	84.027	N/A	7/1/19-6/30/20	186,471	186,471	186,471	-	-
Individuals with Disabilities Education Act Part B	I	84.027	N/A	7/1/20-6/30/21	222,634	-	-	222,635	222,635
Pass-Through Pennsylvania Department of Education:									
COVID-19, Special Education COV D-19 Impact Mitigation Grant	I	84.027	252-201090	10/9/20-9/30/21	5,000	-	4,667	5,000	333
Total Assistance Listing #84.027						<u>186,471</u>	<u>191,138</u>	<u>227,635</u>	<u>222,968</u>
Total U.S. Department of Education						<u>254,390</u>	<u>1,055,274</u>	<u>1,126,658</u>	<u>325,774</u>
U.S. Department of the Treasury									
Pass-Through Pennsylvania Commission on Crime and Delinquency									
Covid-19, Coronavirus Relief Fund	I	21.019	2020-Cs-01-33780	6/16/20-10/30/20	90,000	-	90,000	90,000	-
Total U.S. Department of the Treasury						<u>-</u>	<u>90,000</u>	<u>90,000</u>	<u>-</u>
Total Federal Awards						<u>\$ 254,390</u>	<u>\$ 1,145,274</u>	<u>\$ 1,216,658</u>	<u>\$ 325,774</u>

D - Direct Funding

I - Indirect Funding

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

Note: There were no awards passed through to subrecipients.

See accompanying Notes to Schedule of Expenditures of Federal Awards.

ASPIRA BILINGUAL CYBER CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2021
(SEE INDEPENDENT AUDITORS' REPORT)

NOTE 1 GENERAL INFORMATION

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

NOTE 2 BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Such expenditures are recognized following the cost principles contained in the Uniform Guidance for all awards with the exception of Assistance Listing 21.019, which follows criteria determined by the Department of Treasury for allowability of costs. Under these principles, certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

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

NOTE 4 INDIRECT COST RATE

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



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Aspira Bilingual Cyber Charter School
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprises the School's basic financial statements, and have issued our report thereon dated December 21, 2021.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

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

CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
December 21, 2021



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

Board of Trustees
Aspira Bilingual Cyber Charter School
Philadelphia, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited Aspira Bilingual Cyber Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Aspira Bilingual Cyber Charter School's major federal programs for the year ended June 30, 2021. Aspira Bilingual Cyber Charter School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Aspira Bilingual Cyber Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Aspira Bilingual Cyber Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination on Aspira Bilingual Cyber Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, Aspira Bilingual Cyber Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

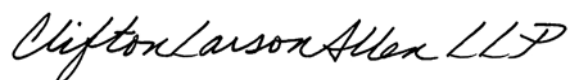
Report on Internal Control Over Compliance

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

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

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

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



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
December 21, 2021

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021**

Section I – Summary of Auditors’ Results

Financial Statements

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

Federal Awards

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

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.010	Title I - Improving Basic Programs
84.425D	COVID-19 - Elementary and Secondary School Emergency Relief Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$ \$750,000

Auditee qualified as low-risk auditee? _____ yes _____ x no

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2021**

Section II – Financial Statement Findings

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

Section III – Findings and Questioned Costs – Major Federal Programs

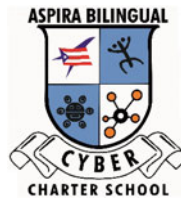
Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – Prior Year Audit Findings

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

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor. CLA is an independent member of Nexia International, a leading, global network of independent accounting and consulting firms. See [nexia.com/member-firm-disclaimer](https://www.nexia.com/member-firm-disclaimer) for details. **CliftonLarsonAllen LLP**





FINANCIAL POLICY MANUAL
ADDENDUM
POLICY GOVERNING FEDERAL GRANTS

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This internal control manual addendum provides policies and procedures for handling procurement transactions related to the federal grants in addition to the Financial Policy Manual. Responsible parties are identified and the segregation of duties among these parties is outlined. This manual is a resource to ensure compliance with state and federal laws, as well as a tool to help produce timely and accurate financial information.

I. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state.

When determining how the School will spend its grant funds, Finance Department and Grant Coordinator will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3474 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below.

- Be Necessary and Reasonable for the performance of the federal award.
- Allocable to the federal award.
- Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District and School.
- Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.
- Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- Adequately documented. All expenditures must be properly documented.
- Be determined in accordance with general accepted accounting principles (GAAP), unless provided otherwise in Part 200. Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §§ 200.420-200.475.
- Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.
- Be the net of all applicable credits. The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award.

II. Procurement – Federal Programs

This document is intended to integrate standard district purchasing procedures with additional requirements applicable to procurements that are subject to the federal Uniform Guidance regulations, **federal guidance of the Office of Management and Budget** and/or U.S. Department of Agriculture (USDA) regulations governing school food service programs. The district maintains the following purchasing procedures, in accordance with federal and state laws, regulations and Board policy. (2 CFR **200.102**, 200.318-200.325; 7 CFR 210.16, 210.19, 210.21, 215.14a, 220.16; 24 P.S. 120, 24 P.S. 504, 24 P.S. 508, 24 P.S. 521, 24 P.S. 607, 24 P.S. 609, 24 P.S. 751, 24 P.S. 807.1; 62 Pa. C.S.A. 4601 et seq; Pol. 610, 611, 612, 613, 808)

2022 Procurement Thresholds		
PA State Quotation Threshold	\$11,800	Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)
PA State Bid Threshold	\$21,900	Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)
Federal Micro-Purchase Threshold	\$10,000	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget
Federal Simplified Acquisition Threshold	\$250,000	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget

*Please review this Procurement attachment annually and update amounts accordingly

The district implements exceptions to the Micro-Purchase and Simplified Acquisition Threshold amounts announced by the federal Office of Management and Budget as part of its procurement procedures.

1. Responsibility for Purchasing

The Board has outlined standard district purchasing responsibility, methods of purchasing, price quotations and bid requirements in the following Board policies and their accompanying administrative regulations or procedures:

Policy 610. Purchases Subject to Bid/Quotation

Policy 611. Purchases Budgeted

Policy 612. Purchases Not Budgeted

Policy 613. Cooperative Purchasing

2. Purchase Methods

When a request for purchase of equipment, supplies or services has been submitted and approved as outlined below, the procurement method to be used will be determined based on the type of purchase and the total cost of the purchase as further outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law as reflected in Policy 610 must be modified when making purchases for federally funded purposes to which the Uniform Grant Guidance or USDA regulations apply, so as to comply with both state and federal requirements. At each point where requirements for food service-related procurement under USDA regulations differ, a note will refer to the Food Service Program Notes at the end of this procedure. Final determination of which purchasing procedures are to be applied is delegated to the

Business Manager

Superintendent

under the authority of the Board.

3. Standard Procurement Documents and Purchase Request Process

The district shall use

purchase orders

requisitions

for purchase requests in accordance with the applicable purchase method.

The district shall use

paper

electronic

purchasing records, which are pre-numbered and are accessible to designated purchasing staff in

the district office.

the Business Office.

Purchasing Agent's office.

Other _____.

Purchase requests by an employee must be submitted to the building administrator or immediate supervisor. Purchase of all budgeted items or items approved by an administrator or supervisor must be initiated by use of a purchase order or requisition submitted to the

Board Secretary.

Business Manager.

Superintendent.

Purchasing Agent.

Purchase orders and requisitions shall contain information including, but not limited to:

1. Description of the services to be performed or goods to be delivered.
2. Location of where services will be performed, or goods will be delivered.
3. Appropriate dates of service or delivery.
4. Other (describe)

Documentation on purchase orders and requisitions shall be maintained in accordance with the district's Records Management Policy and records retention schedule. (Pol. 800)

Contracts shall be reviewed by the

Board Secretary

Business Manager

Superintendent

School solicitor

prior to submission to the Board for approval.

Contracts to which the Uniform Grant Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

[See Food Service Program Notes below for specific clauses required by USDA regulations to be included in cost reimbursable procurement contracts.]

4. Micro-Purchases Not Requiring Quotes or Bidding

For purposes of this procedure, **micro-purchase** means a purchase of equipment, supplies or services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of **\$10,000**. The micro-purchase dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register **or announced as an exception by the federal Office of Management and Budget** shall apply if other than **\$10,000**. (48 CFR Subpart 2.1)

Note: The micro-purchase maximum for federal purposes is lower than the amount below which the School Code allows purchase for nonfederal purposes to be made without obtaining at least three (3) written or telephonic quotes or using formal competitive bidding.

The micro-purchase method is used in order to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of equipment, supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms. The

Superintendent

Business Manager

{ } Purchasing Agent

{ } Board Secretary

will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if the district considers the price to be reasonable. The district will maintain evidence of this reasonableness in the records of all micro-purchases. **Reasonable** means that sound business practices were followed and the purchase is comparable to market prices for the geographic area. Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

5. Small Purchase Procedures

For purposes of this procedure, **small purchase procedures** are those relatively simple and informal procurement methods for securing equipment or supplies that cost more than the amount qualifying as a micro-purchase and do not cost **\$21,900** or more, or in the case of services other than construction, maintenance or repair on school facilities, where the total cost does not exceed the **\$250,000** federal Simplified Acquisition Threshold at which formal competitive bidding or competitive proposals are required. Small purchase procedures cannot be used for purchases of equipment or supplies or for construction, repair or maintenance services costing **\$21,900** or more because the School Code requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law for purchases of equipment, supplies and construction, maintenance or repair services on school facilities is adjusted for inflation annually, and the **adjusted** amount most recently **determined** and published in the Pennsylvania Bulletin shall apply if other than **\$21,900**. (24 P.S. Sec. 120)

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than \$250,000. (48 CFR Subpart 2.1, 2 CFR 200.102)

Because state law does not require competitive bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of

such other services except when the estimated total cost will be at or over the federal threshold at which formal competitive bidding or competitive proposals are required (**\$250,000**).

[See Food Service Program Notes below for exemption from bidding for purchases of perishable food items costing less than \$250,000.]

If small purchase procedures are used, written or telephonic price or rate quotations are obtained from at least three (3) qualified sources and records of quotes are maintained as provided in Policy 610. (Pol. 610)

6. Formal Competitive Bidding

Publicly Solicited Sealed Competitive Bids:

For purchases of equipment or supplies, or of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder as provided in Policy 610 when the total cost is estimated to be **\$21,900** or more. (Pol. 610)

Note: The amount at which formal competitive bidding or competitive proposals are required by federal regulations is much higher than the base amount at which the School Code requires competitive bidding. Therefore, the lower base amount specified by the School Code, as annually adjusted, is used to determine when bidding will be used for purchases of equipment or supplies, or for obtaining services for construction, maintenance or repairs on school facilities. (24 P.S. Sec. 120)

State law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal competitive bidding or competitive proposals will be used when the estimated total cost will be at or over the federal threshold of **\$250,000**.

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register **or announced as an exception by the federal Office of Management and Budget** shall apply if other than **\$250,000**. (48 CFR Subpart 2.1, **2 CFR 200.102**)

For procurement of services costing at or over the **\$250,000** federal threshold other than for construction, maintenance or repairs on school facilities, the use of competitive sealed bidding is considered feasible and appropriate when:

1. A complete, adequate, and realistic specification or purchase description is available;

2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

7. Competitive Proposals

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of **\$21,900** or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts.

Federal regulations allow the use of competitive proposals as an alternative to formal competitive bidding when conditions are not appropriate for the use of sealed bids.

In the case of services other than for construction, repairs or maintenance of school facilities costing less than that threshold, the district may use small purchase procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law and Policy 610 for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than **\$250,000**.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.

2. Proposals must be solicited from an adequate number of qualified sources.
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

An alternative form of competitive proposal is permitted only for qualifications-based procurement of architectural and engineering services, in which price is not a selection factor and reasonable compensation is negotiated after source selection. This alternative is not permitted for procurement of other types of services.

Competitive proposals shall be evaluated by the

- Superintendent
- Business Manager
- Federal Programs Coordinator

based on factors including but not limited to:

1. **Cost.**

- Experience of contractor.
- Availability.
- Personnel qualifications.
- Financial stability.
- Minority business, women's business enterprise, or labor surplus area firm status.
- Project management expertise.
- Understanding of district needs.
- Other _____.

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the

- Board.
- Superintendent.

Business Manager.

Federal Programs Coordinator.

School solicitor.

8. Contract/Price Analysis

The district performs a cost or price analysis in connection with every procurement action in excess of **\$250,000**, including contract modifications. (2 CFR Sec. 200.323(a)).

A **cost analysis** generally means evaluating the separate cost elements that make up the total price, while a **price analysis** means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the

Superintendent

Business Manager

Federal Programs Coordinator

must come to an independent estimate prior to receiving bids or proposals. (2 CFR Sec. 200.323(a)). As part of the analysis, the _____ will enact established business practices which may include evaluation of similar prior procurements and a review process.

9. Negotiated Profit

In any procurement in which there has been no price competition, or in which a cost-analysis is performed, profit must be negotiated separately as an element of price. Accordingly, solicitations of bids, proposals or quotes shall require that bids, proposals or quotes be limited to costs other than profit, and exclude profit.

To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR Sec. 200.323(b)).

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the

Superintendent.

Business Manager.

Federal Programs Coordinator.

10. Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals means procurement through solicitation of a proposal from only one (1) source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An **emergency** exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the district.
4. After solicitation of a number of sources, the district determines the competition is inadequate.

In addition to standard procurement policy and procedures, the district will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the Business Office.

All noncompetitive proposals will ultimately be approved by the Board. The district may utilize legal advice from the solicitor regarding noncompetitive proposals.

Profit must be negotiated separately for noncompetitive proposals, and a cost or price analysis will also be performed for noncompetitive proposals when the price exceeds **\$250,000**.

11. Purchase Cards

The district approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

Procurement cards may be used for purchases under federal programs. The use of procurement cards is governed by Board policy 625 Procurement Cards and established administrative regulations. (Pol. 625)

12.Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR Sec. 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.
2. Requiring unnecessary experience and excessive bonding.
3. Noncompetitive pricing practices between firms or between affiliated companies.
4. Noncompetitive contracts to consultants that are on retainer contracts.
5. Organizational conflicts of interest.
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
7. Any arbitrary action in the procurement process.

13.Minority Businesses, Women’s Business Enterprises, Labor Surplus Area Firms

The district must take necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include: (2 CFR Sec. 200.321)

- a) Placing qualified small and minority business and women’s business enterprises on solicitation lists.
- b) Assuring that small and minority businesses, and women’s business enterprises are solicited whenever they are potential sources.

- c) Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises.
- d) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
- e) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
- f) Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

14. Geographical Preferences Prohibited

The district must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

[See Food Service Program Notes below for permissibility of geographic preferences and "Buy American" practices in purchasing certain food products]

15. Prequalified Lists

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

16. Solicitation Language

The district must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The

description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

17. Avoiding Acquisition of Unnecessary or Duplicative Items

The district must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds. Such considerations are accessible in the procedure attached to Policy 626: Allowability of Costs – Federal Programs.

18. Use of Intergovernmental Agreements and Cooperative Purchasing

To foster greater economy and efficiency, the district enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared goods and services, as permitted by the Intergovernmental Cooperation Act, the School Code and the Commonwealth Procurement Code. (Pol. 613; 53 Pa. C.S. Ch. 23; 24 P.S. 521; 62 Pa. C.S. Ch. 19)

When procuring supplies or services for federally funded purposes to which the Uniform Grant Guidance applies, the district shall verify that the organization conducting the procurement pursuant to such agreements complies with the applicable procurement methods, requirements and standards of the Uniform Grant Guidance as outlined in this procedure.

19. Use of Federal Excess and Surplus Property

The district considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

20. Debarment and Suspension

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

The district may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the district verifies that the contractor with whom the district intends to do business is not excluded or disqualified. (2 CFR Part 200, Appendix II, and 2 CFR Sec. 180.220 and 180.300).

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The

{x} Business Manager

{ } Federal Programs Coordinator

will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

21. Maintenance of Procurement Records

The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Maintenance of records of procurement will be governed by Board policy 800 Records Management and the district's established records retention schedule. (Pol. 800)

22. Time and Materials Contracts

The district may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. **Time and materials type contract** mean a contract whose cost to the district is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the district must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

23. Settlements of Issues Arising Out of Procurements

The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

24. Protest Procedures to Resolve Dispute

The district maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established district administrative regulations and the advice of the solicitor. (Pol. 610)

25. Food Service Program Notes

a) Exemption from Bidding for Perishable Food Items -

The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (**\$250,000**). Small purchase procedures may be used for purchases below **\$250,000**, or micro-purchase procedures for purchases below **\$10,000**. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings (24 P.S. Sec. 504(d)).

b) Geographic Preferences -

The district is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, the district has discretion to determine the local area to which the geographic preference option will be applied.

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food

handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR Sec. 210.21, 215.14a, 220.16)

c) Buy American -

The district shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term **domestic commodity or product** means: (7 CFR Sec. 210.21, 220.16)

1. An agricultural commodity that is produced in the United States; and
2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

d) Mandatory Contract Clauses -

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or

(b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;

4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

e) Contracts with Food Service Management Companies -

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16)

f) Pre-Plated Meals -

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 220.16)

III. Cash Management

In the event of federal grant receipts, the School will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the School, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the School receives payment from the PA Department of Education or School District of Philadelphia on a reimbursement basis. 2 C.F.R. § 200.305. However, if the School receives an advance in federal grant funds, the School will remit interest earned on the advanced payment quarterly to the federal agency consistent with 2 C.F.R. § 200.305(b)(9).

According to guidance from the U.S. Department of Education (ED), when calculating the interest earned on ED grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down until the date on which those funds are disbursed by the LEA.

Interest would not accrue if the LEA uses nonfederal funds to pay the vendor and/or employees prior to the funds being drawn down, commonly known as a reimbursement.

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for review upon request.

The School will remit interest earned on grant funds annually to the U.S. Department of Health and Human Services Payment Management System (regardless of the federal awarding agency for the grant) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. 2 C.F.R. § 200.305(b)(9). The School may retain up to \$500 of interest earned per year. The Finance Department will work with Grant Coordinator to calculate the appropriate interest and remit the interest based on the guideline.

IV. Conflict of Interest

Standards of Conduct

In accordance with 2 C.F.R. §200.18(c)(1), the District maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.

Reporting

Any perceived conflict of interest, both real and potential, that is detected or suspected by any employee or third party shall be reported to the Superintendent. If the Superintendent is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Board President. If the Board President is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Superintendent, who shall report the incident to the solicitor.

No reprisals or retaliation shall occur as a result of good faith reports of conflicts of interest.

The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.

Investigation

Investigations based on reports of perceived violations of this Policy shall comply with state and federal laws and regulations. No person sharing in the potential conflict of interest being investigated shall be involved in conducting the investigation or reviewing its results.

In the event an investigation determines that a violation of this Policy has occurred, the violation shall be reported to the extent required by law.

Disciplinary Actions

If an investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, when not prohibited by law, inform the complainant.

Disciplinary action shall be consistent with applicable law.

State Law

This Policy does not supersede the Pennsylvania Public Official and Employee Ethics Act, 65 PA C.S. §1101 et seq. It is mandatory that in all respects the State Ethics Act also be followed. The Chief Financial Officer shall be responsible for monitoring and enforcing provisions, to the best of his/her knowledge, of application state and federal statute and regulation, including but not limited to, the Pennsylvania Public School Code and the Pennsylvania Public Official and Employees Ethics Law. The Chief Financial Officer may inquire about employee financial interests when in question.

Definitions

Nominal value – an unsolicited gift with a value of \$25.00 or less

Immediate family – include a spouse, children, parents, siblings and domestic partner or the employee, officer, or agent.

Financial or other interest – anything of monetary value, including but not limited to, salary, consulting fees, honoraria, equity interests (e.g., stocks, stock options, or other ownership interests), interests in real or personal property, dividends, royalties, rent, capital gains, intellectual property (e.g., patents, copyrights and royalties from such rights).

Organizational Conflicts

If the District has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the District must include written standards of conduct covering organizational conflicts of interest. Organizational conflicts of interest mean that because of relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization. 2 C.F.R § 200.318(c)(2).

V. Travel Reimbursement

Travel: Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of a grant recipient. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the recipient's non-federally funded activities and in accordance with the recipient's written travel reimbursement policies. 2 C.F.R §200.474(a).

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the School in its regular operations as the result of its written travel policy. In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that (1) participation of the individual is necessary to the federal award; and (2) the costs are reasonable and consistent with the School's established policy. 2 C.F.R §200.474(b).

Documentation Required for requests for travel:

For Travel submit the Requisition Request Form to request travel approval prior to the event. After the event staff should submit a Reimbursement Request Form with original receipts after the conclusion of the travel event. (ex. Toll receipts/Ez-pass statement, gas receipts-original). The dates and individual points of travel, number of miles traveled between such points and kind of conveyance used (copy of google maps). Original receipts shall be required for all reimbursable expenses, except for meals that qualify for per diem allowances and for parking meters

The travel reimbursement needs to follow the Board approved Purchasing Manual Policy Exhibit E. Expenses relating to staff travel, needs to be reviewed by the Grant Coordinator for cost allowability.



pennsylvania
DEPARTMENT OF EDUCATION

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

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](#)

Documents

Generated Tu



February 25, 2019

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

Dear Mrs. Gonzalez-Kirwin:

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

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

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

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

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

If you have any questions about this report, contact Dr. Beth Marvin, the Chairperson of the compliance monitoring team.

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

Sincerely,

Ann Hinkson-Herrmann
Director

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

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the ASPIRA Bilingual Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of January 21, 2019, the ASPIRA Bilingual Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

2. FILE REVIEW (Student case studies)

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

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

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

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	180	27	129
Program Implementation: Special Ed Teacher Interviews	304	9	136
Program Implementation: Parent Interviews	184	24	91
TOTALS	668	60	356

4. CLASSROOM OBSERVATIONS

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

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

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

**PART II
CORRECTIVE ACTION PROCESS**

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

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

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

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

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

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

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

Special Education Guidebook

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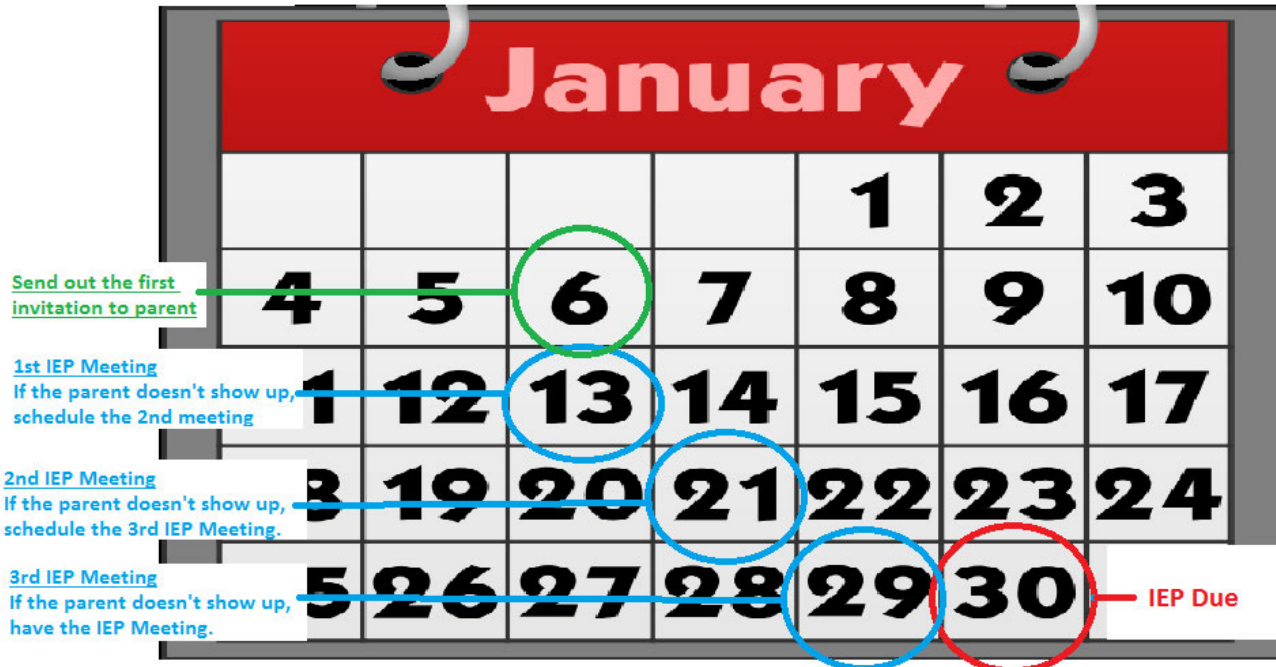
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Scheduling - Procedures for Scheduling IEP and Reevaluation Meetings

1. Send out the first invite for IEP Meeting for one month prior to the IEP Out of compliance date. This meeting should be more than three weeks prior to due date of the IEP.
 - a. Call the parent beforehand to attempt to find a date and time that works.
 - b. If the parent is not able to be reached, send home a copy of the invite with the student with instructions to bring it back signed.
 - c. IEP is due to the LEA 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.**



Scheduling - 30 and 10 day Rules

30 Day Rule

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

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

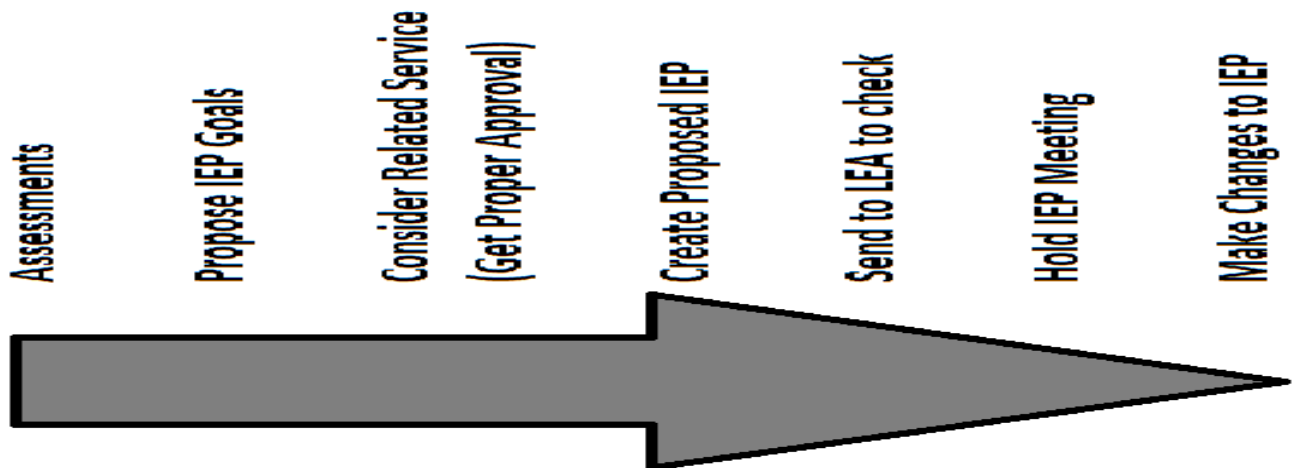
10 Day Rule

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

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

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

Procedures for Creating the IEP



Assessments

- Required Assessments
 - Reading Assessment
 - Woodcock 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)
 - Home Version or School Version
- Assessments for IEP goals and Progress Monitoring
 - All IEP goals must have progress monitoring. However the IEP is going to be measured, the progress monitoring assessment tool must first be given to the student to establish a baseline and support the wording of the IEP goal.
 - Common Assessments include:

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

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

Interpreting and Including Evaluations/Reevaluations

- The reevaluation is a document completed by a psychologist:
 - Once for a student with a gifted IEP
 - Every 2 years for a student who has an intellectual disability
 - Every 3 years for all other diagnoses
- What to include in the IEP
 - Cognitive (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).
 - 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:
 - Send the Teacher an email asking them to complete the form using the language below:

Dear _____,

In order to best serve our student and make a meaningful Special Education Plan, we would like your input on the _____’s present levels, strengths, weaknesses, and general progress in class. I have previously given you a copy of the official form, but I have additional copies and an online one if that would help. The department needs your input by close of business tomorrow. Please let me know if there are any barrier are difficulties that would present an issue with this.

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

Sincerely,

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

Dear _____,

Did you send over a copy of the student input form for _____? If not, could you please take care of

completing that form by close of business tomorrow? It is essential that the IEP team have your input to create quality data and information for this student's IEP. Please reach out to me and let me know if there is anything that I can do to support this. The form should only take a few minutes to complete.

Thank you for your work with this.

Sincerely,

- 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: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Is the student deaf or hard of hearing?	Should be identified in either the evaluation/ reevaluation or by an audiologist.	Have the audiologist create: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Does the student have a communication need?	Should be identified in either the evaluation/ reevaluation or appropriate related service provider.	Have the related service provider create: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services
Does the student need an assistive technology and/or service	Should be identified in either the evaluation/ reevaluation or appropriate related service provider.	Have the related service provider create: <ul style="list-style-type: none"> ● Present Levels ● Goals (if Appropriate) ● SDIs ● Related Services See Section VI for examples

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

II Present Levels

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

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Information on Student’s present levels of performance was collected from a variety of sources including in-class diagnostics, his 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		
<p>Ex. 1: Upon graduation, (student name) has a goal of attending a two or four year college.</p> <p>Ex. 2: Upon graduation, (student name) has a goal of attending a trade school.</p> <p>Ex. 2: Upon graduation, (student name) has a goal of attending on the job training.</p>	<p>Ex. 1: (Student name) has a goal of competitive employment.</p> <p>Ex. 2: (Student name) has a goal of being employed through supported employment. (He/she) will require agency support to do so.</p>	<p>Ex. 1: (Student name) has a goal of living independently.</p> <p>Ex. 2: (Student name) has a goal of living with family support.</p> <p>Ex. 3: (Student name) has a goal of living with family or community support. (He/She) will require agency support to do so.</p>
Individualized Goals (Best Practice)		
<p>Ex. 1: Upon graduation, (student name) has a goal of attending a two or four year college. While at college, (student name) will plan to study early childhood education.</p> <p>Ex. 2: Upon graduation, (student name) has a goal of attending a trade school to become an electrician.</p>	<p>Ex. 1: Following (his or her) study at a two or four year college, (student name) has a goal of competitive employment in the area of education.</p> <p>Ex. 2: Following (his or her) study at a trade school, (student name) has a goal of competitive employment in the electrical field.</p> <p>Ex. 3: Upon graduation, (student name) has a goal of being employed through supported employment. (Student name) is interested in working at a fast food restaurant. (He or she) will require agency support to do so.</p>	<p>See above</p>

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

Complete and turn in assignments on time <i>(9-12 grade)</i>	Research 5-10 jobs that interest you and discuss what accommodations you may need <i>(9-11 grade)</i>	Evaluate future financial needs and how these relate to future career choices <i>(9-12 grade)</i>
Understand his or her disability in terms of strengths and weaknesses <i>(9-12 grade)</i>	Create a resume <i>(9-12 grade)</i>	Practice self-advocacy skills <i>(9-12 grade)</i>
Sign up for the PSATs <i>(10-11 grade)</i>	Explore job accommodations <i>(9-12 grade)</i>	Develop a weekly and a monthly time schedule and keep track of events in a daily/weekly planner <i>(9-12 grade)</i>
Sign up for SATs and advocate for accommodations that he or she will need <i>(11-12 grade)</i>	Learn about work incentive counseling through AHEDD <i>(9-12 grade--students who receive SSI)</i>	Utilize conflict resolution skills to help solve problems amongst interpersonal relationships <i>(9-12 grade)</i>
Attend a college visit <i>(11-12 grade)</i>	Identify attitudes and behaviors necessary for job success <i>(9-12 grade)</i>	(Student name) will explore different independent living situations, including living in a college dormitory, apartment living and living at home with family while attending college <i>(11-12 grade)</i>
Visit technical school or certificate program <i>(11-12 grade, Low Inc)</i>	Monitor punctuality and attendance to encourage job success <i>(For students with excessive latenesses/absences)</i>	If your goal is to live on your own or with a roommate, talk with your family, school, and agency supporters <i>(12 grade)</i>
Investigate scholarship opportunities and funding sources <i>(11-12 grade)</i>	Register with The Office of Vocational Rehabilitation (OVR) <i>(11-12 grade)</i>	Register to vote <i>(students age 18)</i>
Apply to colleges <i>(12 grade)</i>	Work on a career portfolio <i>(12 grade)</i>	Register with IDS <i>(Low Inc/Students with IQ below 70)</i>
Talk with your IEP team about how you can use your "Summary of Academic Achievement and Performance" after high school <i>(12 grade)</i>	Participate in vocational training through the use of vocation task boxes <i>(Low Inc)</i>	(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. <i>(Low Inc)</i>
Participate in community based instruction <i>(Low Inc)</i>	(Student name) will increase social skills using a social script, applied social skills scenario, and in a community environment. <i>(Low Inc)</i>	(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. <i>(Low Inc)</i>
Participate in school based/community based vocational training <i>(Low Inc)</i>	Practice using money skills in a realistic setting <i>(Low Inc)</i>	Participate in daily personal maintenance routine (e.g., brushing teeth, applying deodorant, etc.) <i>(Low Inc)</i>
Participate in travel training activities. <i>(Low Inc)</i>	(Student name) will maintain a clean and neat workspace by appropriately disposing of trash, cleaning table, sweeping, and organizing personal belongings. <i>(Low Inc)</i>	Participate in domestic maintenance activities such as doing laundry. <i>(Low Inc)</i>
(Student name) will complete multi-step directions and tasks. <i>(Low Inc)</i>	(Student name) will complete applications for employment. <i>(Low Inc)</i>	Participate in community based instruction travel training, pedestrian/safety words and signs, social skills, shopping/money skills, etc. <i>(Low Inc)</i>

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

TRANSITION GRID EXAMPLE:

Postsecondary Education and Training Goal: Timing + Student Name + Goal Example: <ul style="list-style-type: none"> ● 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	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- this should not be 1 single person

Employment Goal Timing + Student Name + Goal Example: <ul style="list-style-type: none"> 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	IEP Team Members responsible

Independent Living Goal Timing + Student Name + Goal Example: <ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> ● Which assessments our students will participate in. ● What appropriate accommodations should be in place for them.
Kinds of Testing Accommodations
<ul style="list-style-type: none"> ● Multiple Testing Sessions ● Extended time to complete test ● Small Group Setting ● Preferential Seating ● Special Lighting ● Special Acoustics ● In a location with minimum distractions ● Large Print ● Braille Editions ● Directions read aloud by test administrator ● Test items read aloud by test administrator (Math and Science Only) ● Test given by person familiar to child ● Directions given in simplified language ● Student Cued to remain on task ● Stimuli reduced ● FM or other type of assistive listening device

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

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

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

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

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

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

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

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

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

Writing (PSSA grades 5, 8, 11)

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

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

- Student will participate in the PASA

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

- The IEP team has determined that the student has a very severe cognitive disability, requires very intensive instruction to learn, requires very extensive adaptation and support to perform and participate meaningfully and productively in 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.
 - 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.

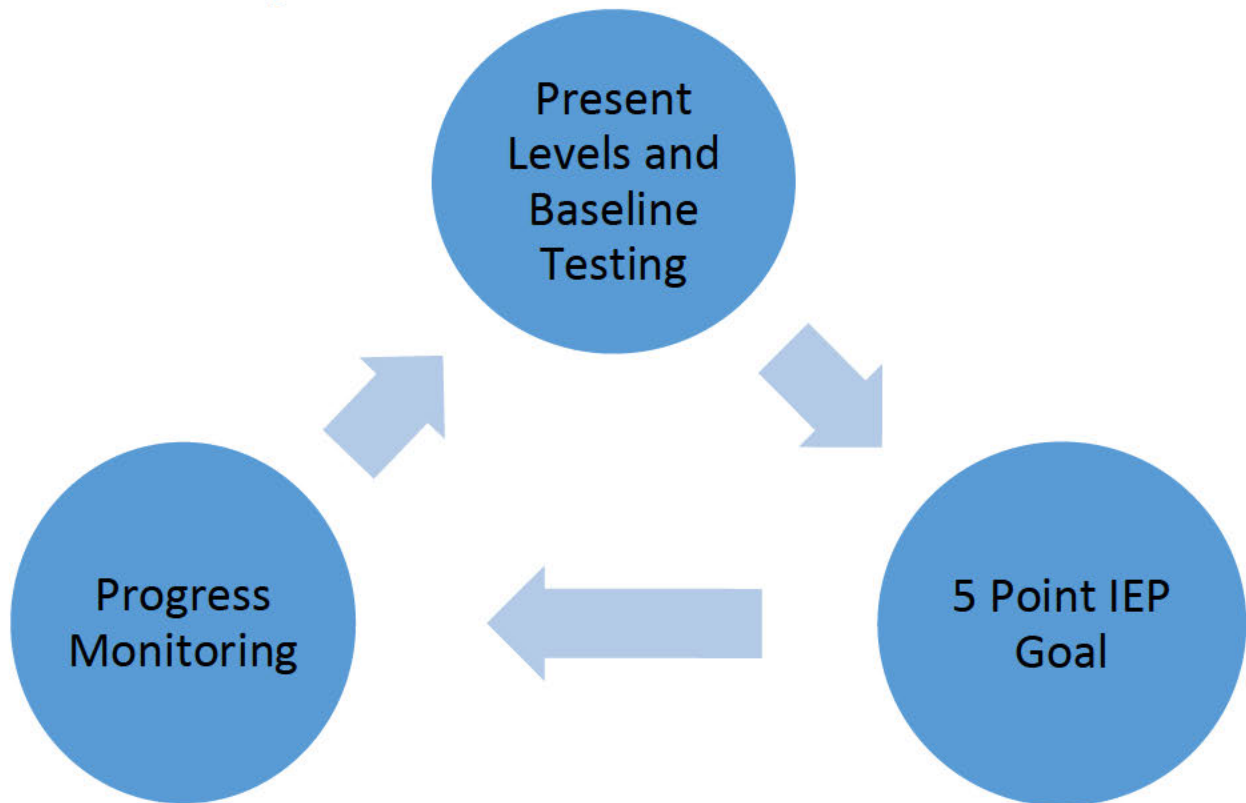
Explain why the child cannot participate in the regular assessment:

- If "The student will take an alternate local assessment":
 - 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:

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

V Goals and Objectives



-
- Step 1: Which goals should I choose?
 - Achievement: Choose whatever specific area on the assessment has a standard score under 80. There should be a goal in that area.
 - Behavioral:
 - Behavior – Goal should be supported by an FBA and focus on the **Target Behavior**.
 - Attendance – Every student who has more than 6 absences should have an attendance goal.
 - Related Service: any student who receives related services in the following should have an IEP goal for it:
 - Speech and Language
 - Occupational Therapy
 - Physical Therapy
 - Teacher for the Visually Impaired
 - Orientation and Mobility Training
 - Assistive Technology
 - 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
- Assistive Technology: If the student has an assistive technology written into their IEP, it needs to have a goal related to it. Further detail is provided in the assistive technology section.

See Appendix for more details.

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

IEP Goals – A 5 Point IEP Goal

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

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

Short term objectives/benchmarks
<ul style="list-style-type: none"> ● 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.

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

Related Service – <i>How to Write</i>	How Often	Process for Approval
Curb to Curb Bus Transport	2 times Daily	Approved by LEA
Transpass	Provided 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, 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 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
 - Itinerant
 - Supplemental
 - Full Time

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

VIII Penn Data Reporting

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

High Incidence – Learning Support

What are Special Education Classes?

<u>General Education Classrooms</u>	<u>Special Education Classroom</u>
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

<u>Number of SPED Classes</u>	<u>Minutes per a day</u>	<u>Percentage in Special Education</u>	<u>Percentage in General Education</u>	<u>Placement</u>
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 <i>(This is calculated by minutes a weekly a weekly average)</i>	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 EDUCATIONAL PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN)

Child's Name: _____

STUDENT INFO

Date Sent
(mm/dd/yy): _____

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

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

Dear _____ :

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

1. Type of action taken:

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

2. A description of the action proposed or refused by the LEA:

"The LEA proposes the educational placement of [insert level & type of support: Itinerant, Supplemental, Full time AND Learning, Emotional, Life Skills, Autistic support] with related services of [List the related Services] to [choose 1: initiate OR continue] the provision of a free appropriate public education (FAPE)."

3. An explanation of why the LEA proposed or refused to take the action:

- A. *Use for annual IEPs:*
"Your child has a disability that affects [his/her] ability to learn and attain developmental milestones at the rate and in the manner that non-disabled children of the same age would. [He/She] requires special education services of the sort described in [his/her] current IEP to learn and develop at an appropriate rate and to an appropriate level."
- B. *Use for annual IEPs:*
"The recommended change(s) described in your child's current IEP will enable [him/her] to make meaningful progress toward the attainment of the goals and objectives described in that IEP."
- C. *Use for change in placement (more or less restrictive):*
"The recommended change in educational placement will enable your child to make meaningful progress toward the attainment of the goals and objectives described in the attached IEP."

- D. *Use for movement to a less restrictive environment:*
 “The recommended change in educational placement is warranted in light of the present levels of educational performance that your child is exhibiting and because [he/she] would benefit from increased participation in programming with non-disabled peers.”
- E. *Use for movement to a less restrictive environment:*
 “The recommended change(s) described in your child’s current IEP will enable [him/her] to participate in developmentally appropriate activities to a greater extent with non-disabled peers.”

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at www.pattan.net):

Options Considered	Reason for Rejection
Regular Education with supplementary aids and services (LRE>80%).	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:

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

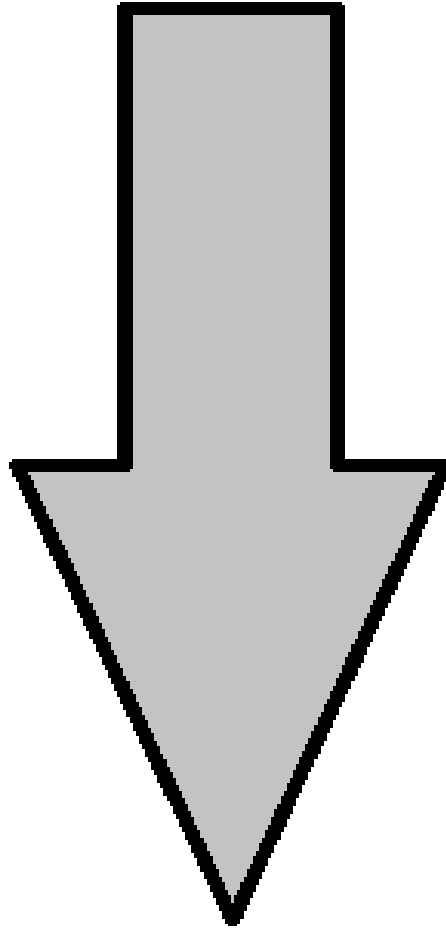
Complete Interview Forms
(Parent, Student, Teacher)

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	<ul style="list-style-type: none"> ● Ask the following Questions and place the answers under present levels of functional performance: <ul style="list-style-type: none"> ○ Does the student need assistive technology: <ul style="list-style-type: none"> · To meaningfully participate in the general curriculum? · To participate in academic or functional activities? · To access print materials? · To access auditory information? · For written communication and/or computer access? · For augmentative/alternative communication (AAC)? · To participate in state and local assessments (is it addressed in Section VI of the IEP (SDI))? Does the student require AT services for: <ul style="list-style-type: none"> · Evaluation of needs? · Purchasing, leasing, or providing for acquisition? · Selecting, designing, fitting, customizing, adapting, etc. AT devices? · Coordinating and using other therapies, interventions, or services with AT devices; i.e. who will charge/maintain device and provide updates? ● Consider the AT already in place if it is being changed. ● Under present levels of functional performance, specifically address the student's ability level in this area through: <ul style="list-style-type: none"> ○ Data and Trials from a specialist ○ Ecological observations ○ Any recommendations ● Determine if the IEP Team requires additional information. ● Conclusion: State if the IEP team agrees or not to the AT. There can also be a conclusion of a need for additional information. ● Under the transition section, list how the AT affects their progress towards transition goals. ● List learning to utilize the device as a need
Participation in State and Local Assessments	<ul style="list-style-type: none"> ● Will the device be utilized in local or state assessments? ● If so, how?
Transition	<ul style="list-style-type: none"> ● List as a service under independent living and/or post secondary as this 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	<p>Must have at least one annual goal</p> <ul style="list-style-type: none"> ● Needs to be measurable. ● Needs to be based on information in the present levels. ● Needs to be recommended and supported by a specialist. ● Needs to be quantitative and have a baseline.
Specifically	<ul style="list-style-type: none"> ● Include the Device

Designed Instruction	<ul style="list-style-type: none"> ● SDIs, accommodations, and modifications around the devices
Support for School Personnel	<ul style="list-style-type: none"> ● Identify and list the support for school staff from the specialist in how to use this assistive technology.
Additional Plan	<ul style="list-style-type: none"> ● For communication or audiological devices, there must be a specifically written plan for how this device will be utilized, reinforced, and supported.
Progress Monitoring	<ul style="list-style-type: none"> ● Progress Monitor based on the annual IEP goal.

English Language Learners and IEPs

<p><i>English proficiency is considered part of a student’s educational programing. Students who qualify for an individual education plan require that all the needs of the students be addressed, including language proficiency and development.</i></p>	
<p><i>Additio ns</i></p>	<ul style="list-style-type: none"> ● ELL Teacher is part of the IEP Team
<p><i>Additio nal Steps</i></p>	<ul style="list-style-type: none"> ● Check the Box in section 2 stating that the student is an English language learner ● Currently levels related to ELL are in present levels of academic and functional performance. This should include: <ul style="list-style-type: none"> ○ ACCESS Scores ○ ELL Teacher Input ● Give CAN DO descriptors and design long term goals and short term objectives related to this ● Describe participation for ACCESS, PSSA, and PASA for them ● There is collaboration between ESL teacher, general ed teacher, and SPED teacher scheduled under personnel support. ● There may need to be an IEP goal specifically related to language acquisition.

Amending an IEP

<p><i>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.</i></p>
--

<i>Steps to Amend the Document</i>	<ul style="list-style-type: none"> ● Previous IEP ● Previous Reevaluation
<i>Steps to Amend an IEP</i>	<ul style="list-style-type: none"> ● Create an invitation to participate for the parent and student. ● Hold an IEP team meeting to review new data. New data can include: <ul style="list-style-type: none"> ○ New Assessments such as a Functional Behavioral Assessments, new evaluation, difficulty behavior, major incident, struggling in a specific area. ● Come to a conclusion about adjustments made to this student’s individual plan. ● Document the following the conclusion and changes that have result from this meeting. <ul style="list-style-type: none"> ○ Write in a description of the meeting, conclusions reached, and sections of the IEP that have had changes made to it.
<i>Items to Document</i>	<ul style="list-style-type: none"> ● Invitation to Participate to the IEP Team Meeting ● Front Page should have the date and description of the IEP meeting, conclusions reached, and sections that the IEP has had changes made to it. ● Sign In Sheet for all participants. ● Parents signs that they have received a copy of the procedural safeguards. ● Present Levels of Performance – Should document the IEP team meeting, what was discussed, and a description of conclusions. ● Changes – should be made in the appropriate part of the IEP. ● Note – Remember that class changes need to be noted in the Transition Section and may impact a student's level of placement. ● NOREP – if the student is going to be changed in placement or a change in the level of services, a new NOREP must be issued and agreed to by the parent.

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.

<p><i>D o c u m e n t s N e e d e d</i></p>	<ul style="list-style-type: none"> ● Previous IEP ● Previous Reevaluation
<p><i>S t e p s t o A d o p t t h e D o c u m e n t</i></p>	<ul style="list-style-type: none"> ● Create an invitation to participate for the parent and student. ● On the front page, describe the team’s action <ul style="list-style-type: none"> ○ The team agrees to adopt the IEP for a period of no longer than 30 days and will reconvene to conduct a new IEP annual review. The IEP team also agrees to adopt the 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): <ul style="list-style-type: none"> ○ Describe the amendment on the front page with the above statement. ○ Write in the amendment on the pages that will be changed. Have all present IEP team members sign the amended pages to confirm that they have seen and agree to that change.
<p><i>D o c u m e</i></p>	<ul style="list-style-type: none"> ● 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 S i g n e d o r i n c l u d e d	<ul style="list-style-type: none"> ● 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

Board Approved 6/04/2021

- ◇ 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

- | | |
|---|---|
| <ul style="list-style-type: none"> · Visual, written, picture prompts/cues · Modeling · System of least prompts · Simultaneous prompting · Time delay · Verbal cues · Verbal rehearsal | <ul style="list-style-type: none"> · Visualization · Cloze procedures · Direct instruction · Auditory bombardment of language targets · Verbal repetition · Mnemonic strategies |
|---|---|

ACCOMMODATIONS or MODIFICATIONS

- | | |
|--|---|
| <ul style="list-style-type: none"> ◇ 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 | <ul style="list-style-type: none"> attention ◇ Use picture schedule ◇ Use picture cues ◇ Sentence strips – (sentence builders) ◇ Tape recorder ◇ Simplify directions ◇ Paraphrase directions |
|--|---|

COMMUNICATION: Pragmatics

SDI

- | | |
|---|--|
| <ul style="list-style-type: none"> · Social scripts · Social stories · Written prompts · Role playing · Modeling · Verbal prompts | <ul style="list-style-type: none"> · Guided responding · Environmental prompts · Chaining · Shaping · Video self modeling |
|---|--|

ACCOMMODATIONS or MODIFICATIONS

- | | |
|--|--|
| <ul style="list-style-type: none"> ◇ Monitor and provide feedback ◇ Peer buddy monitoring ◇ Providing / addressing sensory issues ◇ Provide opportunities for: turn taking, initiating/terminating conversation, | <ul style="list-style-type: none"> 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
PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN) _____ School Age _____

Child's Name: _____ STUDENT NAME _____

Date Sent (mm/dd/yy): _____ DATE ISSUED _____

Name and Address of Parent/Guardian/Surrogate:

PARENT INFO

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

PARENT/STUDENT _____ :

Dear _____

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

1. Type of action taken:

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

2. A description of the action proposed or refused by the LEA:

The LEA proposes that STUDENT NAME graduate with a regular diploma from 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 Charter School CEO	_____ Signature	_____ Date (mm/dd/yy)
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You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title: _____ 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

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

Dear _____ :

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

1. Type of action taken:

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

2. A description of the action proposed or refused by the LEA:

The LEA has proposed that STUDENT NAME attend the Extended School Year (ESY) program at SCHOOL NAME from 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)
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You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title: _____ 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...
Refusal to initiate an evaluation...
Proposes to change the identification, evaluation or educational placement...
Refusal to change the identification, evaluation or educational placement...
Change of placement for disciplinary reasons...
Due process hearing...
Graduation from high school...
Exiting special education...
[X] Exiting high school due to exceeding the age eligibility...
Extended School Year (ESY) services...
Response to request for an independent educational evaluation...
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

<p>Tier 3 Interventions – Assessment Based and High Intensity</p> <ul style="list-style-type: none"> ● 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
<p>Tier 2 Interventions – High Efficiency and Rapid Response – May require an IEP Meeting</p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Aggression ○ Social Skills ○ Role Playing Expected Behaviors
<p>Tier 1 Interventions – All Settings</p> <ul style="list-style-type: none"> ● Detentions ● Phone Calls Home ● Parent Meetings ● Check In’s with Case Managers and the Counselor ● Required Reflective Essays on Misbehaviors ● Praise for on task positive behaviors ● Initially use non-verbal and less invasive redirection (group reminders, indirect reminders, non-verbal prompts) ● Directions should given in a specific, sequential, observable, and concrete manner.

<p>Antecedent Strategies</p> <p>Avoid large or noisy crowds</p> <p>Avoid Long Delays</p> <p>Avoid Repetitive tasks</p>

<p>Avoid Power struggles</p> <p>Avoid Long periods of desk work</p> <p>Avoid seating arrangement next to instigating peers</p> <p>Avoid negative language, such as “no” or “stop”</p> <p>Avoid reprimands</p> <p>Avoid talking about the student’s problem behavior in their presence.</p>
<p>Environmental Engineering</p> <p>Post all classroom rules and daily schedules in prominent locations</p> <p>Preferential Seating</p> <p>Needed materials are easily accessible</p> <p>Rearrange the room or furniture</p> <p>Create separate or designated work areas</p> <p>Quiet Areas</p> <p>Change lighting</p> <p>Adjust sound</p> <p>Minimize or eliminate distracting materials</p>
<p>Provide Structure</p> <p>Set Clear Expectations and Rules</p> <p>Preview Rules and Behavioral Expectations</p> <p>Structured Daily Schedule</p> <p>Visual Schedule</p> <p>Preview Schedule</p> <p>Preferred Activities scheduled in daily routines</p> <p>Schedule adjustment</p> <p>Non-preferred activities scheduled among preferred activities</p> <p>Student involved in planning</p> <p>Planned activities for transition times</p> <p>Routines or signals to prepare for transition</p> <p>Minimize down time</p> <p>Predictability</p> <p>Structuring non-instructional periods, including recess</p>
<p>Provide Strategies to Increase Compliance</p> <p>Offer Choices</p> <p>5-10 second compliance window</p> <p>Effective commands</p> <p>Prompting</p> <p>Precision requests</p> <p>Proximity control</p> <p>Quiet start requests</p> <p>Allow flexible seating positions</p>

Design Social Supports
Positive Peer role models High rate of positive responses Peer mentor/tutor opportunities Peer involvement and influence Progress reporting Parent-teacher communication system Monitoring Personal connection with student Participation in extracurricular activities Positive Peer Reporting Transition Support Meaningful work projects
Promote Self Regulation
Allow the student to take frequent breaks during difficult work activities Provide time alone or time to regroup after a negative event Self Monitoring

Decreasing Inappropriate Behavior
Prompts
Redirection Verbal Prompt Visual prompt Gestural Prompt Physical Prompt Corrective Feedback Verbal rehearsal Rule Review
Withholding access to "Pay Offs"
Extinction <ul style="list-style-type: none"> ● Planned Ignoring ● Eliminate audience ● Peering Ignoring ● In-class time out Follow Through

Problem Behavior Persist Despite Least Restrictive Intervention
Conference with student Parent contact Parent Conference Offering student choices Reflection center Response cost

Detention
 In school suspension
 Restitution
 Positive Practice
 Peer Consequences
 Reflective Essay
 Required Relaxation

Appendix 4 – Summary of Academic Achievement and Functional Performance

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 7 th grade level in reading and math. You are fully involved in the general education curriculum and can produce work with support, accommodations and specially designed	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Small Group Testing 	<p>pacareerzone.org pacareerstandards.com educationplanner.org</p> <p>You need to apply to:</p> <p>Office of Vocational Rehabilitation 444 N. 3rd Street, 5th Floor Philadelphia, PA 19123 (215) 560- 1900</p>
FUNCTIONAL PERFORMANCE (if appropriate)	ACCOMMODATIONS	RECOMMENDATIONS
<p>Career/Vocational:</p> <p>Student completed Career Clusters Interest Survey on March 16, 2012. This survey identified three different career clusters that may interest Student: Arts/A-V Technology/Communication, Hospitality/Tourism, and Law/Public Safety/Corrections/Security.</p>	<ul style="list-style-type: none"> Simplified directions Graphic organizers Extended time Preferential Seating Arrangements - Front of Classroom/Reduce Distractions Small Group Testing 	<p>Career planning websites: pacareerzone.org pacareerstandards.com educationplanner.org</p> <p>You need to apply to:</p> <p>Office of Vocational Rehabilitation 444 N. 3rd Street, 5th Floor Philadelphia, PA 19123 (215) 560- 1900</p>
<p>Social Skills and Behavior:</p> <p>Student usually displays behavior that is appropriate for school. He is respectful to his peers and teachers. Student, however, is inconsistent in regards to attending school regularly. In addition, he often reports to school late.</p>	<ul style="list-style-type: none"> Simplified directions Graphic organizers Extended time Preferential Seating Arrangements - Front of Classroom/Reduce Distractions Small Group Testing 	<p>Student needs to understand the importance of schedule keeping. Student also needs to report to commitments on time and on a regular basis.</p>
<p>Independent Living Skills:</p> <p>N/A</p>	N/A	N/A

Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals

POSTSECONDARY GOALS	NEXT STEPS	OFFICE/AGENCY	CONTACT INFORMATION	REASON FOR CONTACT
<p>Postsecondary Education and Training:</p> <p>Given the necessary material, Student will prepare for an appropriate two-year or junior college with teacher conferences at 80%</p>	<p>Student should to consider Community College of Philadelphia as an option.</p>	<p>Community College of Philadelphia (CCP): Center of Disability</p>	<p>1700 Spring Garden St, Room M1-22, Philadelphia, PA 19130 215-751-8050</p>	<p>Center of Disability at CCCP will effectively help Student enroll and prepare for the upcoming</p>

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

Appendix 6– ESY Checklist

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

Personal Maintenance	Domestic Maintenance	Recreation & Leisure	Secondary 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	

THE SCHOOL DISTRICT OF PHILADELPHIA
 440 NORTH BROAD STREET
 PHILADELPHIA, PENNSYLVANIA 19130
Intermediate Unit-26 Charter School Special Education Meeting

TARGET GROUP: Charter School Special Education Administrators, Directors, Coordinators, etc...

DATE & TIME: Wednesday, October 6, 2021- 11:00AM to 3:00 PM

LOCATION: Zoom-Please Check Email for Login Credentials

Agenda Item	Time	Presenter	Notes (info needed for next meeting, decisions made, etc.)
Welcome and Intro.	11:00-11:05	Russell Washington-IU-26	
"The LeGare Process"	11:05-12:05	Justin Thomas, Student Placement Specialist-SDP	
Transition: Indicator 13	12:05-1:00	LaQuenta Montanez-Transition Coordinator-SDP	
Anotated IEP and Comprehensive Resource for Cyclical Monitoring	1:00-2:55	Dr. Amira Hill-Yancy-Education Consultant PaTTAN Malvern	
Closing	2:55-3:00	Russell Washington-IU-26	

NORMS

- Be Present
- Be Courageous Yet Humble
- Be Hard on the Problem and NOT the Person
- Seek to Understand Rather than to be Understood
- Assume Positive Intent
- Focus on Potential

Indicator-13 Presentation from today's IU-26 Charter School Special Education Meeting

Washington, Russell <ruwashington@philasd.org>
To: "Washington, Russell" <ruwashington@philasd.org>

Wed, Oct 6, 2021 at 5:23 PM

Hello All,

Thank you again for your participation today. Please find the Indicator 13 presentation attached.

Sincerely,
Russell

--

Russell Washington
Director, Academic Programming and Support
School District of Philadelphia
Office of Specialized Instructional Services
440 North Broad Street
Suite 206, Portal B
Philadelphia, Pa. 19130
215-400-6752
215-400-4173(Fax)
ruwashington@philasd.org

"Click here to tell us how we're doing!"

https://philasd.co1.qualtrics.com/jfe/form/SV_6SiweqqjqE7deT3?Source=EMAILAP&Office=Office

"The most important thing to remember is this: To be ready at any moment to give up what you are for what you might become." W.E.B. Du Bois

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First Name	Last Name	Course/Activity Name	Date	Start Time	End Time
Meisha	Malone carrington	School Climate	8-24-21	8:00 AM	8:45
Nicole	Weirich	School Climate	8-24-21	8:00 AM	8:45
Ashley	Lugo	School Climate	8-24-21	8:00 AM	8:45
Chelsea	Kahana	School Climate	8-24-21	8:00 AM	8:45
Andrew	Northrup	School Climate	8-24-21	8:00 AM	8:45
Tom	Flannery	School Climate	8-24-21	8:00 AM	8:45
Alexandria	Matthie	School Climate	8-24-21	8:00 AM	8:45
Nancy		School Climate	8-24-21	8:00 AM	8:45
Megan	Dolaway	School Climate	8-24-21	8:00 AM	8:45
Dara	Smith	School Climate	8-24-21	8:00 AM	8:45
Pam	Short	School Climate	8-24-21	8:00 AM	8:45
Valerie	Joseph-Darden	School Climate	8-24-21	8:00 AM	8:45
Kimberly		School Climate	8-24-21	8:00 AM	8:45
Laura	Nitzberg	School Climate	8-24-21	8:00 AM	8:45
Nicole	Fulcher	School Climate	8-24-21	8:00 AM	8:45
Jacki	Isett	School Climate	8-24-21	8:00 AM	8:45
Travis	Meyer	School Climate	8-24-21	8:00 AM	8:45
Moira	McEntee	School Climate	8-24-21	8:00 AM	8:45
Liza	Caraballo	School Climate	8-24-21	8:00 AM	8:45
Juanita	Toledo	School Climate	8-24-21	8:00 AM	8:45
Jessennia	Colon-Velazquez	School Climate	8-24-21	8:00 AM	8:45
Jaime	Ruth	School Climate	8-24-21	8:00 AM	8:45

Nancy	Dyson	School Climate	8-24-21	8:00 AM	8:45
Christopher	Scull	School Climate	8-24-21	8:00 AM	8:45
John	Ethier	School Climate	8-24-21	8:00:00 AM 810	8:45
Deborah	King	School Climate	8-24-21	8:00 AM	8:45
Mark	Dunyan	School Climate	8-24-21	8:00 AM	8:45
paul	kowalchuk	School Climate	8-24-21	8:00 AM	8:45
Kelli		School Climate	8-24-21	8:00 AM	8:45
Megan	Sinclair	School Climate	8-24-21	8:00 AM	8:45
Lina	Vargas	School Climate	8-24-21	8:00 AM	8:45
Amy		School Climate	8-24-21	8:00 AM	8:45
Emma	Maldonado	School Climate	8-24-21	8:00 AM	8:45
Yvonne	Yangello	School Climate	8-24-21	8:00 AM	8:45
Lauren	Waterman	School Climate	8-24-21	8:00 AM	8:45
Persis	Koshy	School Climate	8-24-21	8:00 AM	8:45
Michael	Long	School Climate	8-24-21	8:00 AM	8:45
Jacob	Melman	School Climate	8-24-21	8:00 AM	8:45
Ryan	Wolcott	School Climate	8-24-21	8:00 AM	8:45
melanie	pena	School Climate	8-24-21	8:00 AM	8:45
Kelli	Wilson	School Climate	8-24-21	8:00 AM	8:45

BUILDING RELATIONSHIPS:

Getting Started in Restorative Practices

Presented by: Larheim Brown, Behavior Specialist

Do Now (3 minutes)

Think back to pre-COVID:

- 1) What are TWO ways you built relationships with your students?
- 2) How can you build relationships moving forward (in-person and virtual)?

Be prepared to SHARE OUT

Building Relationships in the Classroom

In this Presentation we will explore 6 strategies to building **POSITIVE** Relationships w/ students

1. Ask Questions & Accept Students

What can we find out about our students?

- What did they do this summer?
- What neighborhood are they from?
- Who is their favorite YouTuber/TikTok?
- Find out about their family
- What is their favorite video game?

Accepting Students for Who They Are

Different students have different barriers:

- Sue is in 8th grade and reads 5 years below grade level
- Joe frequently comes to school with body odor issues
- Mike's shoes cost more than the teacher's entire wardrobe
- Gianna's mother drives a 2021 Escalade
- Sarah misses school multiple times per week
- Jayden's regular speaking style is academically inappropriate

****Strive to be the facilitator of change that our students
need****

2. Set High Expectations

Setting classroom norms

- Allow students to participate in the process

Recognize student potential

- Use the **Griffins Rating System** to establish classroom leaders
- Identify student strengths and praise/accentuate them
- Acknowledge accomplishments and help set goals
- “Catch” the student doing something positive

3. Teach EMPATHY



Paraprofessional Handbook for ASPIRA of PA Schools



ASPIRA OF PA SCHOOLS

DEPARTMENT OF SPECIALIZED SERVICES

PARAPROFESSIONAL HANDBOOK

July 2021

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

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Paraprofessional Handbook for ASPIRA of PA Schools

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.

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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.

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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.

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- 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.

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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.

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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.

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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.

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- 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.

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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.

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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

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"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

Fluency disorder

"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.

Voice Disorder

"Voice disorder" means the absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration.

Articulation disorder

"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.

Language disorder

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"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

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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:

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- 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.

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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.
- Learning 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

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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 make 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 in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on materials).

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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:

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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.

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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

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very difficult to remove. When head lice are suspected your supervising teacher 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

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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 or your school principal.

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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.

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- 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

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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.

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Communication and Collaborative Partnerships

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 parties 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.

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Professionalism and Ethical Practices

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.

Accepting Responsibilities:

- 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.

Relationships with Students and Parents:

- 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.

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- 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.

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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

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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

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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.

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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

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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:

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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

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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: _____

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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: _____

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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: _____

Paraprofessional Handbook for ASPIRA of PA Schools

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

Paraprofessional Handbook for ASPIRA of PA Schools

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 _____

First Name	Last Name	Attendance Confirmation	PD Session Name	Date <i>(double click on box for pop-up date calendar)</i>	Start Time	End Time			
Rubin	Cotto	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Ruth	Delva		Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Mark	Dunyan	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Kim	Espinosa	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Layla	Gonzalez	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Michael	Long	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Griselda	Lugo	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Emma	Maladonado	✓	Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			
Miriam	Morassey		Paraprofessional Handbook Review	8/27/2021	8:00 AM	9:00 AM			

Empathy (cont)

Empathy is all about putting yourself in someone else's shoes seeing, feeling and experiencing what they are going through from their perspective, especially in a leadership position. It's not about putting others in their place.

Empathy (Cont)

3 Types of Empathy:

1) Cognitive

2) Emotional

3) Compassionate

Cognitive Empathy (Logical)

- “Observational empathy”
- Ability to see someone and mentally understand how they are feeling
- Perspective taking

<https://thriveglobal.com/stories/unwrapping-the-3-layers-of-empathy/>

Emotional Empathy (Feeling)

- Literally feeling into the other person
- Experience their emotions as if they were your own
- Our brains have an automated response to seeing others perform an action that we related to

****Emotional empathy is a key to building strong relationships****

<https://thriveglobal.com/stories/unwrapping-the-3-layers-of-empathy/>

Compassionate Empathy (Understanding)

- Balanced combination of cognitive and emotional empathy
- Considers a person's predicament as a whole
- Spontaneously open to help when needed

<https://thriveglobal.com/stories/unwrapping-the-3-layers-of-empathy/>

4. Be **POSITIVE** and Energetic

- Be passionate about your students and learning
- Celebrate student accomplishments in front of their peers
- Challenge students to match your energy

Example: Mrs. Oyola's Friday song

5. Build Trust

- It is OK to show vulnerability to students
- Important for students to understand how their actions (positive or negative) effect you emotionally
- **KEEP YOUR WORD!!!!**

6. BE YOURSELF

- Kids are GREAT at identifying who is “real” and who is not
- Earn respect from your students by being genuine

***How do we get
started??***

Restorative Circles

What can they be used for?

- Building classroom norms
- Student check-in
- Ratings review
- Conflict resolution
- Academic goal-setting

Restorative Circles

Setup & Ground Rules

- establish norms for your circle
- ONE VOICE (use a talking piece)
- only teacher should interact w/ the speaker

Restorative Circles

Helpful Tips

- Circles are SACRED
- Set clear goals and topics
- Make students your allies (“I’m counting on you to speak up”)

Overcome resistance with **CONSISTENCY, AUTHENTICITY, and POSITIVITY**

Questions??

THE SCHOOL DISTRICT OF PHILADELPHIA
 440 NORTH BROAD STREET
 PHILADELPHIA, PENNSYLVANIA 19130
Intermediate Unit-26 Charter School Special Education Meeting

TARGET GROUP: Charter School Special Education Administrators, Directors, Coordinators, etc...

DATE & TIME: Wednesday, October 6, 2021- 11:00AM to 3:00 PM

LOCATION: Zoom-Please Check Email for Login Credentials

Agenda Item	Time	Presenter	Notes (info needed for next meeting, decisions made, etc.)
Welcome and Intro.	11:00-11:05	Russell Washington-IU-26	
"The LeGare Process"	11:05-12:05	Justin Thomas, Student Placement Specialist-SDP	
Transition: Indicator 13	12:05-1:00	LaQuenta Montanez-Transition Coordinator-SDP	
Anotated IEP and Comprehensive Resource for Cyclical Monitoring	1:00-2:55	Dr. Amira Hill-Yancy-Education Consultant PaTTAN Malvern	
Closing	2:55-3:00	Russell Washington-IU-26	

NORMS

- Be Present
- Be Courageous Yet Humble
- Be Hard on the Problem and NOT the Person
- Seek to Understand Rather than to be Understood
- Assume Positive Intent
- Focus on Potential

Indicator 13 / Transition Compliance

Jodie Alicea



Agenda

1. What is Transition & Indicator 13?
2. IEP Invitation & Agency Involvement
3. Age Appropriate Assessments
4. Transition Present Levels
5. Act 26
6. Transition Grid
7. Transition Measurable Annual Goals
8. Progress Monitoring
9. OVR
10. Indicator 13 Google Drive Folder



What is Transition?

Secondary Transition Is...

- 💧 “**a coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child’s movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA2004)

Indicator 13 of the State Performance Plan

- ⦿ Requires that every student with an IEP **ages 14-21** have a detailed transition plan that includes the following:
 - ⦿ Appropriate, measurable, post-secondary goals based on age appropriate transition assessments
 - ⦿ Transition services plan that enables a student to achieve his or her post-secondary goals
 - ⦿ Annual IEP goals related to the student's transition services needs
 - ⦿ A focus on education or training, employment, and independent living skills

Writing Compliant, Transition-Based IEPs



IEP Invitation

- 💧 Students who are **14 years and older must be invited** to the IEP meeting.
- 💧 There has to be documentation of this through the IEP invitations
 - 💧 One for parent with parent signature
 - 💧 One for student with student signature

IEP Invitation

Invitation to Participate for Account, Dummy

Address/generate letter to:

Select	Student/Parent/Guardian Name
Yes	Account, Jarred
<input checked="" type="checkbox"/>	Account, Dummy

Date Sent: 02/03/2016

We would like to invite you to a meeting to talk about special education programs and services for your child.

The purpose of this meeting is to: *(Check all that apply)**

- Develop an IEP, if your child is eligible, or continues to be eligible, for special education and related services.
- Discuss possible changes in your child's current IEP and revise it as needed.
- Transition Planning. If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop post transition services to promote movement from school to post school activities. Your child is invited by the school to attend this members listed below.
- Transition Services. If necessary, and with your consent, staff from other public agencies that may be providing or paying for are inviting representative(s) from the agency or agencies as listed:

Always check both boxes for annual IEP meeting.

- When calling the families to invite them to the IEP meeting, ask the family if they have any outside agencies that the student is already working with (e.g., IDS supports coordinator, DHS workers, etc.).
- If they provide permission for an outside agency member to attend the meeting, determine if they will reach out or if you will be reaching out to the agency member. Then, write the agency and the representative's name in the box above.
- "Please feel free to invite any outside agencies your son or daughter is already working with, you're more than welcome to do so."

Agency Involvement

- 💧 An agency is invited if they are likely to provide for or pay for transition services, but again only if the parent provides permission!
- 💧 Therefore, it is up to all of us to inform parents of the importance of engaging with an agency and what services or supports they can provide.
- 💧 Agency involvement is based on individual needs.
- 💧 Students who are younger may not be involved with any outside agencies yet
 - 💧 We fulfill agency involvement in Indicator 13 by providing the family with information about various outside agencies during the IEP meeting

- 💧 The Office of Vocational Rehabilitation (OVR)
 - 💧 9th & 10th grade: Early Reach Counselor: Jill Grossberg (all schools)
 - 💧 11th & 12th Grade: OVR PreApp will be completed online through PA CareerLink, Jamie Luthy VRC for Olney, Aspira Academy, and Aspira Accelerated Program
- 💧 Intellectual DisAbility Services (IDS) & Supports Coordination Agencies (e.g., Quality Progressions)
- 💧 Bureau of Autism Services
- 💧 County of Mental Health (Outside therapist, Social Worker)
- 💧 Department of Human Services (DHS)
- 💧 Children and Youth Services (ex: HUNE)
- 💧 Juvenile Justice System
- 💧 Centers for Independent Living (e.g. Liberty Resources)
- 💧 Employment Providers (SPIN, CIS, etc.)

Examples of Agencies

Agency Involvement (cont.)

- 💧 Be aware of what agency/agencies your students are already involved with as early as possible.
 - 💧 You can find this out either through asking me about OVR or IDS or by calling the family at the beginning of the school year (mental health worker, social worker, DHS, etc.).
- 💧 For seniors, are they already registered with OVR? Should their OVR counselor attend the IEP meeting?
- 💧 For students with an Intellectual Disability or Autism, are they already registered with IDS? Bureau of Autism Services? Do they have a Supports Coordinator?

Agency Documentation

- ⦿ All outside agency involvement must be documented. This must be documented in both the IEP invitation (*only if you know that an agency will be in attendance*) **AND** the present levels for transition.
- ⦿ Even if the outside agency member was not able to be present at the IEP meeting, it must be documented that the agency was invited.
- ⦿ Document if a student is either already involved with an agency or if the student/family was provided information about an agency at the IEP meeting.
- ⦿ Agency members can also attend the IEP meeting via phone conference or they can provide written input for the IEP.
- ⦿ Document refusal of services. It is important to note that you provided the information to the family and the student, but they were not interested

Age Appropriate Assessments



Why do we assess?

- 💧 Without assessment we cannot:
 - 💧 Plan
 - 💧 Set goals
 - 💧 Achieve outcomes
- 💧 Assessment drives transition!

Age Appropriate Assessments

- 💧 Ongoing process of collecting information on students' needs, strengths, preferences, and interests as they relate to measurable post-secondary goals and the annual goals that will help facilitate attainment of those post-secondary goals.
- 💧 Assessment should not always look the same for all students. It should be a variety of what makes the most sense for each student.
- 💧 Utilize assessments that will allow you to get the most valuable information to help determine the student's post-secondary goals.

Types of Transition Assessments

- 💧 **Formal** assessments typically involve using a standardized procedure, and the results can be compared to other students.
- 💧 **Informal** assessments allow assessment of student performance over time. Data can be collected from a variety of individuals

What is the assessment requirement?

- It is a requirement that we complete **both** formal and informal transition assessments for each student's IEP.
 - At least **1** assessment of each
- Formal Assessment Example: TPI, Brigance
- Informal Assessment Example: Student interview

Present Levels



Present Levels: What to Include

- 💧 Transition Assessments
- 💧 Transition Goals
- 💧 Agency Involvement/Participation
- 💧 It is best practice to get input from multiple stakeholders (student, teacher, case manager, parent, Transition Coordinator, IDS Supports Coordinator, OVR counselor, etc.)

IEP for Account, Dummy

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Page 2 of 3

Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined by curriculum-based assessments, progress toward current goals)

Conduct a Student Transition Survey and summarize results here.



Present Levels: What to Include

Transition Assessments:

Formal Assessments:

The PRO-ED Transition Planning Inventory (TPI) School form was completed by ---'s case manager on --- to determine --'s current level of competence in the following planning areas. Below is a summary of his case manager's ratings:

It is expected that following high school, --- will attend community based employment training or a vocational/technical school. It is also expected that --- will work competitively either full-time or part-time. Finally, it is expected that --- will live with parents or other relatives, live with others who are not related to him (without adult supervision), or live with others who are not related to him (with adult supervision). --'s case manager agrees that he demonstrates general job skills and has specific knowledge and skills needed to perform a skilled, semi-skilled, or entry-level job; however, --- can use support in knowing the requirements and demands of his preferred occupations and learn how to specifically get a job. --- can use support in knowing how to gain entry into a vocational/technical school; however, he can be successful in an appropriate post-secondary program. ---'s case manager believes he has relative strengths in the following areas of daily living, leisure activities, community participation, health, self-determination, communication, and interpersonal relationships. --- sets personal goals and participates as an active citizen. He can, however, use support in learning how to manage his own money, increasing his reading and writing skills, independent living skills, and how to obtain financial assistance.

The PRO-ED Transition Planning Inventory (TPI) Home Form was also completed by ---'s mother, ----, on ----. Below is a summary his mother's ratings:

- 1. Use headings to organize the sections in present levels**
- 2. Summarize the results from both the formal and informal assessments that were used.**

Present Levels: What to Include

(STUDENT'S NAME)'s Transition Goals:

--- has a goal of continuing to learn following high school. --- has a goal of attending a vocational/technical school to study in the medical field. --- has a goal of obtaining competitive employment following high school. Finally, --- has a goal of continuing to live with family support following high school until he is financially ready to move out.

Agency Involvement:

Although the agency did not attend the IEP meeting, --- and his family were provided information about The Office of Vocational Rehabilitation and how this agency can support ---'s future success. An intake registration meeting was scheduled during the IEP meeting.

(STUDENT'S NAME)'s Transition Annual Measurable Goals:

For this IEP term, --- will be working on two transition-related measurable annual goals to support his transition success. Due to the fact that --- was recently diagnosed with having a disability, --- has a goal of defining his disability and listing 3 accommodations that he requires in the classroom to be successful. This will help increase his self-advocacy for post-secondary education/training. Finally, --- will be working on listing 10 characteristics of an effective employee. Since he has not had any previous work training experience, this will support his future employment success.

3. Summarize what the student's goals are in the areas of post-secondary education and training, employment, and independent living

4. Include agency information

5. Summarize the transition measurable annual goals

Present Levels: Agency Involvement

Questions to answer and document in present levels:

- 💧 Did an agency attend the IEP meeting?
- 💧 Was an agency invited but was unable to attend?
- 💧 What agency is the student already registered with? (OVR, IDS, etc.) Where are they in the registration process?
- 💧 Did a member of the agency provide input? If so, include that input here.
- 💧 The student is not involved with an agency yet, but were the parents provided the information at the IEP meeting? If so, what agency information was provided?
- 💧 Did we provide the family information about agencies and they refused services?

Present Levels: Other Input

- 💧 If the student is involved in Community Based Vocational Training or School Based Vocational Training through your school, make sure to include information about the student's assigned job. Also include the expectations of the job, and briefly describe the student's performance thus far. (*reach out to the supervisor for specific information*)
- 💧 If the student is working outside of school on his or her own, make sure to document where the student is working and how the student feels about the job.
- 💧 If the student is involved in a Work Based Learning Experience (WBLE) through OVR, make sure to include input about what that learning experience is and what it entails.

Act 26 in IEP



Act 26 of 2016:

“Work Experience for High School Students with Disabilities Act”

- 💧 OVR must provide pre-employment transition services (PETS) and facilitate the process of job/career development between schools and public/private employers
- 💧 IEP Meeting attendance
- 💧 Work-based Learning Experiences (WBLE)
- 💧 Counseling on Post-Secondary options
- 💧 Professional guidance relative to job coaching
- 💧 Publish data on public website

ACT 26 QUESTIONS IN TRANSITION SERVICES (III) SECTION

ANSWER

Does this student have a transition plan as part of their IEP?

YES (Always)

Does the IEP contain new services that support paid word-based learning experiences in a competitive (at least minimum) integrated setting?

This is yes **ONLY** for students who are registered with OVR already.

Does the IEP contain services that include job supports/coaching

YES (Always)

Does the IEP contain services that include career development and job exploration?

YES (Always)

(REVISIONS ONLY) Has the transition IEP been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting?

This is yes **ONLY** for students who have successfully registered with OVR.

Transition Grid



Transition Grid

Account, Dummy


TRANSITION SERVICES.

Transition Services are defined as a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs, preferences, and interests.


GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

Career and Technology Centers, CIP Code:


Secondary Education and Training Goal

Secondary Education and Training Goal	Measurable Annual Goal	Courses of Study	Edit
as a goal of attending a two or four year college/university after high school.	No	List all classes	

Employment Goal

Employment Goal	Measurable Annual Goal	Courses of Study	Edit
as a goal of gaining competitive employment after high school.	No	List the student's classes	

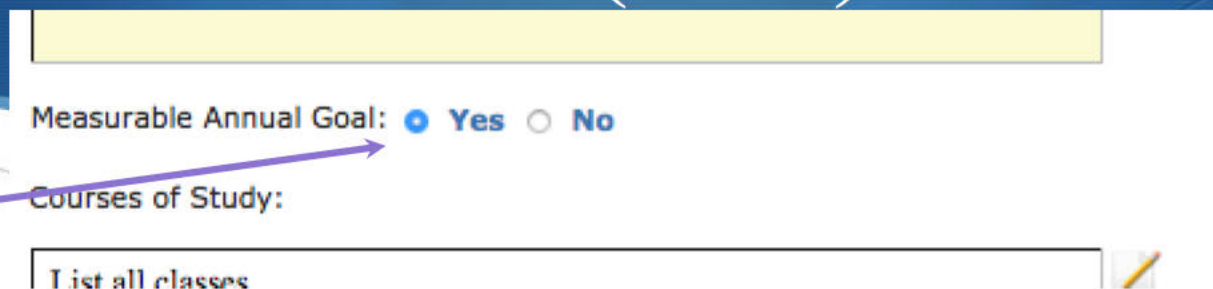
Independent Living Goal

Independent Living Goal	Measurable Annual Goal	Courses of Study	Edit
as a goal of living with family support. Dummy will access the community and resources with support.	No	List all classes	

Transition Grid: Courses of Study


- 💧 Courses of study should be current courses in the student's roster from PowerSchool
- 💧 If the IEP spans 2 school years, you must write current courses and prospective courses of study for the following school year.
 - 💧 **“Courses of Study for the 20212022 School Year** English 3, Statistics, Environmental Science, World History, and Art.
 - 💧 **Prospective Courses of Study for the 20222023 School Year** English 4, Government/Civics, Drama, African American History, Chemistry, and Computer Graphics”
- 💧 Writing “prospective courses of study” eliminates the need to do a revision at the beginning of the school year.
- 💧 Copy and paste for each goal area: post-secondary, employment, and independent living

Transition Grid: Measurable Annual Goal (Y/N?)



Measurable Annual Goal: Yes No

Courses of Study:

List all classes 

- 💧 Check “yes” for all goals: post-secondary, employment, and independent living
- 💧 These goals are not the same as the goals in the goals/objectives section of the IEP (section V); however, we check yes because we align the transition goals to the measurable annual goals in the IEP through the services we add under each transition goal area (will explain in more detail shortly)
- 💧 The goals reflect what the student wants to do AFTER high school in each area.
- 💧 These goals will NOT include a baseline and goal percentage.

Transition Grid: PostSecondary Education and Training Goal

Examples:

- 💧 Jose has a goal of attending a two or four year college following graduation.
- 💧 Victor has a goal of attending trade school following graduation.
- 💧 Josephine has a goal of attending on the job training following graduation.

Transition Grid: Employment Goal

Examples:

- 🔹 Michael has a goal of competitive employment.
- 🔹 Estefania has a goal of competitive employment. She will require agency support to do so.
- 🔹 Albert has a goal of supported employment. He will require agency support to do so.

Transition Grid: Independent Living Goal

Examples:

- Abel has a goal of living independently.
- Adrian has a goal of living with family support.
- Silas has a goal of living with community support. He will require agency support to do so.

Transition Goal Areas: Specific vs. Non-Specific

- 💧 GREAT EXAMPLE: Following graduation, Jodie has a goal of attending a two or four year college to study elementary education.
- 💧 TOO SPECIFIC/DO NOT USE: Following graduation, Jodie will attend The Pennsylvania State University to study Special Education 7-12.

Transition Grid: Services

- Each goal area (post-secondary, employment, and independent living) must have **at least 1 service**
- Services address skill deficits
- A service leads to a measurable annual goal from the goals/objectives section (V) of the IEP; therefore, all goals must in some way support in the student's transition from high school to adulthood.
 - "Student will increase reading comprehension."
 - "Student will increase math calculation skills,"
 - Do not write as the measurable annual goal—baseline %'s and goal %'s are not needed.
 - Do not list the same service under each goal—each goal should have a different service listed
 - ALL goals must be referenced in the transition grid as a service
- Use an asterisks *** to designate services vs. activities

Transition Grid: Activities

- Each goal area (post-secondary, employment, and independent living) must have at **least 1 activity**
- Activities are provided to help students achieve their post-secondary goals but do not need to be directly connected to a measurable annual goal
 - Example:
 - visit a college fair (post-secondary)
 - complete senior project (post-secondary)
 - meet with guidance counselor to review graduation plan (post-secondary)
 - Information on registration for SAT (post-secondary)
 - Complete a virtual tour of various colleges (post-secondary)
 - register with OVR (employment)
 - complete a career interest inventory (employment)
 - Register to vote (independent living)

Transition Grid: Person(s)/Agency Responsible

- 💧 When answering this question, it is important to think: “Who will be supporting the student to follow through with this service or activity?”
- 💧 Include **all** of the people/agencies that will support the student with that service/activity
- 💧 Examples: Student, Parent, Case Manager, Special Education Teacher, Regular Education Teacher, Transition Coordinator, Guidance Counselor, OVR Counselor, Supports Coordinator, etc.

Measurable Annual Goals



Transition Measurable Annual Goals

All IEPs for students ages 14 to 21 must have a minimum of 2 measurable annual goals that directly relate to transition skills.

Transition Measurable Annual Goal Bank

Measurable Annual Transition Goal Bank		
GOAL AREA: Job Seeking Skills	How is it measured?	Standard
<p>Given the Brigance G-2 Simple Application for Employment, (student name) will independently complete the application with --% accuracy moving from a baseline of --% accuracy on 3 out of 4 trials.</p> <p>OR</p> <p>Given the Brigance G-3 Complex Application for Employment...</p>	<p>Brigance G-2 Simple Application for Employment</p> <p>OR</p> <p>Brigance G-3 Complex Application for Employment</p>	<p>Career Education and Work Academic Standard 13.2.11.C</p> <p>“Develop and assemble, for career portfolio placement, career acquisition documents [...]”</p>

[Transition Section of the IEP Guide](#)

Academic Standards for Career Education and Work

Academic Standards for Career Education and Work



13.1. Career Awareness and Preparation			
13.1.3. GRADE 3	13.1.5. GRADE 5	13.1.8. GRADE 8	13.1.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Recognize that individuals have unique interests.</p> <p>B. Identify current personal interests.</p> <p>C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>D. Identify the range of jobs available in the community.</p>	<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. Describe the impact of personal interest and abilities on career choices.</p> <p>C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>D. Describe the range of career training programs in the community such as, but not limited to: <ul style="list-style-type: none"> • Two-and-four year colleges • Career and technical education programs at centers (formerly AVTSs) and high schools • CareerLinks • Community/recreation centers • Faith-based organizations • Local industry training centers • Military • Registered apprenticeship </p>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Relate careers to personal interests, abilities, and aptitudes.</p> <p>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p> <p>D. Explain the relationship of career training programs to employment opportunities.</p>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise </p>

Progress Monitoring

- 💧 Resources have been provided for each goal in the goal bank that can serve as progress monitoring tools
 - 💧 You can find this in the Indicator 13 Google Folder under [“Transition IEP Goals & Progress Monitoring”](#)
- 💧 Progress monitoring should be conducted quarterly just as regular IEP goals

Assessing for Independence

Independence Grading Scale Levels of An Increasing Prompt Hierarchy

6	Independent	This student knows how to do the task without any help from the teacher and/or instructional assistant. *The student required 0 prompts from the teacher or instructional assistant.
5	Requires Prompting	*The student required only 1 prompt from the teacher or instructional assistant.
4	Requires Prompting	*The student required 2 prompts from the teacher or instructional assistant.
3	Requires Prompting	*The student required 3-4 prompts from the teacher or instructional assistant.

The Office of Vocational Rehabilitation



OVR UPDATES

- As of October 1st, 2019, OVR is operating under “Order of Selection”
- Not all OVR customers will be able to be served due to limited resources (i.e., limited funding).
- OVR will select customers in order of priority—highest priority will be given to those considered to be the most significantly disabled.
- OVR defines a significant disability as “a disability that requires multiple (two or more) VR [vocational rehabilitation] services over an extended period of time (six months or more) [...]”

Who to register...

- 💧 We can only register students in **11th/12th grade**
- 💧 We need to have a heavy focus on registering students who are in 11th grade. The earlier they register the better.
- 💧 We need to focus on our students who will need the most support with finding employment
 - 💧 Students with Autism, Intellectual Disabilities, Emotional Disturbances

How to register... (Aspira Cyber)

- 💧 The student must complete the [OVR pre-application](#) in through the [Job Gateway website](#)
 - 💧 Valid email address and phone number necessary
 - 💧 Social Security Number highly recommended
- 💧 [Instructions](#) for parents/students are in the Indicator 13 Google Drive folder in both English and Spanish

What happens next?

- 💧 Once the student completes their OVR pre-application and submits it online, then an OVR counselor will reach out to the family within the month.
- 💧 OVR will reach out via the preferred method marked, so the family should look out for an email or a letter from The Office of Vocational Rehabilitation
- 💧 The letter/email will be requesting an intake meeting with the counselor the student was assigned to. This will more than likely be a phone conference given COVID-19.

How to register...

(Olney/Academy/Accel)

- 💧 Jamie Luthy will attend Olney 1 time per month starting on October 5th
- 💧 We will be able to register a maximum of 5 students per intake day.
- 💧 Send to Jodie via email:
 - 💧 Student name
 - 💧 Student grade level
 - 💧 Diagnosis
 - 💧 Career interests (if any) / or other helpful information to present to Ms. Luthy
 - 💧 Parent contact information
 - 💧 Parent/guardian must be present if 17 or younger. Please let me know if the student is 18 and if the parent will be attending or if you'd like me to conduct the intake meeting without a parent present
- 💧 Jodie will schedule the intake meeting and follow up with each compliance coordinator
- 💧 Compliance coordinators are welcome to attend the intake meeting as well!

Inviting OVR to an IEP meeting (9th/10th Grade)

- 💧 We should be inviting OVR to *ALL* IEP meetings for students with more significant disabilities in **9th/10th grade** (e.g., Autism, Intellectual Disabilities, Emotional Disturbance)
- 💧 The parent MUST provide permission for OVR to be invited. Sufficient permission would be considered a signature on the IEP invitation that documents the agency name/title as an attendee; however, it is best practice to reach out to the parent and request permission to invite an agency and explain why this agency will be helpful to their child.

Inviting OVR to an IEP meeting (cont.)

Please see the below scenarios for how to move forward with inviting OVR:

1. If you are **unable** to make contact with the parent prior to the IEP meeting, then you will **not** invite OVR to the meeting because the parent did not provide permission in advance. Please make sure to document this in the transition present levels. For example, “the IEP case manager was unable to make contact with the parent prior to the IEP meeting. Therefore, The Office of Vocational Rehabilitation was unable to be invited.”
2. If you are **able** to make contact with the parent and the parent states that they **do not** want OVR to attend the meeting, then you will not invite OVR to the meeting because of parent refusal. Please make sure to document this in the transition present levels. For example, “The IEP case manager asked the parent if he or she would like OVR to attend their child’s IEP meeting. The parent stated he or she did not want OVR to attend the IEP meeting.”

Inviting OVR to an IEP meeting (cont.)

3. If you are **able** to make contact with the parent and the parent states that they **do** want OVR to attend the meeting, then you will invite our OVR Early Reach Coordinator, **Jill Grossberg**

💧 Please send Jill Grossberg a separate email with the IEP information (*her email is not compatible with Google calendar invites*).

💧 In the email, state the following:

-Your Name/Title

-School Name

-Student Name/Grade Level

-Anticipated Year of Graduation

-IEP date and time (preferably the expected time you would want Jill to speak about OVR services)

💧 Jill Grossberg (jgrossberg@pa.gov),

Inviting OVR to an IEP meeting (cont.)

EMAIL EXAMPLE:

Hi Jill,

My name is Jodie Alicea, and I am a Compliance Coordinator at Olney Charter High School. I have an upcoming IEP meeting on October 2nd, 2019 at 10:00 a.m. for a student named Abel Alicea. Abel is in 9th grade, and it is expected that he will graduate in June 2023. The parent has provided permission for your attendance. Please let me know if you're able to attend this meeting.

Thank you,

Jodie

- 💧 Jill will attend the IEP meeting via phone. She will provide you her phone number to conference in.
- 💧 If Jill attends the IEP meeting, please make sure to document this in the transition present levels. If Jill is unable to attend, please make sure to document that you invited OVR, but they were unable to attend the meeting.

Inviting OVR to an IEP meeting (11th/12th Grade)

- 💧 We should also be inviting OVR to ALL IEP meetings for students with more significant disabilities in **11th/12th grade** (e.g., Autism, Intellectual Disabilities, Emotional Disturbance)
- 💧 Since our **Cyber** school does not have a designated OVR counselor, you will only invite OVR to the student's IEP meeting if they are already registered and assigned an OVR counselor.
- 💧 **Olney/Academy/Accel** should be inviting Jamie Luthy (jluthy@pa.gov) to all 11th/12th grade IEP meetings for students with the most significant disabilities. **Please follow the same protocols as was outlined for Jill Grossberg when it comes to the inviting process**

Indicator 13: Google Drive Folder



Please Complete the Exit Ticket



Indicator-13 Presentation from today's IU-26 Charter School Special Education Meeting

Washington, Russell <ruwashington@philasd.org>
To: "Washington, Russell" <ruwashington@philasd.org>

Wed, Oct 6, 2021 at 5:23 PM

Hello All,

Thank you again for your participation today. Please find the Indicator 13 presentation attached.

Sincerely,
Russell

--

Russell Washington
Director, Academic Programming and Support
School District of Philadelphia
Office of Specialized Instructional Services
440 North Broad Street
Suite 206, Portal B
Philadelphia, Pa. 19130
215-400-6752
215-400-4173(Fax)
ruwashington@philasd.org

"Click here to tell us how we're doing!"

https://philasd.co1.qualtrics.com/jfe/form/SV_6SiweqqjqE7deT3?Source=EMAILAP&Office=Office

"The most important thing to remember is this: To be ready at any moment to give up what you are for what you might become." W.E.B. Du Bois

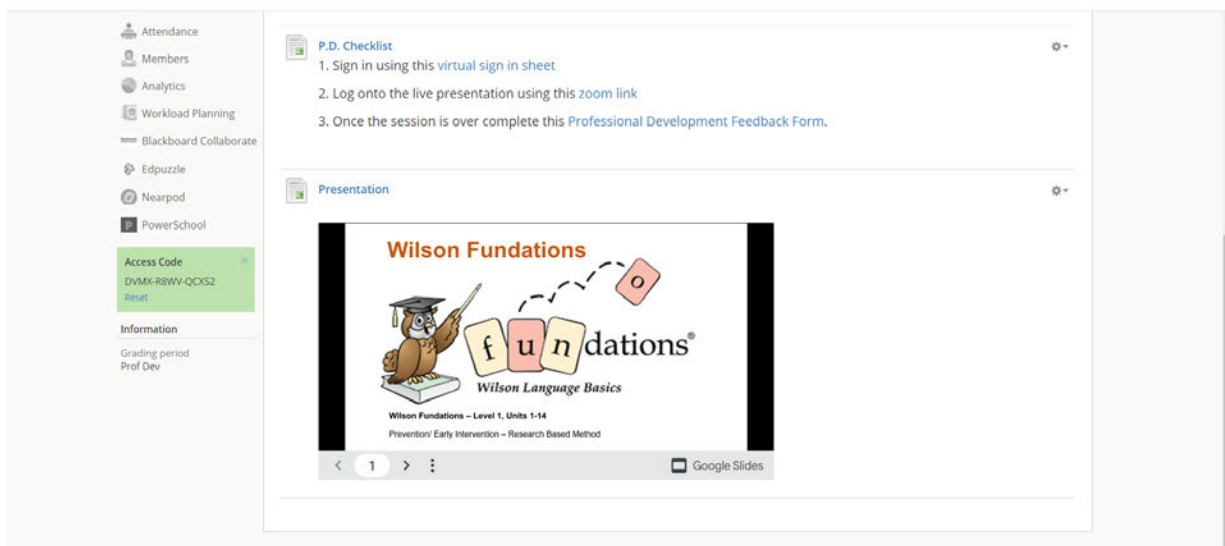
CONFIDENTIALITY NOTICE

This electronic message and its attachments may include information from The School District of Philadelphia that is confidential and privileged under federal and /or state law. It may be read, copied and used only by the intended recipient. If you have received it in error, please contact the sender immediately by return e-mail or by telephoning (215) 400-6752. Please then delete the e-mail and do not disclose its contents to any person. The improper use of this information is prohibited.

Fundations Workshop 3/9/2021

- **Who:** All SLS and All Cyber K-5
- **Presenter:** Deborah King

•
Description: Fundations is a systematic phonics, spelling, and handwriting program. As a certified Wilson Reading specialist, Ms. King will follow up on her initial introduction to the program by holding a modeling and implementation work session with the relevant instructors.



The screenshot displays a Zoom meeting interface. On the left is a sidebar with navigation options: Attendance, Members, Analytics, Workload Planning, Blackboard Collaborate, Edpuzzle, Nearpod, PowerSchool, Access Code (DVMX-RBWY-QCXSZ, Reset), and Information (Grading period, Prof Dev). The main content area shows a 'P.D. Checklist' with three items: 1. Sign in using this virtual sign in sheet, 2. Log onto the live presentation using this zoom link, and 3. Once the session is over complete this Professional Development Feedback Form. Below the checklist is a 'Presentation' section displaying a slide titled 'Wilson Fundations'. The slide features a cartoon owl wearing a graduation cap, pointing to the word 'fundations' where the letters 'f', 'u', and 'n' are on individual blocks. Below the title, it says 'Wilson Language Basics' and 'Wilson Fundations – Level 1, Units 1-14'. At the bottom of the slide, it reads 'Prevention! Early Intervention – Research Based Method'. The Google Slides interface at the bottom shows slide 1 of 1.

First Name	Last Name	Attendance Confirmation	PD Session Name	Date <i>(double click on box for</i>	Start Time	End Time
Jocelyn	Bookman	FALSE				
Larheim	Brown	FALSE				
Liza	Caraballo	TRUE	WilsonReading Workshop	03/09/2022	215pm	3:15 PM
Jessennia	Colon-Velazquez	TRUE				
Megan	Doloway	TRUE				
Mark	Dunyan	FALSE				
John	Either	FALSE				
Kimberly	Espinosa	FALSE				
Brandy	Fernadez	FALSE				
Thomas	Flannery	FALSE				
Nicole	Fulcher	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Elsie	Garcia	FALSE				
Diane	Greening	FALSE				
Shantel	Gubanish	FALSE				
Kerrie	Henshaw	FALSE				
Christel	Hibbard Pond	FALSE				
Brooke	Hill	FALSE				
Jaclyn	Isett	TRUE	Wison Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Valerie	Joseph-Darden	FALSE				
Chelsea	Kahana	FALSE				
Deborah	King	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Persis	Koshy	FALSE				
Paul	Kowalchuk	FALSE				
Michael	Long	FALSE				
Jennifer	Lucas	FALSE				
Ashley	Lugo	FALSE				
Emma	Maldonado	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Meisha	Malone-Carrington	FALSE				
Alexandria	Matthie	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Moira	McEntee	FALSE				
Jacob	Melman	FALSE				

Travis	Meyer	FALSE				
Elizabeth	Mondragon	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Miram	Morrissey	FALSE				
Jennifer	Nieves-Echaverria	FALSE				
Laura	Nitzberg	FALSE				
Melanie	Pena	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Luis	Quintero	FALSE				
Shafaye	Rainey	FALSE				
Sonia	Ramirez	FALSE				
Ashley	Rodriguez	FALSE				
Jiovanna	Rodriguez	FALSE				
Noemi	Rodriguez	FALSE				
Michelle	Rodriguez Burgos	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	
Nancy	Ruiz	FALSE				
Jaime	Ruth	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Mary	Santiago	FALSE				
Albert	Schofield	FALSE				
Pam	Short	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Megan	Sinclair	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 AM	3:15 AM
Dara	Smith	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Shonda	Smith	FALSE				
Juanita	Toledo	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Amy	Toll	FALSE				
Lina	Vargas	FALSE				
Nicole	Weirich	FALSE				
Kelli	Wilson	TRUE	Wilson Reading Program Workshop	03/09/2022	2:15 PM	3:15 PM
Ryan	Wolcott	FALSE				
Yvonne	Yangello	TRUE	Wilson Reading Program Workshop	3/9/2022	2:15 AM	3:15 AM
Sara	Young					
Holly	Younger					

ASPIRA Bilingual Cyber Charter School

GRADE 8
HIGH SCHOOL SELECTION
PROCESS
SY2021-2022



Overview

- Introduction
- What is the High School Application Process?
- Types of High Schools
- LeGare Process
- Application Process
- Folder
- Important Dates
- Questions?

Introduction to the High School Selection Process

The School District of Philadelphia (SDP) has three types of high schools that you can apply into:

- Neighborhood High Schools
- Citywide Admission High Schools
- Special Admission High Schools
- ❖ All 8th grade students can fill out one high school application for up to 5 schools.

Independent from SDP are Charter and Private High Schools - **You can apply up to as many charter or private high schools as you want. There is no limit.**

Neighborhood High School

These schools have an open admissions policy for students who have attended 8th grade in the school's feeder pattern. Students from outside of the feeder pattern are also encouraged to apply for admission into the various college and career focused program within each high school.

SUMMARY:

- **If you do not get into any of your selected schools, there is a place for you!**
- **Students automatically go to the neighborhood school if they do not get into any of their selected schools**

Citywide Admission High Schools

The high schools accept students from across the city. Each has its own set of admissions criteria related to attendance, punctuality, behavior, grades, and standardized test scores. In addition, students may have to attend an on-site interview. Please see the specific School Profile for any additional admissions requirements, if applicable.

SUMMARY:

- No test score requirement
- Sets minimum standards regarding grades
- Discipline & Attendance Standards
- All qualified students go into a lottery

CITYWIDE ADMISSION HIGH SCHOOLS

- **Building 21**
- **Constitution High School**
- **Dobbins, Murrell High School**
- **High School of the Future**
- **Jules E. Mastbaum High School**
- **Philadelphia Military Academy**
- **Swenson Arts Tech High School**

Special Admission High Schools

These high schools are “magnet schools” each with its own set of admissions criteria related to attendance, punctuality, behavior, and grades. Students citywide may apply to these special admission high schools. However, it is strongly recommended that you review the set of admissions criteria and your own scholastic record prior to applying.

SUMMARY:

- Set high bar
- Specific requirements regarding attendance & grades

SPECIAL ADMISSION HIGH SCHOOLS

- **Academy at Palumbo High School**
- **Arts Academy at Benjamin Rush High School**
- **William W. Bodine High School for International Affairs**
- **George Washington Carver High School of Engineering and Science**
- **Central High School**
- **Creative and Performing Arts High School (CAPA)**
- **Julia R. Masterman High School**
- **Philadelphia High School for Girls**

Private/Catholic Schools

- **Seperate application**
- **Most charge annual tuition but financial aid and scholarships are often available**
- **They have their own deadlines**
- **You must apply directly to them**
- **Admissions typically includes application, entrance test, and interview**

Charter Schools

Charter Schools are independently operated public schools that are funded with federal, state, and local tax dollars. These schools are established to provide families with more educational alternatives for their children.

These have independent applications (these applications you do on your own).

You can apply at <https://applyphillycharter.org/>

SUMMARY:

- They have their own application process, everyone is entered into a lottery
- They have their own deadlines
- You must apply directly to them and there is no limit to how many schools you apply into
- You need to contact that charter school directly & as early as possible
- They are open to all

Applying to ABCCS (Cyber)

If you choose to return to ASPIRA Bilingual Cyber Charter School for school year 2022-23 as a Grade 9 student; parents will have to complete a new enrollment packet in June 2022 online at www.abccs.org or pick up a paper packet at the Cyber main office in June 2022.



Application Process

Online application for this year opens: **October 6, 2021 to November 21st @ 11:59 pm**

Online applications for the Philadelphia School District

- Only allowed to apply to up to 5 high schools
- I will be setting up times with every 8th grade student and parent to discuss in detail which high school they plan on applying into.
 - Cyber and SLS students - Mrs. Persis Koshy (pkoshy@cyber.aspirpa.org)
- You are responsible to apply into all charter, private and Catholic schools

Application Process cont.

Once an application is submitted, it cannot be modified. Make sure your information is correct before submitting, especially the email address you supply for contact. All notifications will be sent to this email address.

Email:

- **Functional**
- **Check regularly**

Application Process cont.: Student Profile Folder

Student Profile Folder consists of:

- **Student data transcript**
- **Most recent/final report card**
- **Attendance records**
- **Behavior records**
- **1 Page Personal Essay**

Essay

Essay:

- Only special admission schools require an essay.
- Further information will be provided both to the student and respective teachers.

IEP, IEP- ELL, 504 Plan

LeGare Process

The LeGare Consent Decree mandates that **each student with a disability have an equal opportunity to participate in the high schools and high school programs** that are available to students generally.

ONLY for application to Criteria Based Schools: Special Admission & Citywide

LeGare does **not** cover applications to:

- Neighborhood High Schools
- Charter Schools
- Non Public High Schools

Only ONE of the following can be waived. Cannot waive multiple!

LeGare Waiver: Examples

- **Attendance**: student was absent for 30 consecutive days because he/she was hospitalized
- **Punctuality**: student is taking a new medication that causes nausea and vomiting. Student comes to school late rather than missing the entire day.
- **Grades**: Student's reading and/or math grades are not based on accommodations (i.e.: IEP Goals or Can Do Descriptors (ELL))
- **Behavior**: Student was new to country and experienced cultural differences, behavior has now improved.
- **Standardized Test Scores**: ELL student's English language proficiency affected the PSSA reading score
- **Other**: Student did not attend school in the US, so please see attached transcript.

LeGare: Statement of Non-Participation

- **If student does not wish to participate in the H.S. Selection Process**
 - Student has an IEP, IEP-ELL, or 504
- **There is a form that needs to be signed by the legal parent**
- **By signing this form, it means:**
 - Student is applying to another charter school
 - Staying at ASPIRA Bilingual Cyber Charter School
 - Assigned to a Neighborhood Comprehensive High School

Before Meeting with School Counselor...

- **RESEARCH!** You can look at the directory and see which high schools you have selected and want to apply into. It will save time on both our ends to have the top five schools selected.
- The high school selection guide will be uploaded onto Schoology (Cyber) and Google Classroom (SLS).
- Please go through it and pick the schools you would like to apply to so that we can speed up the application process.

Additional Resources

- You can look up the schools using the Great Philly School guide which is in both English and Spanish.
- A copy of this guide will be emailed to you.
- https://philaschool.my.salesforce.com/sfc/p/#1N000002sa7w/a/3l000000gdmA/N8VFm3a0oQHlISMtqYomxS.gXZnjDPMa_rvx6R_0oKw
- English version beginning from page 141
- <https://philaschool.my.salesforce.com/sfc/p/#1N000002sa7w/a/3l000000gdwj/BYr3zCDgt2aEBA1n8QzwkNUZ9nnKemiutvkX5R.377l>
- Spanish version beginning from page 65

If I don't meet the exact criteria of a selective school, should I apply anyway?

Yes, but only if your record comes close to meeting all the requirements.

Parent Duties

- Make an appointment with me by contacting me either at pkoshy@cyber.aspirapa.org or by calling 215-452-7065
- Attend the high school virtual fair at <https://www.phillyhighschoolfair.com/>
- Keep in constant communication with schools!

Timeline

- **Application Period- October 6th started at 4:00 pm-Closes November 21st at 11:59 pm - NO EXCEPTIONS**
- **You will be notified via email whether you have been accepted or denied in January 2022.**
- **You will then have to sign and submit that you accept the decision that has been made regarding your child's admission into the school within (5) five business days.**

Now what?!

- RESEARCH schools
- Set up an appointment with school counselor
 - Have 5 schools in mind
- How to set up an appointment: email &/or call me
 - My phone number: **215-452-7065**
 - Email:
 - Cyber & SLS students – **Mrs. Koshy:**
pkoshy@cyber.aspirapa.org

Important Websites

- <https://www.philasd.org/studentplacement/services/school-selection/#1600267380216-6aed7ef1-9fa3>
- <https://phillyhighschoolfair.com/>
- <https://www.philasd.org/cte/wp-content/uploads/sites/155/2020/09/HS-Directory-2021-for-web-2020-09-17.pdf>

Contact Information

- **To contact the office of Student Enrollment and Placement:**
 - OSEP@Philasd.org

- **To reach the LeGare Committee**
 - LeGare@philasd.org

Virtual Attendance – Please sign in

<https://docs.google.com/forms/d/1P8kQc5nxeBTyHoC3m0GjeE5lc-mLuCBi2xwt9vm8mlk/edit>



Any Questions?



AHEDD Parent Meeting Attendance

11/11/2021

Attendance was a Google Form. No parents completed the link; however, multiple parents/families did attend. LEA will need to adjust sign in procedure for virtual parent meetings.



AHEDD's Work Incentive Counseling Services and the Impact of Work on Social Security Disability Benefits: SSDI and SSI

Aspira Bilingual Cyber Charter School Parent Forum
November 11, 2021



AHEDD

A Specialized Human Resource Organization

AHEDD – Established 1977

- Employment Services
 - Pre-employment
 - Job Development
 - Job Coaching
 - Follow Along
- Work Incentive Counseling Services, since 2001
 - Assessment for other federal, state, local programs
- Ticket to Work Program, since 2001



A Specialized Human Resource Organization

What will happen to my benefits when I go to work?

- Myths and misinformation about working:
 - I can only work 20 hours per week.
 - I can't make too much money.
 - I don't know how much I can work with my disability
 - If I go to work, I'm afraid I will lose my medical coverage.
 - It took me so long to get on benefits, I can't afford to lose them.
 - I tried to go to work, and then they told me I owed Social Security money. I don't want to work and have that happen again.

Applying for SSA Benefits

- Know the program you plan to apply to
 - Are there resource/income limits at application?
- What documentation do I need to submit?
 - Evidence of disability: medical records, doctors' reports, and recent test results
 - 3rd party letters from supports/service providers
- Apply for disability benefits online
 - <https://www.ssa.gov/pubs/EN-05-10550.pdf>



A Specialized Human Resource Organization

What is Work Incentive Counseling

- Purpose: Provides accurate and correct information about how work and income will impact a person's SSI/SSDI benefits and Medicaid/Medicare, and other local, state, and federal benefits (waiver services, food stamps, etc.)
 - Technical advisors (CPWICs) help those on SSI/SSDI to identify, apply for, and manage work incentives available through Social Security
- Goal: To increase knowledge and help individuals make informed decisions about how work will impact their benefits and healthcare



AHEDD

A Specialized Human Resource Organization

SSA Income Support Programs

SSDI

Medicare

**Social Security
Disability
Insurance**

SSI

Medicaid

**Supplemental
Security
Income**

Social Security Work Incentives

SSI

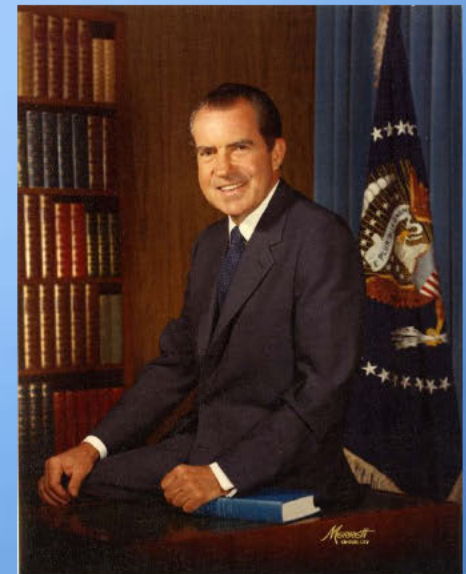
- 1619(b) Extended Medicaid
- Student Earned Income Exclusion (SEIE)
- Plan to Achieve Self Support (PASS)
- Impairment Related Work Expenses (IRWEs)
- Blind Work Expenses (BWEs)
- Expedited Reinstatement (EXR)
- Ticket to Work (TTW) program

SSDI

- Trial Work Period (TWP)
- Extended Period of Eligibility (EPE)
- Cessation and Grace Months
- Extended Period of Medicare Coverage (EPMC)
- Impairment Related Work Expenses (IRWEs), Subsidy's, and Special Conditions
- Expedited Reinstatement (EXR)
- Ticket to Work (TTW) program

Supplemental Security Income (SSI)

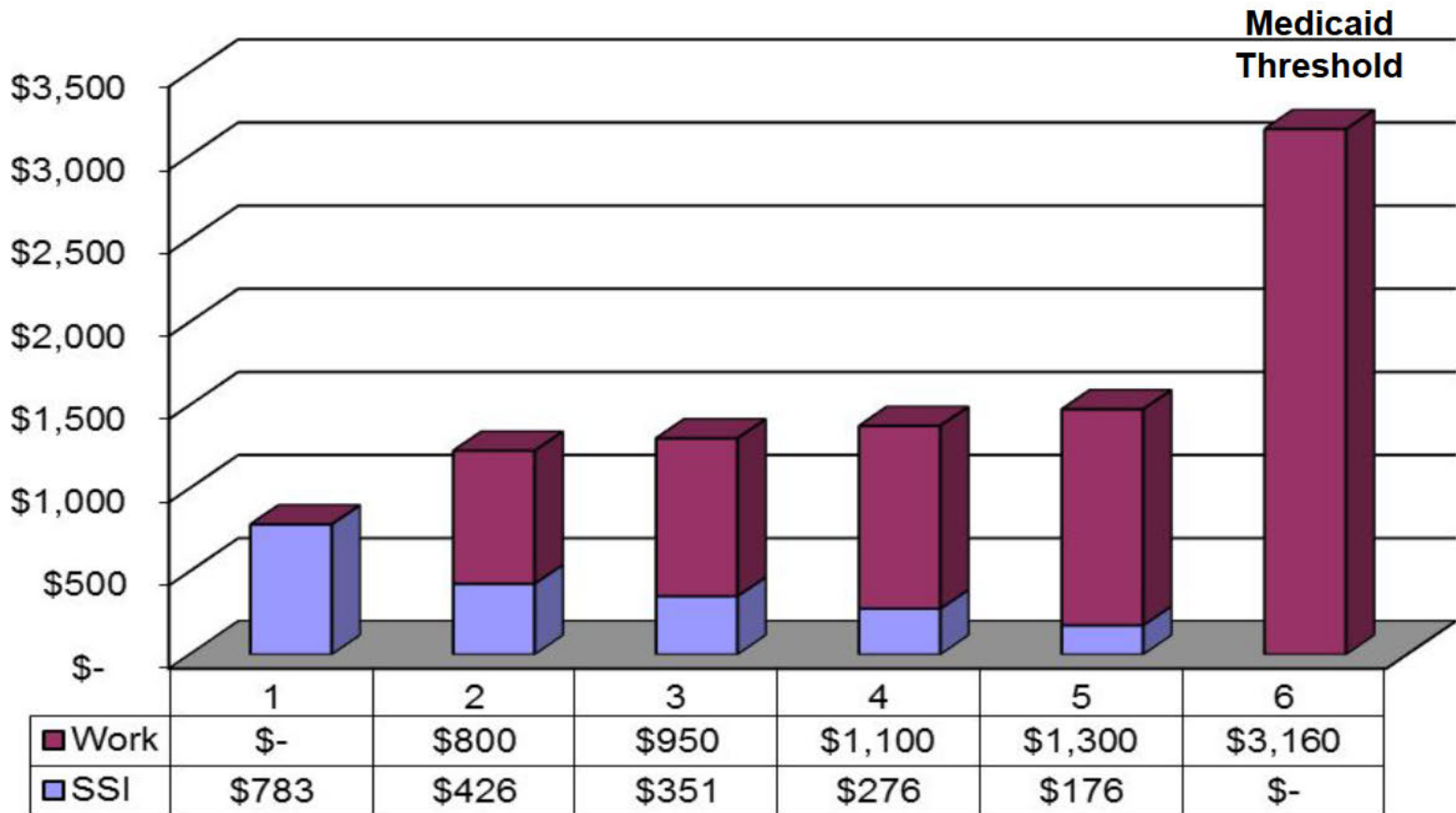
- Means tested, low income, low resource income support program
 - Available to children, adults, and elderly
- Limited Assets: < \$2,000
 - At application and ongoing
- Full Federal Benefit Rate: \$794 (CY 2021)
 - Maximum SSI payment
- Earnings below SGA for eligibility
 - Irrelevant post eligibility
- Most states provide an SSI supplement.
 - In PA, DHS provides a monthly benefit, \$22.10



Impact of Work on SSI

- Income causes a reduction in the SSI cash benefit
- SSI calculation based on “***countable income***”
 - Combination of earned and unearned income, after income exclusions and deductions are applied
 - Earned income: wages earned from work
 - Unearned income: SSDI benefits, not paying towards food and shelter costs, deeming, child support
- Resource limit of \$2,000 to maintain SSI cash payment and Medicaid

Impact of Earned Income on SSI Cash Payment



The Medicaid Threshold in 2021 = \$46,458

Extended Medical Coverage for SSI Recipients who Work

- **Extended Medicaid Coverage – 1619(b) status**
 - Medicaid can continue indefinitely if a beneficiary has earnings over the SSI limits and needs Medicaid in order to work.
 - The Medicaid Threshold for 2021 is \$46,458 (yearly)
 - 2020 PA Medicaid Threshold was \$38,431
 - *Must continue to have resources < \$2,000



A Specialized Human Resource Organization

SSI

Student Earned Income Exclusion (SEIE)

- Criteria:
 - <22
 - Enrolled in school
 - SSI
 - Earning a paycheck
- Monthly exclusion of \$1,930 (CY 2021), up to a yearly maximum of \$7,770 countable earnings
- Proof of being in school
- Need to request!

Plan to Achieve Self-Support (PASS)

- Savings toward a vocational goal, over a specific time period
- SSI or potentially eligible for SSI & another source of income: earned, unearned, in-kind
- PASS Application submitted to local SSA Office, approved by Regional PASS Cadre
- Form:
<http://www.ssa.gov/online/ssa-545.pdf>



SSI



SSDI

Achieving a Better Life Experience (ABLE) Accounts

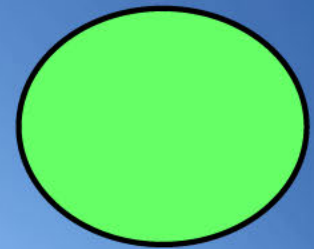
- Tax free savings accounts for individuals who became severely disabled before age 26
- Administered by the PA Treasury Department
- Direct contributions to 7 combinations of investment options offered by the PA ABLE Savings Program
- Save up to \$15,000 per year – investment grows tax free
- Total pool of \$100,000 exempt from means test for SSI, Medicaid, other state means tested benefits
- Quarterly, ongoing fee (\$15)
- Purchase of wide range of “qualified disability expenses”

<http://www.paable.gov/overview/>

Social Security Disability Insurance (Title II)

- Public Long-Term Disability, started in 1956
- Entitlement based on work history and age
 - *For disability and survivor benefits, young people need fewer credits to be eligible.*
- Monthly payments based “quarters of credit” earned
- Average SSDI cash payment = \$1,277 per month
- 6 month wait for cash
- 2 year wait for Medicare





Childhood Disability Benefit (CDB) – also Title II

- An adult son or daughter of a parent who is disabled, deceased, or retired:
 - Meets the definition of disability
 - Is at least 18 years old
 - Became disabled before age 22
- Cash benefit amount based on parent's work record
- CDB beneficiaries eligible for Medicare, no waiting period
- Once eligible, CDB benefits and Medicare will terminate if the individual gets married to someone not receiving CDB benefits

Work & Title II Benefits: SSDI/CDB

- Trial Work Period (TWP) – test out ability to work
 - 9 months, non-consecutive
 - Receive full cash benefits regardless of earnings
 - Trial Work Period level = \$940 (2021)
- Extended Period of Eligibility (EPE) – 36 months
 - Benefits suspended contingent upon earnings @ substantial gainful activity (SGA) -- not including specific work incentives
 - SGA, after applicable work incentives = \$1310 (2021)
- Suspension vs. Termination of benefits

Extended Medical Coverage for SSDI/CDB Beneficiaries

Extended Period of Medicare Coverage (EPMC)

- Medicare can continue for at least 57 months after the Extended Period of Eligibility ends
- After that, a person can buy Medicare Coverage by paying a monthly premium
- Medicare is often the "secondary payer" when primary health care coverage is from employer

<https://www.ssa.gov/disabilityresearch/wi/extended.htm>

SSI

SSDI

Ticket to Work Program

- Sponsored through Social Security, helps with job finding through Employment Networks and/or OVR services for those on disability
- Purpose: To assist individuals receiving SSI/SSDI benefits with obtaining employment services and supports
- Goal: To increase an individual's ability to achieve financial independence, decrease dependency on cash benefits, and prepare beneficiaries for long-term success in the workforce

Work Incentive Counseling Answers:

- What will happen to my cash benefit when I go to work?
- What will happen to my healthcare when I start working?
- What do I need to know to keep my eligibility for benefits?
- How much can I earn and still maintain eligibility for my cash benefit?
- Once I start working, what do I need to know about reporting my earnings?
- What's the best way to communicate with social security/other programs?
- Are there any work incentives (special rules) that apply to my situation?



A Specialized Human Resource Organization

Work Incentive Counseling Answers:

- Can I save money/how much can I save?
- What other programs are available to me through the local, state, or federal programs?
- If I need other support services, what programs could you identify that would help me? How do I get started? What questions should I ask?
- I got an overpayment and need to explore my options for repayment. Can you help me with this process?

What Does Work Incentive Counseling Look Like?

- Virtual meeting (phone, Zoom, Skype) with SSI/SSDI beneficiary and their Rep Payee/family members
- Verify benefits via Benefits Planning Query (BPQY)
- Complete an intake
- Assist students/families with identifying, applying for, and managing work incentives
- Address unusual circumstances (e.g. overpayments)
- Provide overview of individualized WIC session in written report
 - Benefits Summary and Analysis (BSA)
- Ongoing, follow up services

Benefits Planning Query (BPQY)

- Planning tool used during Work Incentive Counseling by CPWICs to verify disability benefits and work status
- Can be obtained prior to WIC services, with assistance from CPWIC
- Offered free of charge by Social Security to those on SSI/SSDI who are interested in work

Benefits Planning Query (BPQY) Confidential Social Security Data		
NAME:	EMILY CLAIMANT	SSN: 123-45-6789
	Social Security Disability Insurance (SSDI)	Supplemental Security Income (SSI)
RECORD	See Below	See Below
<u>CASH</u>		
Type of Benefit	Disabled Worker	Disabled Individual
Current Status	Current Pay	Current Pay
Statutory Blindness	No	No
Date of Disability Onset	07/02	05/99
Date of Entitlement	12/02	05/99
Full Amount	\$292.70	\$331.00
Net Amount	\$292.70	\$331.00
Others Paid on this Record	No	No
Total Family Cash Benefit	\$292.70	Not Applicable
Overpayment Balance	\$0.00	\$0.00
Monthly Amount Withheld	\$0.00	\$0.00



A Specialized Human Resource Organization

Referral Form for Work Incentive Counseling

Referral for Work Incentive Counseling

 Date of Referral: _____

AHEDD - Michele Boardman, CHIC
Phone: (215) 885-2060 x54018
Fax: (215) 885-2060
Address: 124 York Ave., Suite 202, Drexel, PA 19122
Drexel, PA 19122

Name: _____ Date of Birth: _____

Address: _____

City: _____

State: _____ Zip: _____ Country: _____

Phone: _____ Cell Phone: _____

Email: _____

Disability: _____ Special Accommodations Needed: _____

Representative Payee? Yes No Name: _____

Address: _____

City: _____

State: _____ Zip: _____ Country: _____

Phone: _____ Cell Phone: _____

Email: _____

Type of Benefit Received: SSI SSDI Not Applicable

Reason for Referral: Currently working All Other Pending
 Actively Seeking Employment Considering Employment

Comments: _____

Referral Agency: _____

Referral Name: _____

Address: _____

City: _____

State: _____ Zip: _____ Country: _____

Phone: _____ Cell Phone: _____

Email: _____

Note: If emailing this document, send it as secure, password protected document per SSA regulations

Eligibility:

- Age 14-30
- Receiving SSI/SSDI benefits
- WIC is free (PEW grant funded)

Contact:

Michele Boardman
Project Director

(215) 885-2060 x 54018

michele.boardman@ahedd.org

TAKE AWAYS



Probe about benefits



Seek technical assistance proactively



Sing in harmony: promote financial independence



Circle back & check in about benefits

Contact Information

Facilitators

- Michele Boardman, MA, CPWIC, CESP, LPC
Employment Coordinator, (215) 885-2060 x 54018
michele.boardman@ahedd.org
- Les Riggall, CESP, CPWIC
Employment Specialist, (215) 885-2060 x 54020
Leslie.Riggall@ahedd.org

HS Selection Parent Meeting Attendance

10/21/2021

Zoom Link for Student/Parent Virtual Meeting - October 21, 2021 at 5:30 pm

<https://aspirapa.zoom.us/j/83171256001?pwd=aDNPWml4bHR4L29mOVI2SWVEV2Fhdz09>

Meeting ID: 831 7125 6001

Passcode: 200947



ASPIRA BILINGUAL CYBER CHARTER SCHOOL

An ASPIRA, Inc. of Pennsylvania School
6301 N. 2nd Street * Philadelphia, PA 19120
Phone: (267) 297-1883 * Fax: (267) 774-4860

Nancy Ruiz, Principal

TO: ALL GRADE 8 ABCCS FAMILIES

GRADE 8 STUDENTS = HIGH SCHOOL SELECTION PROCESS

The high school selection process allows 8th grade students going into high school to apply to a different school other than the assigned neighborhood or feeder school.

Students can apply up to five (5) different School District of Philadelphia Schools (Special Admission, City-Wide and other Neighborhood Schools but excludes Charter, Catholic or paid tuition schools) from September 18, 2020 to November 6, 2020 by 11:59 pm.

If a student has an IEP, Medical 504 Plan or an English Language Learner, they automatically qualify for LeGare.

- **LeGare** is an Advocacy process allowing for an EQUAL opportunity to attend a City-Wide or Special Admission High School.

For the Grade 8 students who already report to the school building, we will be holding a student meeting on Thursday, October 21, 2021 to discuss the process with the Grade 8 students. The families of these students must attend the 5:30 pm virtual Zoom meeting.

It is mandatory for our Grade 8 families to attend the virtual meeting listed below to obtain important information and begin the HS selection process

Thursday, October 21, 2021 at 5:30 pm

<https://aspirapa.zoom.us/j/83171256001?pwd=aDNPWml4bHR4L29mOVI2SWVEV2Fhdz09>

Meeting ID: 831 7125 6001

Passcode: 200947

ABCCS Website - <http://www.abccs.org>
Facebook: (search) ASPIRA Bilingual Cyber Charter School

ESTABLISHED - 2010



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Phone: (267) 297-1883 * Fax: (267) 774-4860

Nancy Ruiz, Principal

PARA TODAS LAS FAMILIAS DE ABCCS DE 8º GRADO

ESTUDIANTES DE 8 º GRADO = PROCESO DE SELECCIÓN DE ESCUELA SECUNDARIA

El proceso de selección de la escuela secundaria permite a los estudiantes de octavo grado que ingresan a la escuela secundaria postularse para una escuela diferente que no sea el vecindario asignado o la escuela secundaria.

Los estudiantes pueden solicitar hasta cinco (5) escuelas diferentes del Distrito Escolar de Filadelfia (admisión especial, escuelas de toda la ciudad y otras escuelas del vecindario, pero excluye escuelas autónomas, católicas o de matrícula pagada) **desde el 18 de septiembre de 2020 hasta el 6 de noviembre de 2020 antes de las 11:59 pm.**

Si un estudiante tiene un IEP, un plan médico 504 o un estudiante de inglés como segunda lengua, automáticamente califica para LeGare.

o LeGare es un proceso de defensa que permite la IGUALDAD de oportunidades para asistir a una escuela secundaria de admisión especial o en toda la ciudad.

Para los estudiantes de Grado 8 que ya se reportan al edificio vamos tener una reunión el jueves 21 de octubre de 2021 en la escuela para discutir el proceso. Las familias de estos estudiantes deben asistir a la reunión virtual de las 5:30 pm.

Es obligatorio que nuestras familias de Grado 8 asistan a la reunión virtual que se enumera a continuación para obtener información importante y comenzar el proceso de selección de HS.

jueves, 21 de octubre de 2021 a las 5:30 pm

<https://aspirapa.zoom.us/j/83171256001?pwd=aDNPWml4bHR4L29mOVl2SWVEV2Fhdz09>

Meeting ID: 831 7125 6001

Passcode: 200947

ABCCS Website - <http://www.abccs.org>
Facebook: (search) ASPIRA Bilingual Cyber Charter School

ESTABLISHED - 2010

The background is a black and white checkerboard pattern. In the top left, there are three colorful paper scraps in red, teal, and yellow with black outlines and small white dots. At the top center, there are two white paper scraps with black lines representing text. In the bottom left, there is a teal book cover and an open book with black lines for text. In the bottom right, there is a red book cover and another open book with black lines for text.

2021-2022

IEP Contents/ Special Education Timeline Review

_____ Campus Special _____
Education Department

PA Special Education Timeline

When a parent orally requests an evaluation, the LEA must provide a **copy of the Permission to Evaluate- Evaluation Request** form to the parent **within 10 days**.

When a parent presents a written request for an evaluation, if the LEA agrees to evaluate as requested, the LEA must provide the **Permission to Evaluate** form to the parent within a reasonable amount of time- generally **10 days**.

After the LEA receives written parental consent, the initial evaluation must be completed and a **copy of the Evaluation Report** must be presented to the parent **within 60 days**.

The LEA must **convene the IEP meeting after the completion of an ER or RR within 30 days**. If the parent did not receive the ER/ RR prior to the IEP meeting a waiver must be signed.



DATES!

IEP must be dated within 364 days of the previous IEP.

IEP must be dated within 30 days of ER/ RR date.

NOREP must be dated the SAME as IEP date.

Invitation must be dated at least 10 SCHOOL days prior to IEP date.

Medical Billing (if necessary) must be dated the SAME as IEP date.

The background is a black and white checkerboard pattern. In the corners, there are stylized illustrations of books and decorative leaves. Top-left: a red leaf with white dots and a teal leaf with white dots. Top-right: a teal book and an open white book with black lines. Bottom-left: a red book and a teal book. Bottom-right: a red book and an open white book with black lines.

IEP Contents Review

IEP HOME

Below the demographics information, be sure to include the following:

- **Date of Most Recent ER/ RR**
- **Primary Disability**
- **Secondary/ Tertiary Disability (if necessary)**
- **Related Services (if necessary)**

IEP TEAM/SIGNATURES

Be sure that the following individuals are included on the signature page:

- **Parent**
- **Student** **Only if the student is 14 or above*
- **LEA Rep-** Diane Greening
- **School Psychologist** **Only if the IEP is following an ER/ RR*
- **Special Education Teacher**
- **Regular Education Teacher**
- **Related Service Provider** (each individual the student receives services from *ie. Speech Therapist, Occupational Therapist, Physical Therapist, Counselor*)
- *Don't forget to add the student's **EL Support Teacher** as well if this is a service they receive!*

PRESENT LEVELS ACADEMIC

Be sure to include the following information in the academic section of Present Levels:

- **Introduction**
- **Current Academic Assessment Information** (KeyMath 3 & WJ for annual, WISC & WIAT for ER/ RR)
- **Most Recent MAP Data**
- **Most Recent PSSA/ PASA Data**
- **Most Recent Grades**
- **Teacher Input- ACADEMIC** (Both Special Ed and General Ed)
- **Progress Made Towards Previous ACADEMIC Goals** (Aimsweb/ Progress Monitoring)

PRESENT LEVELS FUNCTIONAL

Be sure to include the following information in the functional section of Present Levels:

- **Current Behavioral Assessment Information** (Typically the BASC or GARS)
- **Current Behavioral Observation**
- **Input From All Necessary Related Service Providers**
- **Teacher Input- FUNCTIONAL** (Both Special Ed and General Ed)
- **Progress Made Towards Previous FUNCTIONAL Goals** (Progress Monitoring)

PRESENT LEVELS PG 2

Present Levels Related to Current Postsecondary Transition Goals

- *Only necessary if student is 14 and up, or turning 14 within the IEP Term.*
- **Current Transition Assessment Data**
 - **FORMAL:** TPI (School Form completed by teacher, Home Form completed by Parent)
 - **INFORMAL:** Student Dream Sheet, Career Inventory, etc.
- **Previous Transition Goals/ Progress Made**
- **OVR**

PRESENT LEVELS PG 3

How the student's disability affects involvement/ progress...

- Results of most recent eval/ re-eval
- **HOW** the student's disability affects their progress towards the General Education curriculum

Strengths/ Needs

- Update from year to year
- Rely on data/ observations
- Include functional strengths/ needs along with academic



TRANSITION SERVICES

Act 26 Questions

- N/ A for students under 14 years old
- For students turning 14 and above, use the answers below:
 - **Transition Plan? Yes**
 - **Goal of Competitive Employment? Yes**
 - **Participate in Paid Work Experience? No**
 - **Participate in Individual Job Coaching Services? No**

Transition Grid

- N/ A for students under 14 years old
- For students turning 14 and above, update each goal (Post Secondary Ed, Employment, and Independent Living)
- Add a service and an activity for each goal

PARTICIPATION IN STATE ASSESSMENTS

Remember to add accommodations for each testing section the student will take in the Spring of the current IEP Term, for example:

PSSA

- ELA, MATH (3rd Grade and above)
- ELA, MATH, SCIENCE (4th & 8th Grades)

KEYSTONE

- ALGEBRA, LITERATURE, BIOLOGY (11th Grade)

PASA

- A small number of students are eligible for this assessment, we will discuss as needed...

ACCESS/ ALTERNATIVE ACCESS FOR ELs

- LISTENING, READING, WRITING, SPEAKING (Every EL student K-12)

PARTICIPATION IN STATE ASSESSMENTS

Accommodations

- Cueing system for on task behavior
- Directions read aloud/ clarified by proctor
- Extended time
- Frequent breaks
- Read aloud directions
- Read aloud some allowable test items at student request
- Small group setting

The background is a black and white checkerboard pattern. In the corners, there are stylized illustrations of books: a red book in the top-left, a teal book in the top-right, a white book with a yellow spine in the bottom-left, and a white book with a red spine in the bottom-right.

PARTICIPATION IN LOCAL ASSESSMENTS

Be sure to include the following accommodations in this section. These accommodations will be provided to the student for **any given assessment**.

- Extended Time
- Frequent Breaks
- Directions read aloud when needed
- Small group setting
- Repeat directions as needed



GOALS AND OBJECTIVES

Remember to include an academic goal for **each area of deficit** as demonstrated by the student's most recent academic assessment scores. Related service providers will also create goals based on the student's needs related to those areas.

- Each goal should be realistic and measurable.
- Goals should be progress monitored at least 1 time per month (or more).
- If the student is diagnosed with ID or AUT/ PASA Eligible each goal must have 3 short term objectives.



SPECIAL ED// RELATED SERVICES

Supports for School Personnel

- Collaboration between Parents/ IEP Team Members
- Special Education Teachers/ General Education Teachers
- All Staff
- Related Service Providers

Gifted Support Services

- Don't forget to check the box titled, 'None at this time'!

ESY

- Learning Support (4 days per week for 4 weeks)
- Related Services (30 mins per week for 4 weeks)

SPECIAL ED// RELATED SERVICES

SDI

- Pull directly from ER/ RR, make sure to update from year to year, adjusting to meet students' individual needs
- Make sure frequency does not just say "daily", best practice would be "daily during math instruction", etc.
- Cyber- SDI (whenever possible/ applicable) should be cyber-oriented ie. "daily during math chat/ live instruction"

Related Services

- Check with each related service provider regarding frequency, make sure these services match the IEP Home info!

IEP TEAM QUESTIONS PG 1

What supplementary aids and services were considered?

What supplementary aids and services were rejected?

Individualize as much as possible here...what was considered and why? What was rejected? Why?

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.

IEP TEAM QUESTIONS PG 2

What **benefits are provided in the regular 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 non-disabled peers in extracurricular activities or other non-academic activities**?



PLACEMENT AND REPORTING

- Make sure that the type of support you select reflects the percentages you are determining for the student. Don't forget Speech/ Language Support here! Physical Support is more rare, only really in cases of a true Orthopedic Impairment...
- Complete Penn Data reporting chart out of 7 hours.
- Remember that if the student is pulled to a back table in the general education classroom they are still receiving instruction with their general education peers and accessing general education curriculum!
- Cyber- if the student is working on their laptop in the special education classroom, they are still accessing the general education curriculum!



PLACEMENT AND REPORTING

Is this school the student's neighborhood school?

- Make sure you are clicking, "No", here and filling in the text box that states why not!

For example: You will click, "Other", and then write, "SCHOOL NAME is the school that STUDENT'S parents have chosen for him/ her to attend."



MEDICAL BILLING

Create a new Med Billing form with IEP date. That's all!

The background is a black and white checkerboard pattern. In the top-left corner, there are three overlapping, teardrop-shaped decorative elements in red, teal, and yellow with white dots. In the top-right corner, there is a stylized illustration of an open book with yellow pages and a white cover. In the bottom-left corner, there is a red book with a white square on its cover. In the bottom-right corner, there is a teal book with a white square on its cover. Additionally, there are two more teardrop-shaped decorative elements on the right side, one teal and one red with white dots.

THANKS!

Do you have any questions?

CREDITS: This presentation template was created by Slidesgo,
including icons by Flaticon and infographics & images by Freepik

First Name	Last Name	Course/Activity Name	Date	Start Time	End Time
Nicole	Weirich	SPED Program Overview	8-24-21	9:00 AM	10:00
Christopher	Scull	SPED Program Overview	8-24-21	9:00 AM	10:00
Tom	Flannery	SPED Program Overview	8-24-21	9:00 AM	10:00
Valerie	Joseph-Darden	SPED Program Overview	8-24-21	9:00 AM	10:00
Kimberly	Espinosa	SPED Program Overview	8-24-21	9:00 AM	10:00
Ashley	Lugo	SPED Program Overview	8-24-21	9:00 AM	10:00
Alexandria	Matthie	SPED Program Overview	8-24-21	9:00 AM	10:00
Megan	Dolaway	SPED Program Overview	8-24-21	9:00 AM	10:00
Chelsea	Kahana	SPED Program Overview	8-24-21	9:00 AM	10:00
Meisha	Malone Carrington	SPED Program Overview	8-24-21	9:00 AM	10:00
Brooke	Hill	SPED Program Overview	8-24-21	9:00 AM	10:00
Yvonne	Yangello	SPED Program Overview	8-24-21	9:00 AM	10:00
Kelli	Wilson	SPED Program Overview	8-24-21	9:00 AM	10:00
John	Ethier	SPED Program Overview	8-24-21	9:00 AM	10:00
Laura	Nitzberg	SPED Program Overview	8-24-21	9:00 AM	10:00
Persis	Koshy	SPED Program Overview	8-24-21	9:00 AM	10:00
Deborah	King	SPED Program Overview	8-24-21	9:00 AM	10:00
Lauren	Waterman	SPED Program Overview	8-24-21	9:00 AM	10:00
Nicole	Fulcher	SPED Program Overview	8-24-21	9:00 AM	10:00
Moira	McEntee	SPED Program Overview	8-24-21	9:00 AM	10:00
Andrew		SPED Program Overview	8-24-21	9:00 AM	10:00
Mark	Dunyan	SPED Program Overview	8-24-21	9:00 AM	10:00

Jacki	Isett	SPED Program Overview	8-24-21	9:00 AM	10:00
Jame	Ruth	SPED Program Overview	8-24-21	9:00 AM	10:00
Amy	Toll	SPED Program Overview	8-24-21	9:00 AM	10:00
Travis	Meyer	SPED Program Overview	8-24-21	9:00 AM	10:00
Nancy	Ruiz	SPED Program Overview	8-24-21	9:00 AM	10:00
paul	kowalchuk	SPED Program Overview	8-24-21	9:00 AM	10:00
Juanita	Toledo	SPED Program Overview	8-24-21	9:00 AM	10:00
Jacob	Melman	SPED Program Overview	8-24-21	9:00 AM	10:00
Liza	Caraballo	SPED Program Overview	8-24-21	9:00 AM	10:00
Dara	Smith	SPED Program Overview	8-24-21	9:00 AM	10:00
Albert	Schofield	SPED Program Overview	8-24-21	9:00 AM	10:00
Megan	Sinclair	SPED Program Overview	8-24-21	9:00 AM	10:00
Emma	Maldonado	SPED Program Overview	8-24-21	9:00 AM	10:00
Pamela	Short	SPED Program Overview	8-24-21	9:00 AM	10:00
Nancy	Dyson	SPED Program Overview	8-24-21	9:00 AM	10:00
Lina	Vargas	SPED Program Overview	8-24-21	9:00 AM	10:00
Ryan	Wolcott	SPED Program Overview	8-24-21	9:00 AM	10:00
melanie	pena	SPED Program Overview	8-24-21	9:00 AM	10:00
Chris	Copeland	SPED Program Overview	8-24-21	9:00 AM	10:00
Michael	Long	SPED Program Overview	8-24-21	9	10

**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

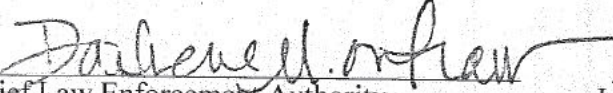
- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, 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.



Chief School Administrator

Aspira Bilingual Cyber Charter School

School Entity



Chief Law Enforcement Authority

Philadelphia Police Department

Law Enforcement Authority

**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

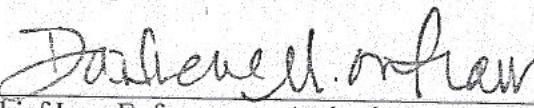
- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, 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.



Chief School Administrator

Aspira Bilingual Cyber Charter School

School Entity



Chief Law Enforcement Authority

Philadelphia Police Department

Law Enforcement Authority

Board Affirmation Statement

ASPIRA Bilingual Cyber Charter School

6301 N. 2nd Street Third 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 30th day of July, 2022

By:  (Signature of Board President)

Roger Zepernick (Print Name)

ASPIRA Bilingual Cyber Charter School Board of Trustees

Charter School Law Affirmation


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

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 30th day of July, 2022

By:  (Signature of Board President)

Roger Zepernick (Print Name)

ASPIRA Bilingual Cyber Charter School Board of Trustees

Ethics Act Affirmation

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

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

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

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

Affirmed on this 30th day of July, 2022

By:  (Signature of Board President)

Roger Zepernick (Print Name)

ASPIRA Bilingual Cyber Charter School Board of Trustees

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 30th day of July, 2022

By:  (Signature of Board President)

Roger Zepernick (Print Name)

ASPIRA Bilingual Cyber Charter School Board of Trustees

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the “principal” of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 30th day of July, 2022

By:  (Signature of Board President)


Roger Zepernick (Print Name)

ASPIRA Bilingual Cyber Charter School Board of Trustees

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

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 30th day of July, 2022

By:  (Signature of Board President)

Roger Zepernick (Print Name)

ASPIRA Bilingual Cyber Charter School Board of Trustees