

**ASPIRA BILINGUAL CYBER CS**

Charter School Annual Report | 2022 - 2023

## School Profile

**LEA Name**

ASPIRA Bilingual Cyber CS

**AUN**

181519176

**Address 1**

6301 N. 2nd Street

**Address 2**

3rd Floor

**City**

Philadelphia

**State**

PA

**Zip Code**

19120

**Chief Administrator Name**

Mrs Andrea Gonzalez-Kirwin

**Chief Administrator Email**

akirwin@aspirapa.org

**Chief Administrator Phone**

(215)455-1300

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

Sean London



**Principal Email**

SLondon@aspirapa.org

**Principal Phone**

267-297-1883

**Extension**

**Authorizing District(s)**

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

**Upload Current Charter (PDF only)**

Cyber Charter PDE.pdf

## Governance and Staff

### Board of Trustees Members

Name	Office	Check if New Member
Roger Zepernick	Board Chair	
Ester Roche-Curet	Vice Chair	(CHECKED)
Angelica Martinez	Board Secretary	(CHECKED)
Kevin Glover	Treasure	(CHECKED)
Daisy Rosa	Board Member	(CHECKED)
Tania Ramos - Oton	Board Member	(CHECKED)
Jacqueline Vazquez-Slaughter	PTA Member	(CHECKED)

### Explanation of Board of Trustees Changes

Jennifer Albandoz resigned as Board Chair; Roger Zepernick was promoted to Board Chair. Zoraida Ortiz, Board Secretary resigned; Angelica Martinez was voted in as Board Secretary Fred Ramirez resigned. Adelaida Morales resigned. Jessica Ortiz Resigned.

### Board of Trustees Meeting Schedule

Location	D a t e	T i m e
<a href="https://www.google.com/url?q=https://aspirapa.zoom.us/j/88693361928?pwd%3Da2xKZGZTTUVhcFJJUy8vN1hSU2hIQT09&amp;sa=D&amp;source=editors&amp;ust=1689953724461701&amp;usg=AOvVaw0pgivUyJJKHD2MTN0XJsuU">https://www.google.com/url?q=https://aspirapa.zoom.us/j/88693361928?pwd%3Da2xKZGZTTUVhcFJJUy8vN1hSU2hIQT09&amp;sa=D&amp;source=editors&amp;ust=1689953724461701&amp;usg=AOvVaw0pgivUyJJKHD2MTN0XJsuU</a>	2 0 2 2 -0	6 : 0 0 p m

	9 - 2 6	
<a href="https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://aspirapa.zoom.us/j/88110816987?pwd%253DalR2VndpVGFFcVl0Y3dEajZ2WVVEUT09%26sa%3DD%26source%3Dcalendar%26ust%3D1665948082399850%26usg%3DAOvVaw1iDRN6AfxUmjhpqrEbtbM3&amp;sa=D&amp;source=editors&amp;ust=1689953724462417&amp;usg=AOvVaw22irjtKG-IOP-Wtdm5_Z98">https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://aspirapa.zoom.us/j/88110816987?pwd%253DalR2VndpVGFFcVl0Y3dEajZ2WVVEUT09%26sa%3DD%26source%3Dcalendar%26ust%3D1665948082399850%26usg%3DAOvVaw1iDRN6AfxUmjhpqrEbtbM3&amp;sa=D&amp;source=editors&amp;ust=1689953724462417&amp;usg=AOvVaw22irjtKG-IOP-Wtdm5_Z98</a>	2 0 2 2 - 1 0 - 1 7	6 : 0 0 p m
<a href="https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps%253A%252F%252Faspirapa.zoom.us%252Fj%252F89188772972%253Fpwd%253DKzdEc1o5UUZaUUPb3d3eE1RTGRjZz09%26sa%3DD%26ust%3D1667317320000000%26usg%3DAOvVaw0inIMrfGTymTcLTI7LEQXI&amp;sa=D&amp;source=editors&amp;ust=1689953724463725&amp;usg=AOvVaw3evBszcvOwuvLIUrKORFti">https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps%253A%252F%252Faspirapa.zoom.us%252Fj%252F89188772972%253Fpwd%253DKzdEc1o5UUZaUUPb3d3eE1RTGRjZz09%26sa%3DD%26ust%3D1667317320000000%26usg%3DAOvVaw0inIMrfGTymTcLTI7LEQXI&amp;sa=D&amp;source=editors&amp;ust=1689953724463725&amp;usg=AOvVaw3evBszcvOwuvLIUrKORFti</a>	2 0 2 2 - 1 2	6 : 0 0 p m
<a href="https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps%253A%252F%252Faspirapa.zoom.us%252Fj%252F84350221084%253Fpwd%253DTWR1dXhkYVJOS1BrcC8rTzB6emJ5Zz09%26sa%3DD%26ust%3D1676665380000000%26usg%3DAOvVaw1eHr65A7NqOIhVM_tm8B9-&amp;sa=D&amp;source=editors&amp;ust=1689953724465101&amp;usg=AOvVaw1FO6qrXSsTEVOvLd1PIRRH">https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps%253A%252F%252Faspirapa.zoom.us%252Fj%252F84350221084%253Fpwd%253DTWR1dXhkYVJOS1BrcC8rTzB6emJ5Zz09%26sa%3DD%26ust%3D1676665380000000%26usg%3DAOvVaw1eHr65A7NqOIhVM_tm8B9-&amp;sa=D&amp;source=editors&amp;ust=1689953724465101&amp;usg=AOvVaw1FO6qrXSsTEVOvLd1PIRRH</a>	2 0 2 3 - 0 3 - 1 3	6 : 0 0 p m
<a href="https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps%253A%252F%252Faspirapa.zoom.us%252Fj%252F84350221084%253Fpwd%253DTWR1dXhkYVJOS1BrcC8rTzB6emJ5Zz09%26sa%3DD%26ust%3D1679174880000000%26usg%3DAOvVaw1ovQzbe3yALrwEcZ4lpD0Y&amp;sa=D&amp;source=editors&amp;ust=1689953724465553&amp;usg=AOvVaw2f8UgDIVj4kplHZsqXUToc">https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps%253A%252F%252Faspirapa.zoom.us%252Fj%252F84350221084%253Fpwd%253DTWR1dXhkYVJOS1BrcC8rTzB6emJ5Zz09%26sa%3DD%26ust%3D1679174880000000%26usg%3DAOvVaw1ovQzbe3yALrwEcZ4lpD0Y&amp;sa=D&amp;source=editors&amp;ust=1689953724465553&amp;usg=AOvVaw2f8UgDIVj4kplHZsqXUToc</a>	2 0 2 3 -	6 : 0 0 p

	0 4 - 1 7	m
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**Upload Board Minutes**

ABCCS Board of Trustees Meeting Minutes Sep 26 2022.pdf

ABCCS Board of Trustees Meeting Minutes Oct 17 2022.pdf

ABCCS Board of Trustees Meeting Minutes Dec. 12 2022.pdf

ABCCS Board of Trustees Meeting Minutes March 13 2023.pdf

ABCCS Board of Trustees Meeting Minutes April 17 2023.pdf

ABCCS Board of Trustees Meeting Agenda Nov 2022.pdf

ABCCS Board of Trustees Meeting Minutes May 23 2023.pdf

**Leadership Team**

Name	Title/Position	Check if New Member
Sean London	Principal	(CHECKED)

Christopher Jennings	Director of Special Education	(CHECKED)
Jillian Alcaro	Other	(CHECKED)
Marcus Freeman	Other	(CHECKED)
Andrea Gonzalez-Kirwin	Chief Academic Officer	
Diane Greening	Director of Special Education	

**Explanation of Leadership Changes**

Nancy Ruiz, principal resigned, Sean London hired as new principal July 2022

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

PDE-414 -Cyber-2022-2023-v1.pdf

**Quality of Teaching and Other Staff**

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
<b>Chief Executive Officer</b>	1	1	0	0	0	1

<b>Chief Administrative Officer</b>	1	1	0	0	0	1
<b>Principal</b>	1	1	0	0	0	1
<b>Assistant Principal</b>	0	0	0	0	0	0
<b>Classroom Teacher (including Master Teachers)</b>	62	53	0	0	0	62
<b>Specialty Teacher (including Master Teachers)</b>	9	8	0	0	0	9
<b>Special Education Teacher (including Master Teachers)</b>	30	30	0	0	0	30
<b>Special Education Coordinator</b>	2	2	0	0	1	1
<b>Counselor</b>	3	3	0	0	0	3
<b>Psychologist</b>	4	4	0	0	0	4
<b>School Nurse</b>	1	1	0	0	0	1
<b>IT Director</b>	1	1	0	0	0	1
<b>Business Administrator</b>	0	0	0	0	0	0

<b>ISD, Curriculum Developers, Tech Support</b>	0	0	0	0	0	0
<b>HR Manager</b>	0	0	0	0	0	0
<b>Student Support Manager, Facilities Manager</b>	1	1	0	0	0	0
<b>Business Office, Administrative Support Staff, Teaching Assistants</b>	7	7	0	0	0	7
<b>Other</b>	0	0	0	0	0	0
<b>Totals</b>	123	113	0	0	1	121

**Explanation of Substantial Differences**

Staff population grew as the school's enrollment grew by 50% from 21-22 SY to 22-23 SY.

## **Fiscal Matters**

### **Major Fundraising Activities**

1. Bake Sale -November 2022 and February 2023 for PTO 2. Pretzel Sale - Thursday weekly sale for PTO

### **Fiscal Solvency Policies**

Attached.

### **Accounting System**

Sage Intacct

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

Attached.

### **Upload Statements of Revenues, Expenditures & Fund Balances**

Cyber Charter-Annual-Report\_Statement-of-Revenues-and-Expenditures-22-23 -v1.pdf

## **Financial Audit Basics**

### **Audit Firm**

CliftonLarsonAllen LLP

### **Date of Last Audit**

2022-06-30

### **Fiscal Year Last Audited**

2021-2022

### **Explanation of the Report**

CLA audited Aspira Bilingual Cyber Charter School's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on Aspira Bilingual Cyber Charter School's major federal program for the year ended June 30, 2022. Aspira Bilingual Cyber Charter School's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Aspira Bilingual Cyber Charter School complied, in all material respects, with the compliance requirements



referred to above that could have a direct and material effect on the major federal program for the year ended June 30, 2022.

**Upload Financial Audit Document(s)**

Cyber Audit 220630.pdf

**Financial Audit Citations**

<b>Financial Audit Citations Description</b>	<b>Response</b>
None	NA

**Federal Programs Consolidated Review**

**Federal Programs Consolidated Review Document(s)**

Yes

**Upload Available Federal Programs Consolidated Review Document(s)**

CYBER\_181519176\_NOCAVLetter\_59269351\_Draft.pdf

**Title I Status**

Yes

**Title I First Year Status**

No

**Date of Last Federal Programs Consolidated Review**

2021-05-12

**School Years Reviewed**

2019-2020

**Federal Programs Consolidated Review Report**

Cyber 2019-2020.pdf

## Consolidated Review/Annual Report

Attached.

### Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
None	NA

## Special Education

### Special Education Support Services

<b>Position Title</b>	<b>Building(s) Name and Location for Charter Schools</b>	<b>Caseload</b>	<b>Low Age</b>	<b>High Age</b>
Special Education Teacher 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	14	18
Special Education Teacher 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 4	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 5	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Special Education Teacher 6	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	18	21
Special Education Teacher 7	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	18	21
Special Education Case Manager	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	14	18
Special Education Case Manager	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	18	21
Special Education Case Manager	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	16	20

Special Education Teacher 8	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	11	14	18
Special Education Teacher 9	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	23	14	18
Special Education Teacher 10	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	8	14	18
Director of Student Services	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	14	18
Special Education Coordinator	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	5	17	21
School Psychologist	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	14	18
School Counselor 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	14	18
School Counselor 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	17	21
Instructional Assistant 1	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Instructional Assistant 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	14	18
Instructional Assistant 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	17	21
Instructional Assistant 4	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	17	21

Special Education Coordinator	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	1	5	14
Special Education Teacher 11	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	12	14
Special Education Teacher 12	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	12	14
Special Education Teacher 13	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	7	9
Special Education Teacher 14	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	16	5	7
Special Education Teacher 15	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	26	9	11
Special Education Teacher 16	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	25	12	14
Instructional Assistant 5	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	12	14
Instructional Assistant 6	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	5	7
Instructional Assistant 7	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	5	7
Instructional Assistant 8	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	8	10

Instructional Assistant 9	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	12	12	14
School Counselor 3	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	5	14
Bilingual School Counselor Assistant	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	15	5	14
School Psychologist 2	Aspira Bilingual Cyber Charter School 6301 N. 2nd Street Philadelphia, PA 19120	50	5	14

### Special Education Contracted Services

<b>Title</b>	<b>Amt. of Time per Week in Days or Hours</b>	<b>Operator</b>	<b># of Students</b>
Speech and Language Pathologist 1	37.5 hours per week	Kaleidoscope Education Solutions	40
Speech and Language Pathologist 2	15 hours per week	Kaleidoscope Education Solutions	11
Speech and Language Pathologist 3	37.5 hours per week	Abington Speech Pathology Services, Inc.	37
Occupational Therapist 1	37.5 hours per week	Abington Speech Pathology Services, Inc.	42
Physical Therapist	1.5 hours per week	Stell Design	12
School Counselor	37.5 hours per week	Kaleidoscope Education Solutions	35

Instructional Assistant 1	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 2	37.5 hours per week	Kaleidoscope Education Solutions	8
Instructional Assistant 3	37.5 hours per week	ACS Consultants	8
Instructional Assistant 4	37.5 hours per week	ACS Consultants	8
Special Education Teacher 17	37.5 hours per week	Soliant	30
Special Education Teacher 18	37.5 hours per week	Procure Therapy	18
Special Education Teacher 19	37.5 hours per week	Kaleidoscope Education Solutions	17
Instructional Assistant 5	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 6	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 7	37.5 hours per week	Kaleidoscope Education Solutions	12
Instructional Assistant 8	37.5 hours per week	ACS Consultants	12
School Counselor 2	20 hours per week	Kaleidoscope Education Solutions	15

## Special Education Cyclical Monitoring

### Date of Last Special Education Cyclical Monitoring

2019-01-21

### Upload Link to Report (Optional)

#### Special Education Cyclical Monitoring Report

ABCCS Executive Summary Results 2019.pdf

ABCCS Executive Summary 2019.pdf

#### Administrative Procedures for Internal Controls of IEP Development

SPED Handbook 2022-2023.docx.pdf

## Special Education Personnel Development

### Autism

Description of Training			
Teaching Social Skill Building and How to Measure Progress			
Lead Person/Position		Year of Training	
Lauren Davison/Special Education Coordinator and Chris Jennings/Director of Student Services		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	Special Education Teachers and Instructional Assistants

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### Training Date Complete

2022-10-06

Teaching Social Skill Building and How to Measure Progress 10.6.docx

10.6 PD Sign-In Sheet.pdf



## BehaviorSupport

Description of Training			
Griffin Behavior Rating System			
Lead Person/Position		Year of Training	
Chris Jennings/Director of Student Services and Lauren Davison/Special Education Coordinator		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.5	1	ABCCS	Special Education Teachers, Regular Education Teachers, Instructional Assistants

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### Training Date Complete

2022-11-08

11.8 Griffin Ratings PD Sign-In Sheet.pdf

Griffin Behavior System 11.30.22.pdf

### Training Date Complete

2023-05-17

5\_17\_23 PD Sign-In Sheet.pdf

Mental Health 5.17.23.pdf

## Paraprofessional

Description of Training			
IA and 1:1 Roles and Responsibilities			
Lead Person/Position		Year of Training	
Jodie Alicea/ Transition Coordinator		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	ABCCS	Instructional Assistants and 1:1

---

### Training Date Complete

2023-03-01

IA and 1\_1 PD 3\_1\_23.pdf

2023-03-01.pdf

## Transition

Description of Training
School and Community Based Vocational Training

Lead Person/Position		Year of Training	
Jodie Alicea/Transition Coordinator and Lauren Davison/Special Education Coordinator		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.15	1	ABCSS	Special Education Teachers, Case Managers, and Instructional Assistants

### Training Date Complete

2022-08-18

CBVT 8.18.22.pdf

8\_18\_22 PD Sign-In Sheet.pdf

### Training Date Complete

2022-09-28

Vocational Training 9.28.22.pdf

2023-09-28-22.pdf

## ScienceofLiteracy

Description of Training			
Building Guided and Interactive Reading			
Lead Person/Position		Year of Training	
Katie Hollis/Teacher		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	ABCCS	Special Education and Regular Education Teachers

### Training Date Complete

2023-03-22

3\_22\_23 - PD Sign-in sheet - Building Guided and Interactive Readings (1).pdf

Guided and Interactive Reading 3\_22.pdf

### Training Date Complete

2022-11-08

Newsela + NWEA Agenda.pdf

11.8 Newsela + NWEA PD Sign-In Sheet.pdf

## ParentTraining

Description of Training			
PA ABLE			
Lead Person/Position		Year of Training	
Diana Fishlock/ PA ABLE and Jodie Alicea		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA ABLE	Parents

---

### Training Date Complete

2023-03-22

PA ABLE Parent Presentation 3-22-23 Flyer.pdf

PA ABLE.pdf

### Training Date Complete

2022-11-16

AHEDD Parent Workshop English Slides.pptx.pdf

AHEDD Parent Workshop Participant List 11.16.22.csv

### Training Date Complete

2023-03-29

Cyber Safety Parent Presentation 3-29-23 Slides.pdf

Cyber Safety Attendance 3.29.docx

## IEPDevelopment

Description of Training			
IEP Writing and Progress Monitoring Personal Maintenance			
Lead Person/Position		Year of Training	
Jodie Alicea/ Transition Coordinator and Lauren Davison/ Special Education Coordinator		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	ABCCS	Special Education Teachers and Instructional Assistants

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### Training Date Complete

2022-11-30

IEP Development 11.30.22 PD Sign-In Sheet.pdf

IEP Writing 11.30.22.pdf

### Training Date Complete

2022-10-05

RtII and IEP Implementation 9\_28.pdf

RtII and Implementing the IEP, 2\_15pm, HS.pdf

### Special Education Program Profile

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 19	Elementary	Full-time (1.0)	07/13/2023 11:24 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.85

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 18	Elementary	Full-time (1.0)	07/13/2023 11:23 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.9

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 17	Elementary	Full-time (1.0)	07/13/2023 11:20 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 16	Elementary	Full-time (1.0)	07/13/2023 11:19 AM

<b>Building Name</b>
----------------------

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 15	Elementary	Full-time (1.0)	07/13/2023 11:18 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 14	Elementary	Full-time (1.0)	07/13/2023 11:16 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 13	Elementary	Full-time (1.0)	07/13/2023 11:15 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 12	Elementary	Full-time (1.0)	07/13/2023 11:13 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 11	Elementary	Full-time (1.0)	07/13/2023 11:10 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Case Manager 3	Secondary	Full-time (1.0)	07/06/2023 08:36 AM

<b>Building Name</b>
----------------------



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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Case Manager 2	Secondary	Full-time (1.0)	07/06/2023 08:36 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Case Manager 1	Secondary	Full-time (1.0)	07/06/2023 08:35 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 10	Secondary	Full-time (1.0)	07/06/2023 08:34 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 9	Secondary	Full-time (1.0)	07/06/2023 08:37 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		
<b>Support Type</b>		

Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 8	Secondary	Full-time (1.0)	07/06/2023 08:33 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 7	Secondary	Full-time (1.0)	07/06/2023 08:31 AM

<b>Building Name</b>		
ASPIRA Bilingual Cyber CS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 6	Secondary	Full-time (1.0)	07/06/2023 08:30 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 5	Secondary	Full-time (1.0)	07/06/2023 08:27 AM

<b>Building Name</b>
----------------------

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 4	Secondary	Full-time (1.0)	07/06/2023 08:37 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher 3	Secondary	Full-time (1.0)	07/06/2023 08:29 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 2	Secondary	Full-time (1.0)	07/06/2023 08:28 AM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 1	Secondary	Full-time (1.0)	07/06/2023 08:28 AM

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

## Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
The school spent \$275,205 on facility retrofitting and improvement .	6301 N. 2nd Street Philadelphia, PA. 19120 (3rd Floor & SpEd Sensory rooms)	275205

### Facility Plans and Other Capital Needs

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

1. New teacher chat stations to better serve students with special needs - Rationale: Increased enrollment and services to students with special needs. 2. Buildout of new offices for staff - Rationale: Increased enrollment 3. Relocation to a larger facility in 1-2 years - Rationale: Increased enrollment

### Memorandum of Understanding

Organization	Purpose
Philadelphia Police Department	The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.
Pequenos Pasos Headstart Transition	The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start; In order to meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA).

#### Upload of Memorandum of Understanding Document(s)

MOU-Aspira Bilingual Cyber Charter School \_Executed-2022-2023 v1.pdf

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



## Articulation Agreements

### Partnering Institution

Esperanza College of Eastern University

### Agreement Type

### Program/Course Area

Associate degree

### Upload Articulation Agreement

Esperanza Dual Enrollment Articulation Agreement 22 -23- Aspira Bilingual Charter School.pdf

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### Partnering Institution

Community College of Philadelphia

### Agreement Type

### Program/Course Area

Associate degree

### Upload Articulation Agreement

CCP -Aspira Bilingual Cyber Charter 2023\_2c4684c8.pdf

## Management Survey

### Charter School Management Survey

**Charter School Name**

ASPIRA Bilingual Cyber CS

**Point of Contact Name**

Sean London

**Point of Contact Telephone Number**

267-297-1883

**Extension**

**Point of Contact Email**

SLondon@aspirapa.org

### Management Organization Information

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

Yes

**Is/was the Management Organization a:**

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

**Management Organization Name**

Aspira Inc of PA

**Federal EIN (Employer Identification Number)**

23-1712664

**Address 1**

4322 N. 5th street

**Address 2**

3rd Floor

**City**

Philadelphia

**State**

PA

**Zip Code**

19140

**Plus 4 Code**

2302

**Additional Comments**

## Signatures and Affirmations

### Upload Board Affirmation Statement

affirmation\_statement\_charterschool ABCCS2023.pdf

### Date of Approval

2023-07-27

## Charter School Annual Report Affirmation

### Board President

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

### Chief Executive Officer

Andrea Gonzalez-Kirwin

## Charter School Law Affirmation

### Board President

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

### Chief Executive Officer

Andrea Gonzalez-Kirwin

## Ethics Act Affirmation

### Board President

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

### Chief Executive Officer

Andrea Gonzalez-Kirwin

## **Charter School Annual Background Check Affirmation**

### **Board President**

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

### **Chief Executive Officer**

Andrea Gonzalez-Kirwin

## **Charter Annual Administrative Certification Affirmation**

### **Board President**

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

### **Chief Executive Officer**

Andrea Gonzalez-Kirwin

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

### **Board President**

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

### **Chief Executive Officer**

Andrea Gonzalez-Kirwin

COMMONWEALTH OF PENNSYLVANIA  
*CHARTER*

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

---

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

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

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

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


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

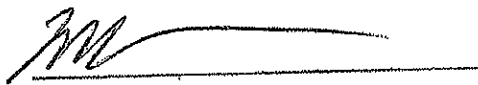
4) this Charter may be renewed for additional periods of five years duration and upon any such renewal, a new charter shall be executed by the parties; and

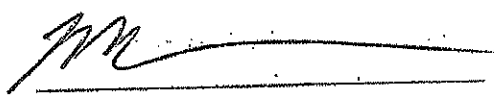
5) this Charter can only be terminated in accordance with the provisions of applicable law.

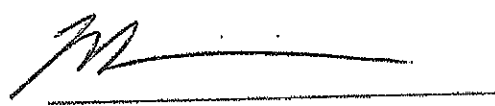
**WHEREFORE**, the undersigned, intending to be legally bound hereby set their hands this 21<sup>st</sup> day of June, 2010.

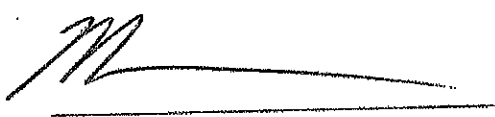
ATTEST:



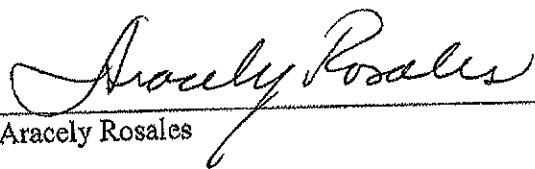


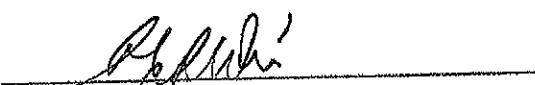


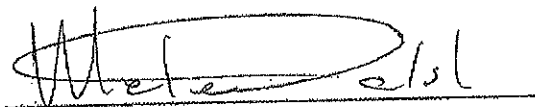


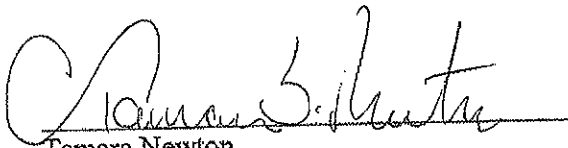


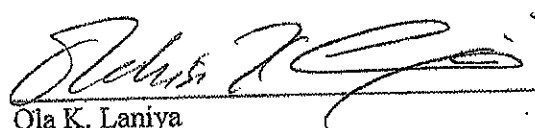
BOARD OF TRUSTEES

  
Aracely Rosales

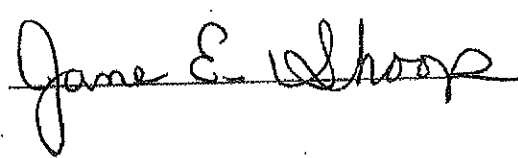
  
Alfredo B. Calderon

  
Marlene Douglas-Walsh

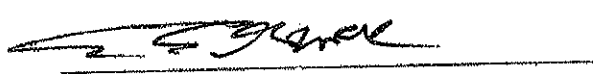
  
Tamara Newton

  
Ola K. Laniya

ATTEST:



PENNSYLVANIA DEPARTMENT OF  
EDUCATION

  
Thomas E. Gluck  
Acting Secretary of Education

ASPIRA Bilingual Cyber Charter  
 School Board of Trustees  
 Board Meeting Minutes  
 Via ZOOM Conference Call  
 September 26, 2022

**OPENING**

**Board Member Attendance:**

Board Member	Present	Absent
Roger Zepernick, <i>Chair</i>	X	
Ester Roche-Curet, <i>Member</i>	X	
Kevin Glover, <i>Pending Member</i>		X
Angelica Martinez, <i>Pending Member</i>	X	
Jaqueline Vazquez-Slaughter, Pending Parent <i>Member</i>	X	
Jessica Ortiz, <i>Member</i>	X	
Anita Colon, <i>Member</i>		X
Daisy Rosa, <i>Pending Member</i>		X
Tania Ramos-Oton, <i>Pending Member</i>	X	
Adelaida Morales, <i>Member</i>	X	

**Quorum established.**

**Board Counsel Present:** Kevin McKenna, ESQ

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

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

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

**Meeting Opening & Call to Order**

Meeting called to order at 6:28 pm

**AGENDA**

**MOTION to APPROVE** the September 26, 2022 board meeting agenda.

**MM:** Adelaida Morales

**SM:** Jessica Ortiz

**Action:** Approved 4-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
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Roger Zepernick	X			
Ester Roche-Curet	X			
Jessica Ortiz	X			
Adelaida Morales, <i>Member</i>	X			
Anita Colon				X

**BOARD MEMBERS**

**MOTION to APPROVE** Jacqueline Vazquez-Slaughter as Parent Board Member, and Angelica Martinez, Kevin Glover, Daisy Rosa, and Tania Oton as board members. Individual votes were taken for each name.

**MM:** Adelaida Morales                      **SM:** Jessica Ortiz                      **Action:** Approved 4-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Jessica Ortiz	X			
Anita Colon				X
Adelaida Morales, <i>Member</i>	X			

New board members: Angelica Martinez, Tania Oton, and Jacqueline Vazquez-Slaughter were sworn in by legal counsel.

**MOTION to APPROVE** the board officers slate of: Roger Zepernick as board chair, Ester Roche-Curet as vice-chair, Angelica Martinez as secretary and Kevin Glover as treasurer.

**MM:** Jessica Ortiz                      **SM:** Angelica Martinez                      **Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**BOARD MINUTES**

**MOTION to APPROVE** the May 9, 2022 board minutes

**MM:** Jessica Ortiz                      **SM:** Angelica Martinez                      **Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** the June 23, 2022 board minutes

**MM:** Jessica Ortiz

**SM:** Tania Oton

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** the June 29, 2022 board minutes

**MM:** Jessica Ortiz

**SM:** Tania Oton

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** the July 12, 2022 board minutes

**MM:** Jessica Ortiz

**SM:** Tania Oton

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

A short discussion took place around the management agreement and new board members desire to review such document. It was agreed to discuss the management agreement in executive session.

**FINANCE REPORT**

The finance report was presented by the Chief Operating Officers. He stated that the current audit was on track and that a draft should be ready for the board’s review for the following month. The COO also stated that he is ready to meet with the board and legal counsel to discuss the management agreement when everyone is available to do so.

**MOTION to ACCEPT** the financial report as presented.

**MM:** Jessica Ortiz

**SM:** Angelica Martinez

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** the management company invoices through August 31, 2022.

MM: Jacqueline Vazquez-Slaughter

SM: Angelica Martinez

Action: Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

MOTION to APPROVE legal invoices through August 31, 2022.

MM: Jessica Ortiz

SM: Tania Oton

Action: Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

### HUMAN RESOURCES

The Human Resources and vacancy reports for April 2022 though September 2022 were presented inclusive of all staffing movements that took place this past Summer to support the transitions and increase in enrollment at the Cyber school.

MOTION to ACCEPT the Human Resources report.

MM: Jacqueline Vazquez-Slaughter

SM: Tania Oton

Action: Approved 7-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X

Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**COMMUNITY COMMENTS**

No public comments presented at the time.

**NEW BUSINESS/OLD BUSINESS**

It was announced that the new principal, Mr. Sean London, is excited for the opportunity to lead the ABCCS school. Ms. Lina Cedeno and Ms. Condos have put together a curriculum for students to learn about Grito de Lares. A motion was requested to thank Ms. Cedeno and Ms. Condos for creating the curriculum. The Chief Academic Officer thanked the board for the opportunity to develop the curriculum. She also shared that Mr. London is a home grown professional who started as a teacher and served in various leadership roles before applying for the Cyber principal vacancy. He brings great experience to the school and we thank the board for the approval of his hire.

**MM:** Jacqueline Vazquez-Slaughter

**SM:** Tania Oton

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos	X			
Adelaida Morales	X			

**EXECUTIVE SESSION**

The board went into executive session to discuss personnel and legal matters related to the school.

The board **RETURNED** from Executive Session at 8:05pm.

**MOTION** to **RETURN** from executive session.

**MM:** Jacqueline Vazquez-Slaughter

**SM:** Tania Oton

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton	X			
Adelaida Morales	X			

### **ADJOURNMENT**

A **MOTION** was made to **CLOSE** the September 26, 2022 board meeting at 8:06 pm.

**MM:** Tania Oton

**SM:** Angelica Martinez

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover, <i>Treasurer</i>				X
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Jessica Ortiz	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton	X			
Adelaida Morales	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

*Board approved on October 17, 2022*

ASPIRA Bilingual Cyber Charter  
 School Board of Trustees  
 Board Meeting Minutes  
 Via ZOOM Conference Call  
 October 17, 2022

**OPENING**

**Board Member Attendance:**

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

**Quorum established.**

**Board Counsel Present:** Kevin McKenna, ESQ

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

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

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

**Meeting Opening & Call to Order**

Meeting called to order at 6:30 pm

**AGENDA**

**MOTION to APPROVE** the October 17, 2022 board meeting agenda.

**MM:** Ester Roche-Curet

**SM:** Angelica Martinez

**Action:** Approved 5-0

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

Angelica Martinez	X			
Tania Ramos Oton	X			
Jacqueline Vazquez-Slaughter	X			
Anita Colon				X

**BOARD MEMBERS**

New board members: Daisy Rosa and Kevin Glover were sworn in by legal counsel.

**BOARD MINUTES**

**MOTION to APPROVE** the September 26, 2022 board minutes

**MM:** Jacqueline Vazquez-Slaughter      **SM:** Angelica Martinez      **Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**FINANCE REPORT**

The finance report was presented by the Chief Operating Officer. A discussion took place around the variances for revenue and expenses that are due to the unanticipated increase in enrollment that took place after the closing of John B. Stetson Charter School and Olney Charter High School. A conversation around capacity and budget re-evaluation followed. It was concluded that the board should re-evaluate the school’s needs once enrollment reached or exceed 950 students.

**MOTION to ACCEPT** the financial report as presented.

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

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			



Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**MOTION to APPROVE** the management company invoices through September 30, 2022.

**MM:** Ester Roche - Curet

**SM:** Angelica Martinez

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

The board chair explained the process which is followed to review invoices and present to the board for review and approval: The board chair receives the invoices and sends them to the vice-chair and treasurer for review, then these are presented to the general board for consideration.

**MOTION to APPROVE** legal invoices through September 30, 2022.

**MM:** Ester Roche - Curet

**SM:** Angelica Martinez

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**HUMAN RESOURCES**

The Human Resources and vacancy reports for September 1, 2022 through October 14, 2022 was presented.

**MOTION to ACCEPT** the Human Resources report.

**MM:** Angelica Martinez      **SM:** Jacqueline Vazquez-Slaughter    **Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**LEGAL REPORT**

Legal counsel presented the outcome of the North Hampton, PA School District where the court ruled in the cyber school’s favor which allowed them to not have to pay for student athletic fees when participating through other schools. Legal counsel proposed that the ABCCS staff evaluate how many students this ruling would impact, if any.

**SCHOOL REPORT**

The School Principal, Senior Director of Teaching and Learning, and the Senior Director of Specialized Services and Special Education were introduced to the board. An academic presentation followed covering the areas of student enrollment and attendance, student testing and data, academic supports, curricular platforms currently used, extracurricular activities, and enrichment opportunities for students. A conversation took place around support for undocumented students. Board Member, Angelica Martinez, mentioned that Cabrini University partners with [thedream.us](http://thedream.us) which provide close the gap scholarships for students that attend Cabrini. Kudos were given by parent board member, Jacqueline Vazquez-Slaughter, who shared the extracurricular supports her child participates in at the school. Board member, Daisy Rosa, also elaborated on the partnership Congresso de Latinos Unidos has with ABCCS to provide support services to teen parents through the TEEN ELECT program. A conversation followed around MAP data and growth measurements. Board member, Kevin Glover, offered his time to work with the academic team and define a report format to demonstrate trends and academic outcomes for the end of the year. Roger Zepernick, board chair, took time again to congratulate and thank the ABCCS staff who did an excellent job around the work to commemorate the Grito de Lares Day at the school.

**COMMUNITY COMMENTS**

No public comments were presented at the time.

**NEW BUSINESS/OLD BUSINESS**

No new/old business.

**EXECUTIVE SESSION**

The board went into an executive session at **7:39 pm** to discuss personnel and legal matters related to the school.

**MOTION** made to go into executive session at 7:39 pm made by Kevin Glover and second by Angelica Martinez.

**MM:** Kevin Glover                      **SM:** Angelica Martinez                      **Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

The board reconvened from executive session at **8:07 pm**.

**MOTION** made to **RETURN** from Executive Session at 8:07 pm by Angelica Martinez and second by Kevin Glover.

**MM:** Angelica Martinez                      **SM:** Kevin Glover                      **Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

The board chair expressed interest in having board members tour the school in the near future.

**ADJOURNMENT**

A **MOTION** was made to **CLOSE** the October 17, 2022 board meeting at 8:08 pm.

**MM:** Angelica Martinez

**SM:** Ester Roche-Curet

**Action:** Approved 7-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

*Board approved on* \_\_\_\_\_

ASPIRA Bilingual Cyber Charter School  
Board Meeting Agenda  
November 14, 2022  
Via ZOOM Conference Call  
6:30pm

**MEETING NOT HELD: NO QUORUM**

**Present: Roger Zepernick, Ester-Roche Curet and Kevin Glover**

1. Welcome/Opening of Meeting
2. Roll call
3. Approval of the Agenda\*
4. Approval of 10/17/2022 Board Meeting Minutes\*
5. Human Resources Report\*
6. Finance Report\*
  - a. - Approval of Management Company Invoices\*
  - b. - Approval of Legal Invoices\*
7. Resolutions
8. Executive Session (if necessary) \*
9. New Business (if necessary)
10. Old Business (if necessary)
11. Public Comment
12. Adjournment

ASPIRA Bilingual Cyber Charter  
School Board of Trustees  
Board Meeting Minutes  
Via ZOOM Conference Call  
December 12, 2022

**OPENING**

**Board Member Attendance:**

<b>Board Member</b>	<b>Present</b>	<b>Absent</b>
Roger Zepernick, <i>Chair</i>	X	
Ester Roche-Curet, <i>Vice-Chair</i>	X	
Kevin Glover, <i>Treasurer</i>	X	
Angelica Martinez, <i>Secretary</i>		X
Jaqueline Vazquez-Slaughter, <i>ParentMember</i>	X	
Anita Colon, <i>Member</i>		X
Daisy Rosa, <i>Member</i>	X	
Tania Ramos-Oton, <i>Member</i>		X
Adelaida Morales, <i>Member</i>		X

**Quorum established.**

**Board Counsel Present:** Kevin McKenna, ESQ

**Board Advisor:** Jack Pund, CPA, ESQ, MBA, LL.M

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

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

**Meeting Opening & Call to Order**

Meeting called to order at 6:39 pm

**EXECUTIVE SESSION**

The board met in an executive session prior to this meeting to discuss legal and personnel matters related to the charter.

MOTION to return from Recess at 7:50pm made by Kevin Glover and second by Tania Oton Ramos.

MM: Kevin Glover

SM: Tania Oton Ramos

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez				X
Jaqueline Vazquez-Slaughter				X
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**AGENDA**

**MOTION to APPROVE** the December 12, 2022 board meeting agenda made by Kevin Glover and second by Tania Oton Ramos.

MM: Kevin Glover

SM: Tania Oton Ramos

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez				X
Jaqueline Vazquez-Slaughter				X
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**FINANCE REPORT**

The daft audit for the year ending on June 30, 2022 was made by Clifton Larson Allen auditors with no material findings. The presenters shared the process followed for the audit, as well as the next steps in order to generate an unmodified opinion after the quality review stage.

**MOTION to APPROVE** the audit report ending on June 30, 2022 contingent upon there being no significant differences to what was presented by the auditors today and a final review by CLA and Jack Pund and Associates, LLC on behalf of the board. Motion was made by Kevin Glover and second by Tania Oton Ramos.

MM: Kevin Glover

SM: Tania Oton Ramos

Action: Approved 5-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
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Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez				X
Jaqueline Vazquez-Slaughter				X
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**LEGAL REPORT**

A resolution was presented by legal counsel to approve the appeal to the Commonwealth Court the decision made by the acting secretary of education for PDE on May 27, 2021 denying the redirection claims of the charter school.

**MOTION to APPROVE** the appeal to the Commonwealth Court made by Kevin Glover and second by Tania Oton Ramos.

**MM:** Kevin Glover

**SM:** Tania Oton Ramos

**Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez				X
Jaqueline Vazquez-Slaughter				X
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

**COMMUNITY COMMENTS**

No public comments were presented at the time.

**ADJOURNMENT**

A **MOTION** was made to **CLOSE** the December 12, 2022 board meeting at 8:00 pm. Motion made by Ester Roche Curet and second by Kevin Glover.

**MM:** Ester Roche-Curet

**SM:** Kevin Glover

**Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez				X



Jaqueline Vazquez-Slaughter				X
Anita Colon				X
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales				X

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

*Board approved on* \_\_\_\_\_

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

**OPENING**

**Board Member Attendance:**

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

**Quorum established.**

**Board Counsel Present:** Kevin McKenna, ESQ, Carolyn Flynn and Mark Seiberling

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

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

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

**Meeting Opening & Call to Order**

Meeting called to order at 6:33 pm

**AGENDA**

**MOTION to APPROVE** the March 13, 2023 amended board meeting agenda to include the board member oath of office and legal invoices under the new business section made by Kevin Glover and second by Tania Oton Ramos.

**MM:** Kevin Glover

**SM:** Tania Oton Ramos

**Action:** Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
--------------	-----	----	---------	--------

Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**BOARD MEMBERSHIP**

Mr. Zachary Steele was introduced to the board and recommended for consideration as a new board member.

**MOTION to APPROVE** Mr. Zachary Steele as a new board member to the charter school’s board of trustees made by Tania Oton-Ramos and second by Kevin Glover.

**MM:** Tania Oton - Ramos                      **SM:** Kevin Glover      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**OATH OF OFFICE**

Mr. Zachary Steele was sworn in by Carolyn Flynn, legal counsel.

**MEETING MINUTES**

The October 17, 2022 and December 12, 2022 board meeting minutes were presented for review and consideration by the board.

**MOTION to APPROVE** the October 17, 2022 board meeting minutes was made by Daisy Rosa and second by Kevin Glover.

**MM:** Daisy Rosa                                      **SM:** Kevin Glover      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			

Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** the December 12, 2022 board meeting minutes made by Kevin Glover and second by Angelica Martinez.

**MM:** Kevin Glover

**SM:** Angelica Martinez

**Action:** Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

### **SCHOOL REPORT**

A report was presented by the School Principal and the Senior Director of Teaching and Learning around student performance data, curriculum, academic programming and student activities.

**MOTION to ACCEPT** the school report as presented made by Daisy Rosa and second by Tania Oton Ramos.

**MM:** Daisy Rosa

**SM:** Tania Oton Ramos

**Action:** Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

### **HUMAN RESOURCES REPORT**

The Human Resources report through December 9, 2022 was presented to the board for review and consideration. A discussion took place around special education teaching vacancies and student enrollment.

**MOTION to ACCEPT** the Human Resources Report made by Kevin Glover and second by Daisy Rosa.

**MM:** Daisy Rosa

**SM:** Tania Oton Ramos

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**FINANCE REPORT**

The finance report was presented through January 31, 2023 by the Chief Financial Officer. A discussion took place around the department’s plans to establish the 2023-2024 school budget. Additionally, the board treasurer requested to go into executive session to discuss legal invoices with the board’s legal and financial advisor.

**MOTION to ACCEPT** the finance report made by Kevin Glover and second by Jaqueline Vazquez-Slaughter.

**MM:** Kevin Glover

**SM:** Jaqueline Vazquez-Slaughter

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** the management company invoices through January 31, 2023 made by Kevin Glover and second by Daisy Rosa.

MM: Kevin Glover

SM: Daisy Rosa

Action: Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION to APPROVE** vendor invoices through January 31, 2023 made by Jaqueline Vazquez-Slaughter and second by Angelica Martinez.

MM: Jaqueline Vazquez-Slaughter

SM: Angelica Martinez

Action: Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**LEGAL REPORT**

A resolution was presented by legal counsel and discussed by the board to approve the deposit of the school’s excess funds into an interest bearing account.

**MOTION to APPROVE** the resolution to deposit the school’s excess funds into an interest bearing account made by Daisy Rosa and second by Kevin Glover.

MM: Daisy Rosa

SM: Kevin Glover

Action: Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			

Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**EXECUTIVE SESSION**

The board went into executive session at 7:26 pm to discuss legal and personnel matters related to the charter school..

**MOTION** to go into executive session was made by Kevin Glover and second by Tania Oton Ramos.

**MM:** Kevin Glover                      **SM:** Tania Oton Ramos                      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION** to return from executive session at 7:53pm was made by Kevin Glover and second by Tania Oton Ramos.

**MM:** Kevin Glover                      **SM:** Tania Oton Ramos                      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**MOTION** to **APPROVE** legal invoices through January 31, 2023 upon the review and approval of the finance committee was made by Jaqueline Vazquez-Slaughter and second by Angelica Martinez.

**MM:** Jaqueline Vazquez-Slaughter

**SM:** Angelica Martinez

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

**COMMUNITY COMMENTS**

No public comments were presented at the time.

**ADJOURNMENT**

A **MOTION** was made to **CLOSE** the March 13, 2023 board meeting at 7:55 pm. Motion made by Angelica Martinez and second by Jaqueline Vazquez-Slaughter.

**MM:** Jaqueline Vazquez-Slaughter

**SM:** Angelica Martinez

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Adelaida Morales	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

*Board approved on April 17, 2023*



ASPIRA Bilingual Cyber Charter  
 School Board of Trustees  
 Board Meeting Minutes  
 Via ZOOM Conference Call  
 April 17, 2023

**OPENING**

**Board Member Attendance:**

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

**Quorum established.**

**Board Counsel Present:** Carolyn Flynn, ESQ

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

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

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

**Meeting Opening & Call to Order**

Meeting called to order at 7:07 pm

**AGENDA**

**MOTION to AMEND** the April 17, 2023 agenda to list the items presented by the Finance Department made by Ester Roche-Curet and second by Angelica Martinez.

**MM:** Ester Roche-Curet

**SM:** Angelica Martinez

**Action:** Approved 8-0

BOARD MEMBER	YES	NO	ABSTAIN	ABSENT
Roger Zepernick	X			

Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Zachary Steete	X			

**MOTION to APPROVE** the amended April 17, 2023 board meeting agenda made by Ester Roche-Curet and second by Angelica Martinez.

**MM:** Ester Roche-Curet

**SM:** Angelica Martinez

**Action:** Approved 8-0

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

**MINUTES**

**MOTION to APPROVE** the March 13, 2023 board meeting minutes made by Angelica Martinez and second by Tania Oton Ramos.

**MM:** Angelica Martinez

**SM:** Tania Oton-Ramos

**Action:** Approved 8-0

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

**HUMAN RESOURCES**

The human resources report through April 2023 was presented.

**MOTION to APPROVE** April 2023 Human Resources Report was made by Ester Riche Curet and seconded by Angelica Martinez.

**MM:** Ester Roche-Curet

**SM:** Angelica Martinez

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Zacahry Steele	X			

**FINANCE REPORT**

The finance listed items were presented inclusive of the: February 2023 board packet and management company report, proposed capitalization policy, check register, and form 990 were presented by the Chief Operating Officer. A discussion took place around the budgeted curriculum items, increases in supplies and equipment, state standards, and cultural curriculum. An additional discussion took place around the value/life expectancy of capital assets and auditor guidelines for these. It was agreed that February 2023 would not be discussed and voted on during tonight’s meeting. The COO mentioned that all is on track to finish the year with positive net assets and will present more details during the May 2023 board meeting. A conversation followed around the staffing and administrative needs based on student enrollment. It was determined that it's up to the school principal to inform that additional administrators are needed. However, it was also stated that, based on the current student enrollment, an additional 200 students may require an additional vice principal for the school. A conversation around staff recruitment challenges and support followed.

**MOTION to APPROVE** the draft 2023-2024 school budget was made by Kevin Glover and second by Angelica Martinez.

**MM:** Kevin Glover

**SM:** Angelica Martinez

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			

Tania Oton Ramos	X			
Zachary Steele	X			

**MOTION** to **TABLE** the February 2023 financials made by Kevin Glover and second by Angelica Martinez.

**MM:** Kevin Glover                      **SM:** Angelica Martinez                      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Zachary Steele	X			

**MOTION** to **APPROVE** the Capitalization Policy made by Angelica Martinez and second by Kevin Glover.

**MM:** Angelica Martinez                      **SM:** Kevin Glover                      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Zachary Steele	X			

**MOTION** to **APPROVE** the form 990 made by Kevin Glover and second by Angelica Martinez.

**MM:** Kevin Glover                      **SM:** Angelica Martinez                      **Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			

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

No new business, old business or public comments were presented at the time.

**ADJOURNMENT**

A **MOTION** was made to **CLOSE** the April 17, 2023 board meeting at 7:24 pm. Motion made by Ester Roche-Curet and second by Angelica Martinez.

**MM:** Ester Roche-Curet

**SM:** Angelica Martinez

**Action:** Approved 8-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter				X
Anita Colon	X			
Daisy Rosa	X			
Tania Oton Ramos	X			
Zachary Steele	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

*Board approved on* \_\_\_\_\_

ASPIRA Bilingual Cyber Charter  
 School Board of Trustees  
 Board Meeting Minutes  
 Via ZOOM Conference Call  
 May 23, 2023

**OPENING**

**Board Member Attendance:**

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

**Quorum established.**

**Board Counsel Present:** Carolyn Flynn, ESQ

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

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

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

**Meeting Opening & Call to Order**

Meeting called to order at 6:35 pm

**AGENDA**

**MOTION to AMEND** the May 23, 2023 agenda to list the items presented by the Finance Department made by Jaqueline Vazquez-Slaughter and second by Zachary Steele.

**Passed by unanimous vote**

**MM:** Jaqueline Vazquez-Slaughter

**SM:** Zachary Steele

**Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos				X
Zachary Steele	X			

**Motion** to approve the May 23, 2023 amended agenda made by Jaqueline Vazquez-Slaughter and second by Zachary Steele.

**Passed by unanimous vote**

**MM:** Jaqueline Vazquez-Slaughter      **SM:** Zachary Steele      **Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos				X
Zachary Steele	X			

**MEETING MINUTES**

The April 17, 2023 board meeting minutes was presented for review and consideration by the board.

**MOTION** to **APPROVE** the April 17, 2023 board meeting minutes was made by Zachary Steele and second by Ester Roche-Curet.

**Passed by unanimous vote**

**MM:** Zachary Steele      **SM:** Ester Roche-Curet      **Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			

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

**EXECUTIVE SESSION**

The board went into executive session at 6:37pm to discuss the 2023-2024 budgetary and personnel changes.

**MOTION** to go into Executive Session made by Kevin Glover and second by Ester Roche-Curet.

**Passed by unanimous vote**

**MM:** Kevin Glover

**SM:** Ester Roche-Curet

**Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos				X
Zachary Steele	X			

**MOTION** to return from Executive Session at 7:02pm made by Ester Roche-Curet and second by Zachary Steele.

**Passed by unanimous vote**

**MM:** Ester Roche-Curet

**SM:** Zachary Steele

**Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa				X



Tania Oton Ramos				X
Zachary Steele	X			

**FINANCE REPORT**

The finance listed items were presented inclusive of the: FY 2024 budget, February 2023 financials, resolution for investment vehicles, and the draft 2023 purchasing manual. A conversation took place around timely vendor payments. The COO will follow up with the financial advisor on these matters.

**MOTION to APPROVE** the 2023-2024 school budget with approved salary amendments was made by Kevin Glover and second by Zachary Steele.

**Passed by unanimous vote**

**MM:** Kevin Glover                      **SM:** Zachary Steele    **Action:** Approved 5-0

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

**MOTION to APPROVE** the Universal School Lunch recommendation and **TABLE** the School Finance Officer and Legal Counsel recommendations made by Jaqueline Vazquez-Slaughter and second by Zachary Steele.

**Passed by unanimous vote**

**MM:** Jaqueline Vazquez-Slaughter                      **SM:** Zachary Steele    **Action:** Approved 5-0

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

**COMMUNITY COMMENTS**

No public comment.

**ADJOURNMENT**

A **MOTION** was made to **CLOSE** the May 23, 2023 board meeting at 7:07 pm. Motion made by Ester Roche-Curet and second by Jaqueline Vazquez-Slaughter.

**Passed by unanimous vote**

**MM:** Ester Roche-Curet

**SM:** Jaqueline Vazquez-Slaughter

**Action:** Approved 5-0

<b>BOARD MEMBER</b>	<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>	<b>ABSENT</b>
Roger Zepernick	X			
Ester Roche-Curet	X			
Kevin Glover	X			
Angelica Martinez	X			
Jaqueline Vazquez-Slaughter	X			
Anita Colon				X
Daisy Rosa				X
Tania Oton Ramos				X
Zachary Steele	X			

Recorded by Yemele Ayala

Reviewed and Respectfully submitted by Angelica Martinez, Board Secretary

*Board approved on* \_\_\_\_\_

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	Jennifer	Aguire	No	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	9-12	ESL Spanish Teacher	1950	0%	100%
2	Jillian	Alcero	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	ELL Coordinator	1950	100%	0%
3	Maria	Breen	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840)	9-12	ELL Teacher	1950	100%	0%
4	Kelly	Bucca	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810)	K-8	ELL Coordinator	1950	100%	0%
5	Travis	Carson	Yes	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875), Instructional II Special Education PK-12 (9225)	K-12	Senior Lead Educator	1950	100%	0%
6	Amelia	Caycova	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Bilingual Crisis Counselor	1950	100%	0%
7	Lina	Cedeno	Yes	Instructional I Spanish PK-12 (4490), Instructional II Spanish PK-12 (4490), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-12	Bilingual Director of Teaching & Learning	1950	100%	0%
8	Soky	Chbe	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Reading Specialist PK-12 (7650)	K-12	EL Teacher	1895	100%	0%
9	Elizabeth	Clarke	Yes	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Language Pathologist	1950	100%	0%
10	Lauren	Cohen	Yes	OTR-426066	K-8	Occupational Therapist	1950	100%	0%
11	Marie	Collehoi	Yes	Instructional I Special Education PK-12 (9225)	K-12	Special Education Teacher	160	100%	0%
12	Katrina	Condos	Yes	Instructional II Social Studies 7-12 (8875)	K-12	Senior Lead Educator	1950	100%	0%
13	Elizabeth	Croulet	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1950	100%	0%
14	Julianne	Dalton	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	K-12	EL Newcomer Teacher	1950	100%	0%
15	Lauren	Davison	Yes	Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225)	9-12	Special Education Coordinator	1950	100%	0%
16	Lydia	Deal	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Counselor	1950	100%	0%
17	Katherine	DiMauro	Yes	Instructional I English 7-12 (3230), Instructional I Music PK-12 (7205)	9-12	ELA Teacher	1950	100%	0%
18	Megan	Dolaway	Yes	Instructional I Grades PK-4 (2825)	K-8	Elementary Teacher	1950	100%	0%
19	Mark	Dunyan	No	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	2	Elementary Teacher	1950	0%	100%
20	Jean Anne	English	Yes	Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1950	100%	0%
21	Jaselly	Figueroa	Yes	Instructional I Health & Physical Educ PK-12 (4805)	K-12	Special Education Teacher	1950	100%	0%
22	Thomas	Flannery	Yes	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies Teacher	1950	100%	0%
23	Miranda	Fleberg	Yes	Educational Specialist II School Psychologist PK-12 (1875)	K-12	Lead School Psychologist	1950	100%	0%
24	Nicole	Fulcher	Yes	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Endorsement Autism PK-12 (1180)	K-12	Special Education Teacher	1950	100%	0%
25	Elsie	Garcia	Yes	Instructional I Mathematics 7-12 (6800)	9-12	HS Credit Recovery Teacher	1950	100%	0%
26	Andrea	Gonzalez-Kirwin	Yes	Letter of Eligibility Superintendent PK-12 (1150), Administrative II Elementary Principal K-6 (1100), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-12	Chief Academic Officer	1950	100%	0%
27	Lacey	Goodman	Yes	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1950	100%	0%
28	Stephanie	Gosbert	Yes	Instructional I English 7-12 (3230)	K-12	Senior Director of Teaching & Learning	1950	100%	0%
29	Diane	Greening	Yes	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225)	K-8	Special Education Coordinator	1950	100%	0%
30	Shantel	Gubunish	Yes	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100); Instructional I Special Education PK-8 (9226)	K-12	Special Education Teacher	1950	100%	0%
31	Christel	Hibbard Pond	Yes	Administrative I Principal PK-12 (1115); Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional I Elementary K-6 (2810)	K-12	Special Education Teacher	1950	100%	0%
32	Katie	Hollis	Yes	Instructional I English 7-12 (3230)	9-12	ELA Teacher	1950	100%	0%
33	Christopher	Jennings	Yes	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Social Studies 7-12 (8875), Instructional II Special Education PK-12 (9225)	K-12	Special Education Coordinator	1950	100%	0%
34	Chelsea	Kahana	Yes	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-12	Special Education Teacher	1950	100%	0%
35	Deborah	King	Yes	Sp. Ed N-12, Reading Specialist K-12, ESL, Program Specialist K-12, Elem Ed K-6, EC EN-3 Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	K-12	Special Education Teacher	1950	100%	0%
36	Sarah	Klinke	Yes	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810); Instructional II Biology 7-12 (8405)	K-12	Special Education Teacher	1950	100%	0%
37	Persis	Koshy	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-8	School Counselor	1950	100%	0%
38	Paul	Kowalchuk	Yes	Instructional I English 7-12 (3230)	9-12	Creative Writing Teacher	1950	100%	0%
39	Jessica	Krenek	Yes	Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1950	100%	0%
40	Ruth	Lanciano	Yes	Instructional I Elementary K-6 (2810)	K-2	EL Teacher	1950	100%	0%
41	Daniel	LaSalle	Yes	Instructional I English 7-12 (3230)	9-12	English Teacher	900	100%	0%
42	Sean	London	Yes	Instructional II Early Childhood N-3 (2840)	K-12	Principal	1950	100%	0%
43	Regina	Lordan	Yes	Instructional I Social Studies 7-12 (8875); Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	WINS Rtl Teacher	1950	100%	0%
44	Kathryn	Macomber	Yes	Instructional I Special Education PK-8 (9226), Instructional I Elementary K-6 (2810)	K-8	Special Education Teacher	1950	100%	0%
45	William	Maczko	Yes	Administrative I Principal PK-12 (1115), Instructional I Social Studies 7-12 (8875)	K-12	Social Studies Teacher	1950	100%	0%
46	Hannah	Malfitano	No	Nothing on File	K-8	Math Teacher	1900	0%	100%
47	Daphne	Marcial	Yes	Instructional II Speech & Language Impaired PK-12 (9265)	K-12	Speech / Language Pathologist	1950	100%	0%

48	Alexandria	Mantjie	Yes	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education PK-8 (9226)	K-12	Special Education Teacher	1950	100%	0%
49	Quinev	Mav	Yes	Instructional II Special Education PK-12 (9225)	K-12	SPED Teacher	1950	100%	0%
50	Jodie	McAllister	Yes	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	K-12	Sped Transition Coordinator	1950	100%	0%
51	Julie	McElrov	Yes	Instructional I Biology 7-12 (8405)	9-12	Science Teacher	1875	100%	0%
52	Alfred	McKinley	Yes	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
53	Kathryn	McKinley	Yes	Educational Specialist II School Psychologist PK-12 (1875), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Social Studies 7-12 (8875)	K-12	Director of Specialized Services	1950	100%	0%
54	Jacob	Melman	Yes	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	K-12	ELL Teacher	1950	100%	0%
55	Travis	Meyer	Yes	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	9-12	Senior Lead Educator	1950	100%	0%
56	Elizabeth	Mondragon	No	Nothing on File	K-8	ELL Instructor	1950	0%	100%
57	Samantha	Morrone	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Lang Pathologist	1950	100%	0%
58	Brittany	Oakes Jemiclita	Yes	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Special Education Teacher	1950	100%	0%
59	Caitlin	Panella	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Pathologist	1950	100%	0%
60	Andrew	Paulsen	Yes	Administrative I Principal PK-12 (1115), Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-12	Special Education Teacher	1950	100%	0%
61	Taylor	Paulsen	Yes	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	School Counselor	1950	100%	0%
62	Melanie	Pena	Yes	Instructional II Spanish PK-12 (4490), Instructional II Elementary K-6 (2810)	K-8	Spanish Teacher	1950	100%	0%
63	Victoria	Pereira-Wine	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Therapist	1950	100%	0%
64	Yisaris	Quiles	Yes	Instructional I Special Education PK-12 (9231)	K-12	Special Education Teacher	1950	100%	0%
65	Shafare	Rainey	Yes	Instructional I Special Education PK-12 (9231)	K-8	Special Education Teacher	1950	100%	0%
66	Monique	Robinson	No	EXPIRED - Instructional I Elementary K-6 (2810), EXPIRED Instructional I Reading Specialist PK-12 (7650)	K-12	English Language Instructor	200	0%	100%
67	Noemi	Rodriguez	Yes	Instructional I Elementary K-6 (2810)	K-12	Senior Lead Educator	1950	100%	0%
68	Michelle	Rodriguez Burgos	No	Nothing on File	K-8	Spanish Teacher	1950	0%	100%
69	Lindsay	Romero	Yes	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Language Pathologist	1950	100%	0%
70	Jaime	Ruth	Yes	Instructional I Elementary K-6 (2810)	K-8	Elementary Teacher	1950	100%	0%
71	Margarita	Santos	Yes	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1950	100%	0%
72	Michael	Schoenblum	Yes	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	K-8	Elementary Teacher	1950	100%	0%
73	Samantha	Shaw	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Therapist	1899	100%	0%
74	Pamela	Short	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	1950	100%	0%
75	Ashley	Smith	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230), Instructional II Grades PK-4 (2825)	K-12	ELL Teacher	1950	100%	0%
76	Dara	Smith	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1950	100%	0%
77	Paul	Stelben	No	Emergency Permit: LT Sub with Educational Obligation Music PK-12 (7205)	K-12	Art Teacher	1950	0%	100%
78	Juanita	Toledo	Yes	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-12	Special Education Teacher	1950	100%	0%
79	Amy	Toll	Yes	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Reading Specialist PK-12 (7650)	9-12	English Teacher	1950	100%	0%
80	Liza	Torres-Caraballo	No	Charter School Teacher Designation I Grades PK-4 (2825)	K-8	Elementary Teacher	1950	0%	100%
81	Rabsaan	Turnip	Yes	Instructional II Special Education PK-12 (9225)	K-12	Special Education Teacher	1950	100%	0%
82	Somasundaram	Velayutham	No	Nothing on File	9-12	Math Teacher	1900	0%	100%
83	Jov	Waldmer	Yes	Instructional II Art PK-12 (1405)	K-12	Art Teacher	1950	100%	0%
84	Lauren	Waterman	Yes	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Pathologist	1950	100%	0%
85	Nicole	Weirich	Yes	Instructional I Mid-Level English 6-9 (2850), Instructional I English 7-12 (3230), Instructional I Special Education PK-12 (9225)	K-12	Special Education Teacher	1950	100%	0%
86	Sara	Werth-Young	Yes	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
87	Cassandra	Whitfield	Yes	Instructional I English 7-12 (3230), Instructional I Special Education 7-12 (9227)	9-12	Special Education Teacher	1950	100%	0%
88	Kelli	Wilson	Yes	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Senior Lead Educator	1950	100%	0%
89	Ryan	Welcott	Yes	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	K-12	Roster Chair/Testing Coordinator	1950	100%	0%
90	Elizabeth	Wolff	Yes	Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	1950	100%	0%
91	Elise	Yamolskv	Yes	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1950	100%	0%
92	Yvonne	Yangello	Yes	Instructional I English 7-12 (3230)	9-12	English Teacher	1950	100%	0%

Total Number of Administrators (do not include CEO) 8 CEO (certified) 1  
Total Number of Teachers 56 Counselors 4 School Nurses 2 Others 21  
Total Number of Professional Staff 92

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

Name of School ASPIRA Bilingual Cyber Charter School

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

CEO Signature *Susan London*

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$ 23,500
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	\$ 1,984
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	

	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	\$ 1,712
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	\$ 18,720,291
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	\$ 7,106
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100		<b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		<b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>	
	7210	Homebound Instruction	
	7220	Vocational Education	

	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	\$ 10,656
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	\$ 70,000
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	

	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	\$ 1,262,670
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	ARP ESSER grant	\$ 2,705,040
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	



8800		MEDICAL ASSISTANCE REIMBURSEMENTS	\$	353
<b>9000</b>		<b>OTHER FINANCING SOURCES</b>		
9100		SALE OF BONDS		
	9110	Bond Issue Proceeds (Gross)		
	9120	Proceeds from Refunding of Bonds		
9200		PROCEEDS FROM EXTENDED TERM FINANCING		
9300		INTERFUND TRANSFERS		
	9310	General Fund Transfers		
	9320	Special Revenue Fund Transfers		
	9330	Capital Projects Funds Transfers		
	9340	Debt Service Fund Transfers		
	9350	Enterprise Fund Transfers		
	9360	Internal Service Fund Transfers		
	9370	Trust and Agency Fund		
	9380	Activity Fund Transfers		
	9390	Permanent Fund Transfers		
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS		
9500		Unassigned		
9600		Unassigned		
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS		
	9710	Transfers from Component Units		
	9720	Transfers from Primary Governments		
9800		INTRAFUND TRANSFERS IN		
	9810	General Fund Intrafund Transfers		
	9820	Special Revenue Intrafund Transfers		
	9840	Debt Service Intrafund Transfers		
	9850	Enterprise Intrafund Transfers		
	9860	Internal Service Intrafund Transfers		
	9870	Trust and Agency Intrafund Transfers		
	9880	Activity Interfund Transfers		

<b>TOTAL REVENUES</b>				\$ 22,803,312

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

Name of School ASPIRA Bilingual Cyber Charter School

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

CEO Signature *Sean London*

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	3,369,018
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	8,074,078
1300	VOCATIONAL EDUCATION		
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$	465,248
1600	ADULT EDUCATION PROGRAMS		
1700	HIGHER EDUCATION PROGRAMS		
1800	PRE-KINDERGARTEN		
<b>2000</b>	<b>SUPPORT SERVICES</b>		
2100	SUPPORT SERVICES - PUPIL PERSONNEL	\$	4,596,450
	2110 Supervision of Pupil Personnel Services		
	2120 Guidance Services		
	2130 Attendance Services		
	2140 Psychological Services		
	2150 Speech Pathology and Audiology Services		
	2160 Social Work Services		
	2170 Student Accounting Services		
	2190 Other Pupil Personnel Services		
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	\$	106,070
	2210 Supervision of Educational Media Services		

	2220	Technology Support Services		
	2230	Educational Television Services		
	2240	Computer-Assisted Instruction Support Services		
	2250	School Library Services		
	2260	Instruction and Curriculum Development Services		
	2270	Instructional Staff Professional Development Services		
	2280	Nonpublic Support Services		
2300		SUPPORT SERVICES - ADMINISTRATION	\$	2,614,951
	2310	Board Services		
	2320	Board Treasurer Services		
	2340	Staff Relations and Negotiations Services		
	2350	Legal Services		
	2360	Office of the Superintendent (Executive Director) Services		
	2370	Community Relations Services		
	2380	Office of the Principal Services		
	2390	Other Administration Services		
2400		SUPPORT SERVICES - PUPIL HEALTH	\$	277,267
2500		SUPPORT SERVICES - BUSINESS		
	2510	Fiscal Services	\$	126,265
	2520	Purchasing Services		
	2530	Warehousing and Distributing Services		
	2540	Printing, Publishing and Duplicating Services		
	2590	Other Support Services - Business		
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES		
	2610	Supervision of Operation and Maintenance of Plant Services	\$	383,585
	2620	Operation of Buildings Services	\$	1,134,568
	2630	Care and Upkeep of Grounds Services		
	2640	Care and Upkeep of Equipment Services		
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)		
	2660	Security Services	\$	458,688
	2690	Other Operation and Maintenance of Plant Services		
2700		STUDENT TRANSPORTATION SERVICES		
	2710	Supervision of Student Transportation Services		
	2720	Vehicle Operation Services		
	2730	Monitoring Services		
	2740	Vehicle Servicing and Maintenance Services		
	2750	Nonpublic Transportation		

	2790	Other Student Transportation Services		
2800		SUPPORT SERVICES - CENTRAL		
	2810	Planning, Research, Development and Evaluation Services		
	2820	Information Services	\$	224,152
	2830	Staff Services	\$	141,591
	2840	Data Processing Services		
	2850	State and Federal Agency Liaison Services		
	2860	Management Services		
	2890	Other Support Services Central		
2900		OTHER SUPPORT SERVICES - CENTRAL		
	2990	Pass-Thru Funds		
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>		
3100		FOOD SERVICES	\$	233,028
3200		STUDENT ACTIVITIES		
	3210	School Sponsored Student Activities	\$	157,693
	3250	School Sponsored Athletics	\$	6,282
3300		COMMUNITY SERVICES	\$	244,464
	3310	Community Recreation		
	3320	Civic Services		
	3330	Public Library Services		
	3340	Custody and Child Care		
	3350	Welfare Activities		
	3390	Other Community Services		
3400		SCHOLARSHIPS AND AWARDS		
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>		
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL		
4200		EXISTING SITE IMPROVEMENT SERVICES		
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL		
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS		

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>		<b>\$ 22,613,398</b>

<b>BALANCE AS OF JUNE 30, 2022</b>	\$	7,879,690
<b>TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND</b>	\$	189,914
<b>BALANCE AS OF JUNE 30, 2023</b>	\$	8,069,604

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2022**



CPAs | CONSULTANTS | WEALTH ADVISORS

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**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
TABLE OF CONTENTS  
YEAR ENDED JUNE 30, 2022**

<b>INDEPENDENT AUDITORS' REPORT</b>	<b>1</b>
<b>REQUIRED SUPPLEMENTARY INFORMATION</b>	
<b>MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)</b>	<b>5</b>
<b>BASIC FINANCIAL STATEMENTS</b>	
<b>STATEMENT OF NET POSITION</b>	<b>9</b>
<b>STATEMENT OF ACTIVITIES</b>	<b>10</b>
<b>BALANCE SHEET – GOVERNMENTAL FUNDS</b>	<b>11</b>
<b>RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS TO     THE STATEMENT OF NET POSITION</b>	<b>12</b>
<b>STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND     BALANCES – GOVERNMENTAL FUNDS</b>	<b>13</b>
<b>RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND     CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS TO THE     STATEMENT OF ACTIVITIES</b>	<b>14</b>
<b>NOTES TO BASIC FINANCIAL STATEMENTS</b>	<b>15</b>
<b>REQUIRED SUPPLEMENTARY INFORMATION (UNAUDITED)</b>	
<b>SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND     BALANCES – BUDGET AND ACTUAL GOVERNMENTAL FUNDS (UNAUDITED)</b>	<b>36</b>
<b>SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET PENSION LIABILITY     AND CONTRIBUTIONS (UNAUDITED)</b>	<b>37</b>
<b>SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET OPEB LIABILITY     AND CONTRIBUTIONS (UNAUDITED)</b>	<b>38</b>
<b>SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</b>	<b>39</b>
<b>NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</b>	<b>40</b>
<b>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 <i>GOVERNMENT AUDITING STANDARDS</i></b>	<b>41</b>
<b>INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR THE MAJOR     FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER     COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE</b>	<b>43</b>
<b>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</b>	<b>46</b>





## INDEPENDENT AUDITORS' REPORT

Board of Trustees  
Aspira Bilingual Cyber Charter School  
Philadelphia, Pennsylvania

### **Report on the Audit of the Financial Statements**

#### ***Opinions***

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Aspira Bilingual Cyber Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinions***

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

#### ***Emphasis of Matter***

As discussed in Note 1 to the financial statements, effective July 1, 2021, Aspira Bilingual Cyber Charter School adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-to-use lease asset and corresponding lease liability and lessors to recognize a lease receivable and corresponding deferred inflow of resources for all leases with lease terms greater than 12 months. Our opinion is not modified with respect to this matter.

***Responsibilities of Management for the Financial Statements***

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Aspira Bilingual Cyber Charter School's ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

***Auditors' Responsibilities for the Audit of the Financial Statements***

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Aspira Bilingual Cyber Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Aspira Bilingual Cyber Charter School's ability to continue as a going concern for a reasonable period of time.

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

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

***Required Supplementary Information***

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

***Supplementary Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Aspira Bilingual Cyber Charter School's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

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 29, 2022, on our consideration of Aspira Bilingual Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Aspira Bilingual Cyber Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspira Bilingual Cyber Charter School's internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Plymouth Meeting, Pennsylvania  
December 29, 2022

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)  
JUNE 30, 2022**

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, 2022. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

**Financial Highlights**

- Total revenues increased by \$4,213,527 to \$14,798,335 due to an increase in local education, federal, and other local sources.
- At the close of the current fiscal year, the School reports ending net position of \$8,469,544. This net position balance represents an increase in net position of \$4,527,292 for the year ended June 30, 2022.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$7,861,961. This general fund balance represents an increase in fund balance of \$3,278,957 for the year ended June 30, 2022.
- The School's cash balance at June 30, 2022, was \$8,230,320, representing an increase of \$3,482,807 from June 30, 2021.

**Overview of the Financial Statements**

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: Management's Discussion and Analysis (this section), the basic financial statements, budgetary comparison.

***Government-Wide Financial Statements***

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

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

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

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)  
JUNE 30, 2022**

**Overview of the Financial Statements (Continued)**

***Fund Financial Statements***

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

***Notes to the Financial Statements***

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

**Government-Wide Financial Analysis**

Net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows exceeded liabilities and deferred inflows by \$8,469,544 as of June 30, 2022.

	<u>2022</u>	<u>2021</u>
Current and Other Assets	\$ 9,472,116	\$ 5,224,021
Capital Assets	<u>6,390,921</u>	<u>496,354</u>
Total Assets	15,863,037	5,720,375
Deferred Outflows	136,885	94,572
Current Liabilities	1,666,210	704,883
Noncurrent Liabilities	<u>5,714,978</u>	<u>827,622</u>
Total Liabilities	7,381,188	1,532,505
Deferred Inflows	<u>149,190</u>	<u>340,190</u>
Net Investment in Capital Assets	1,036,159	496,354
Restricted	17,729	17,539
Unrestricted	<u>7,415,656</u>	<u>3,428,359</u>
Total Net Position	<u>\$ 8,469,544</u>	<u>\$ 3,942,252</u>

The School received a Paycheck Protection Program loan totaling \$447,027 during the year ended June 30, 2021. This loan was forgiven during the year ended June 30, 2022.

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, 2022**

**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>2022</u>	<u>2021</u>
Revenues:		
Local Education Agencies	\$ 11,729,933	\$ 9,307,675
Other Local Sources	533,348	34,559
State Sources	8,215	25,916
Federal Sources	<u>2,526,839</u>	<u>1,216,658</u>
Total Revenues	14,798,335	10,584,808
Expenditures:		
Instruction	5,265,543	3,989,759
Student Support Services	1,245,647	426,124
Administrative Support	1,083,509	1,343,797
Pupil Health	37,518	114,786
Business Services and Operations	1,563,070	1,376,668
Student Transportation Services	201,603	-
Student Activities and Community Services	38,308	29,985
Interest Expense	432,382	-
Depreciation and Amortization Expense (Unallocated)	<u>403,463</u>	<u>144,566</u>
Total Expenditures	<u>10,271,043</u>	<u>7,425,685</u>
Change in Net Position	4,527,292	3,159,123
Net Position - Beginning of Year	<u>3,942,252</u>	<u>783,129</u>
Net Position - End of Year	<u>\$ 8,469,544</u>	<u>\$ 3,942,252</u>

**Governmental Funds**

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

The School's governmental funds, (the General Fund and Student Activities Fund), reported an ending fund balance of \$7,879,690. For the year ended June 30, 2022 the School's revenues of \$14,351,308 exceeded expenditures of \$11,072,161 by \$3,279,147.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)  
JUNE 30, 2022**

**Governmental Funds Budgetary Highlights**

Governmental revenues exceeded budgeted revenues by \$5,042,069, primarily due to more than expected local educational agency and federal sources. Actual expenditures were greater than budgeted expenditures by \$2,379,696, primarily due to greater than budgeted instruction, administrative support, student transportation services, and other support services expenditures incurred, offset by less than budgeted expenditures in student support services and business services and operations during the fiscal year.

**Capital Asset and Debt Administration**

**Capital Assets**

As of June 30, 2022, the School's investment in capital assets for its governmental activities totaled \$6,390,921, net of accumulated depreciation and amortization. This investment in capital assets includes classroom, office furniture and equipment and leasehold improvements.

Major capital asset purchases during the year included the following:

- Furniture and equipment amounting to \$812,995.
- Leasehold improvements amounting to \$62,436.

**Long-Term Debt**

As of June 30, 2022, the School has long-term debt of \$5,354,762 for lease liability. See Note 6 of this report.

**Economic Factors and Next Year's Budgets and Rates**

The School's Board approved budget next year anticipated that the revenues would exceed the expenses by \$172,503. 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 \$1,390 to \$9,395 for general education and decrease by \$34 to \$31,494 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 Principal, Aspira Bilingual Cyber Charter School, 6301 North 2nd Street, Philadelphia, PA 19120.



**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
STATEMENT OF NET POSITION  
JUNE 30, 2022**

	Governmental Activities
<b>ASSETS AND DEFERRED OUTFLOWS</b>	
<b>CURRENT ASSETS</b>	
Cash and Cash Equivalents	\$ 8,230,320
Federal Subsidies Receivable	1,140,160
Prepaid Items	63,930
Due from School District of Philadelphia	37,706
Total Current Assets	9,472,116
<b>CAPITAL ASSETS, NET</b>	
Total Assets	6,390,921
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred Outflows from Pensions - See Note 11	130,885
Deferred Outflows from OPEB - See Note 12	6,000
Total Deferred Outflows of Resources	136,885
<b>LIABILITIES AND DEFERRED INFLOWS</b>	
<b>CURRENT LIABILITIES</b>	
Lease Liability- Current Maturities	73,784
Accounts Payable and Accrued Expenses	631,041
Accrued Payroll and Payroll Taxes	458,895
Unearned Revenue	334,503
Due to Related Parties	167,987
Total Current Liabilities	1,666,210
<b>LONG-TERM LIABILITIES</b>	
Lease Liability- Net of Current Maturities	5,280,978
Net Pension Liability	411,000
Net OPEB Liability	23,000
Total Long-Term Liabilities	5,714,978
Total Liabilities	7,381,188
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Deferred Inflows from Pensions - See Note 11	129,000
Deferred Inflows from OPEB - See Note 12	20,190
Total Deferred Inflows of Resources	149,190
<b>NET POSITION</b>	
Net Investment in Capital Assets	1,036,159
Restricted:	
Student Activities	17,729
Unrestricted	7,415,656
Total Net Position	\$ 8,469,544

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2022**

Functions	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Service	Operating Grants and Contributions	Total Governmental Activities
<b>GOVERNMENTAL ACTIVITIES</b>				
Instruction	\$ 5,265,543	\$ -	\$ 2,526,839	\$ (2,738,704)
Student Support Services	1,245,647	-	-	(1,245,647)
Administrative Support	1,083,509	-	-	(1,083,509)
Pupil Health	37,518	-	-	(37,518)
Business Services and Operations	1,563,070	-	-	(1,563,070)
Student Transportation Services	201,603	-	-	(201,603)
Student Activities and Community Services	38,308	-	-	(38,308)
Interest Expense	432,382	-	-	(432,382)
Depreciation and Amortization Expense (Unallocated)	403,463	-	-	(403,463)
<b>Total</b>	<b>\$ 10,271,043</b>	<b>\$ -</b>	<b>\$ 2,526,839</b>	<b>(7,744,204)</b>
<b>GENERAL REVENUES</b>				
				8,215
				11,729,933
				447,027
				86,321
				<u>12,271,496</u>
<b>CHANGE IN NET POSITION</b>				4,527,292
Net Position - Beginning of Year				<u>3,942,252</u>
<b>NET POSITION - END OF YEAR</b>				<u>\$ 8,469,544</u>

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
BALANCE SHEET – GOVERNMENTAL FUNDS  
JUNE 30, 2022**

	<u>General Fund</u>	<u>Student Activities Fund</u>	<u>Total Governmental Activities</u>
<b>ASSETS</b>			
Cash and Cash Equivalents	\$ 8,212,591	\$ 17,729	\$ 8,230,320
Federal Subsidies Receivable	1,140,160	-	1,140,160
Prepaid Items	63,930	-	63,930
Due from School District of Philadelphia	37,706	-	37,706
	<u>37,706</u>	<u>-</u>	<u>37,706</u>
Total Assets	<u>\$ 9,454,387</u>	<u>\$ 17,729</u>	<u>\$ 9,472,116</u>
<b>LIABILITIES AND FUND BALANCES</b>			
<b>LIABILITIES</b>			
Accounts Payable	\$ 631,041	\$ -	\$ 631,041
Salaries and Contracts Payable	458,895	-	458,895
Unearned Revenue	334,503	-	334,503
Due to Related Parties	167,987	-	167,987
Total Liabilities	<u>1,592,426</u>	<u>-</u>	<u>1,592,426</u>
<b>FUND BALANCES</b>			
Nonspendable:			
Prepaid Items	63,930	-	63,930
Restricted:			
Student Activities	-	17,729	17,729
Unassigned	7,798,031	-	7,798,031
Total Fund Balances	<u>7,861,961</u>	<u>17,729</u>	<u>7,879,690</u>
Total Liabilities and Fund Balance	<u>\$ 9,454,387</u>	<u>\$ 17,729</u>	<u>\$ 9,472,116</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, 2022**

**Total Fund Balances for Governmental Funds** \$ 7,879,690

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

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

    Capital Assets, Net 6,390,921

Lease liabilities that are not due and payable in the current period, and therefore, are not reported in the governmental funds. (5,354,762)

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

    Pension (409,115)  
    OPEB (37,190)

**Total Net Position of Governmental Activities** \$ 8,469,544

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES  
IN FUND BALANCES – GOVERNMENTAL FUNDS  
YEAR ENDED JUNE 30, 2022**

	<u>General Fund</u>	<u>Student Activities Fund</u>	<u>Total Governmental Activities</u>
<b>REVENUES</b>			
Local Education Agencies	\$ 11,729,933	\$ -	\$ 11,729,933
Other Local Sources	81,291	5,030	86,321
State Sources	8,215	-	8,215
Federal Sources	<u>2,526,839</u>	<u>-</u>	<u>2,526,839</u>
Total Revenues	14,346,278	5,030	14,351,308
<b>EXPENDITURES</b>			
Instruction	6,263,373	-	6,263,373
Student Support Services	1,245,647	-	1,245,647
Administrative Support	1,583,728	-	1,583,728
Pupil Health	37,518	-	37,518
Business Services and Operations	1,088,245	-	1,088,245
Student Transportation Services	201,603	-	201,603
Other Support Services	612,467	-	612,467
Student Activities and Community Services	<u>39,580</u>	<u>-</u>	<u>39,580</u>
Total Expenditures	<u>11,072,161</u>	<u>-</u>	<u>11,072,161</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>	3,274,117	5,030	3,279,147
<b>OTHER FINANCING SOURCES (USES)</b>			
Transfer In	-	(4,840)	(4,840)
Transfer Out	<u>4,840</u>	<u>-</u>	<u>4,840</u>
Total Other Financing Sources (Uses)	<u>4,840</u>	<u>(4,840)</u>	<u>-</u>
<b>NET CHANGE IN FUND BALANCE</b>	3,278,957	190	3,279,147
Fund Balances - Beginning of Year	<u>4,583,004</u>	<u>17,539</u>	<u>4,600,543</u>
<b>FUND BALANCES - END OF YEAR</b>	<u>\$ 7,861,961</u>	<u>\$ 17,729</u>	<u>\$ 7,879,690</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, 2022**

**Net Change in Fund Balances - Total Governmental Funds** \$ 3,279,147

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

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

Capital Outlays	875,431
Depreciation Expense - Capital Assets	(195,718)
Amortization Expense - Right-To-Use Lease Assets	(207,745)

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

Payments for Lease Liability	67,837
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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
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Pension and OPEB expenditures in the governmental funds are measured by current year employer contributions. Pension and OPEB expenses on the statement of activities are measured by the change in the net pension and OPEB liability and the related deferred inflows and outflows of resources.

Change in Pension Expense	254,313
Change in OPEB Expense	7,000

**Change in Net Position of Governmental Activities** \$ 4,527,292

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**NOTE 1 ORGANIZATION AND PURPOSE OF CORPORATION**

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

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

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

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Presentation**

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Government-Wide and Fund Financial Statements**

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

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

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

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



**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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 BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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 2021 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, 2022, the School received 79% of their total revenue from one source.

**Capital Assets**

Capital assets, which include computer equipment, are reported in the government-wide financial statements. The School's capitalization policy is to capitalize additions of in excess of \$2,500 with a useful life that extends beyond one year. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the shorter period of either the life of the lease or useful life of the improvement.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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 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](http://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 BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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%.

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Pensions (Continued)**

***General Information about the Pension Plan (Continued)***

**Contributions (Continued)**

**Employer Contributions**

The employers contractually required contribution rate for fiscal year ended June 30, 2022, was 33.99% 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 \$49,000 for the year ended June 30, 2022.

**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, 2021, there were no assumed future benefit increases to participating eligible retirees.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Other Postemployment Benefits (Continued)**

***General Information about the Health Insurance Premium Assistance Program  
(Continued)***

**Employer Contributions**

The School's contractually required contribution rate for the fiscal year ended June 30, 2022, was 0.80% 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, 2022.

**Leases**

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

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

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

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

The School uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the School is utilizing the treasury bill rate (corresponding to length of lease) in place at the date of implementation (July 1, 2021) along with other risk factors to determine the discount interest rate for leases.

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

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

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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.

**Adoption of New Accounting Standards**

In June 2017, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 87, *Leases*. This standard requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and as inflows of resources or outflows of resources recognized 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 standard, 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.

The School adopted the requirements of the guidance effective July 1, 2021 and has applied the provisions of this standard to the beginning of the period of adoption. The adoption of GASB 87 standard did not have any impact on the beginning net position in the financial statements. A net right-to-use lease asset of \$5,422,599 and a lease liability of \$5,422,599 were recorded as of July 1, 2021.

**NOTE 3 CASH AND CASH EQUIVALENTS**

**Deposits**

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does have a policy for custodial credit risk. For the year ended June 30, 2022, \$7,980,320 of the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and Uncollateralized	\$ 7,980,320
Plus: Insured Amount	<u>250,000</u>
Total Cash and Cash Equivalents per Financial Statements	<u><u>\$ 8,230,320</u></u>

*See accompanying Notes to Financial Statements.*

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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, 2022, were as follows:

	Transfers In	
Transfers Out	Student Activities Fund	Total
General Fund	\$ (4,840)	\$ (4,840)

**NOTE 5 CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2022, was as follows:

	Balance as Restated July 1, 2021	Additions	Deletions	Balance June 30, 2022
Furniture and Equipment	\$ 1,285,643	\$ 812,995	\$ -	\$ 2,098,638
Leasehold Improvements	180,800	62,436	-	243,236
Right-to-use Lease Assets - Building	5,383,526	-	-	5,383,526
Right-to-use Lease Assets - Equipment	39,073	-	-	39,073
Subtotal	6,889,042	875,431	-	7,764,473
Less:				
Accumulated Depreciation	970,089	195,718	-	1,165,807
Accumulated Amortization	-	207,745	-	207,745
Capital Asset, Net	\$ 5,918,953	\$ 471,968	\$ -	\$ 6,390,921

Depreciation and amortization expense for the year ended June 30, 2022 was \$403,463.

**NOTE 6 LEASES**

**Lease Liability: Right-to-Use Asset Agreements**

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

The School leases a portion of 4322-42 North 5th Street in Philadelphia, Pennsylvania under 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 payments in the amount of \$40,000.



**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**NOTE 6 LEASES (CONTINUED)**

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

Total principal and interest costs for such leases for governmental funds were \$491,352, which included principal payments of \$67,837 and interest expense of \$423,515, for the year ended June 30, 2022. Total future minimum lease payments under lease agreements are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 73,784	\$ 422,234	\$ 496,018
2024	74,855	416,497	491,352
2025	69,211	410,789	480,000
2026	74,956	405,044	480,000
2027	81,177	398,823	480,000
2028-2032	518,855	1,881,145	2,400,000
2033 and Thereafter	4,461,924	3,618,076	8,080,000
Total Minimum Lease Payments	<u>\$ 5,354,762</u>	<u>\$ 7,552,608</u>	<u>\$ 12,907,370</u>

The following is a summary of changes in lease liability for the year ended June 30, 2022:

	<u>Balance as Restated July 1, 2021</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance June 30, 2022</u>
Lease Liability	\$ 5,422,599	\$ -	\$ 67,837	\$ 5,354,762

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

Right-to-Use Lease Assets	
Building	\$ 5,383,526
Equipment	39,073
Subtotal	<u>5,422,599</u>
Less: Accumulated Depreciation and Amortization	<u>207,745</u>
Total	<u>\$ 5,214,854</u>

**NOTE 7 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, 2022, the rate for the School District of Philadelphia was \$10,786 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 \$11,729,933 for the fiscal year ended June 30, 2022.

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**NOTE 8 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, 2022, may be impaired.

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

**NOTE 9 PAYCHECK PROTECTION PROGRAM**

In August 2020, the School received a loan from Quaint 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 School 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.

**NOTE 10 RETIREMENT PLAN**

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

The 403(b) Plan is a defined contribution pension plan. Employees in the 403(b) Plan contribute a mandatory 6% deferral amount and can contribute a higher percentage up to the maximum dollar amount allowed by the Internal Revenue Service. The charter school provides matching contributions dollar for dollar up to 6% of compensation based on payroll compensation. Deferrals over 6% of salary are not matched. The 403(b) Plan has an immediate vesting schedule. The plan offers a diversified lineup of employee directed investment options. The default investment option, if one is not selected at the time of enrollment, is a Target Date Fund corresponding with the employee's age. Investment options can be changed at any time by the employee. Employer contributions to the 403(b) Plan for the fiscal year ended June 30, 2022, were \$84,377.

The School had no liability to the Plan at June 30, 2022.

*See accompanying Notes to Financial Statements.*

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

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

At June 30, 2022, the School reported a liability of \$411,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, 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, 2020, to June 30, 2021. 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, 2022, the employer's proportion was 0.0010%, which was an increase of 0.0001% from its proportion measured as of June 30, 2021.

For the year ended June 30, 2022, the School recognized pension credit of (\$204,000). At June 30, 2022, the School reported deferred outflows of resources and deferred inflows related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference Between Expected and Actual Experience	\$ -	\$ (5,000)
Net Difference Between Projected and Actual Investment Earnings	-	(65,000)
Changes in Proportions	36,000	(59,000)
Changes in Assumptions	20,000	-
Difference Between Employer Contributions and Proportionate Share of Total Contributions	25,885	-
Contributions Subsequent to the Measurement Date	49,000	-
Total	<u>\$ 130,885</u>	<u>\$ (129,000)</u>

The amount of \$49,000 reported as deferred outflows of resources related to pensions resulting from the School's contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. 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>
2023	\$ (25,473)
2024	18,715
2025	(17,824)
2026	(22,533)
Total	<u>\$ (47,115)</u>

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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, 2021, was determined by rolling forward the System's total pension liability as of the June 30, 2020, actuarial valuation to June 30, 2021, using the following actuarial assumptions, applied to all periods included in the measurement:

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

The actuarial assumptions used in the June 30, 2021 valuation were based on the experience study that was performed for the five-year period ended June 30, 2020.

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

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

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Public Equity	27.0 %	5.2 %
Private Equity	12.0	7.3
Fixed Income	35.0	1.8
Commodities	10.0	2.0
Absolute Return	8.0	3.1
Infrastructure/MLPs	8.0	5.1
Real Estate	10.0	4.7
Cash	3.0	0.1
Leverage	(13.0)	0.1
Total	100.0 %	

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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, 2021.

**Discount Rate**

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

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

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

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's Proportionate Share of the Net Pension Liability	\$ 539,000	\$ 411,000	\$ 302,000

**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](http://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, 2022, the School reported a liability of \$23,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2021, 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, 2020, to June 30, 2021. 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, 2022, the employer's proportion was 0.0010%, which was an increase of 0.0001% from its proportion measured as of June 30, 2021.

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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, 2022, the School recognized OPEB credit of \$(6,000). At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in Proportions	\$ 2,000	\$ (19,000)
Changes in Assumptions	3,000	-
Difference Between Employer Contributions and Proportionate Share of Total Contributions	-	(1,190)
Contributions Subsequent to the Measurement Date	1,000	-
Total	<u>\$ 6,000</u>	<u>\$ (20,190)</u>

The amount of \$1,000 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2023. 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>
2023	\$ (9,483)
2024	(2,478)
2025	(1,710)
2026	(1,709)
2027	(26)
Thereafter	216
Total	<u>\$ (15,190)</u>

**Actuarial Assumptions and Other Inputs**

The total OPEB liability as of June 30, 2021, was determined by rolling forward the PSERS total OPEB liability as of June 30, 2020, to June 30, 2021, 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 – 2.18% - S&P 20 Year Municipal Bond Rate.
- Effective average salary growth of 4.5%, comprising 2.50% for inflation and 2.00% for real wage growth and for merit and seniority increases.
- Premium Assistance reimbursement benefits capped at \$1,200 per year.
- Assumed healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

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

**Actuarial Assumptions and Other Inputs (Continued)**

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

The actuarial assumptions used in the June 30, 2020, valuation were based on the results of an actuarial experience study that was performed for the five year 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, 2019, determined the employer contribution rate for fiscal year 2021.
- Cost method was developed using the amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method was market value.
- Participation rate assumed that 63% of eligible retirees will elect premium assistance.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

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

The OPEB plan's policy with regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. Under the program, as defined in the retirement code, employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of premium assistance benefits for each succeeding year. Following is the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class, as of June 30, 2021.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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	79.8 %	0.1 %
U.S. Core Fixed Income	17.5	0.7
Non-U.S. Developed Fixed	2.7	(0.3)
Total	<u>100.0 %</u>	

**Discount Rate**

The discount rate used to measure the total OPEB liability was 2.18% at June 30, 2021, which changed from the prior year rate of 2.66%. 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 2.18%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2021, 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, 2021, 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, 2021, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year and 611 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.



**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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, 2022, calculated using Healthcare Cost Trends as well as what the System net OPEB liability would be if the Healthcare Cost Trends were one percentage point lower or one percentage point higher than the current rate:

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Healthcare Cost Trend Rate (in Thousands)		
1% Decrease (between 4% and 6%)	Health Care Cost Trend Rates (between 5% and 7%)	1% Increase (between 6% and 8%)
\$ 23	\$ 23	\$ 23

**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 2.18%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (1.18%) or one percentage point higher (3.18%) than the current rate (2.18%).

Sensitivity of the Premium Assistance Net OPEB Liability to Changes in the Discount Rate (in Thousands)		
1% Decrease 1.18%	Current Rate 2.18%	1% Increase 3.18%
\$ 27	\$ 23	\$ 21

**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](http://www.psers.pa.gov).

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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 varied number of members, one of which is a parent member. The school has eight board members.

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

As described in Note 8, the School leases a portion of ASPIRA's building from ACE/Dougherty, Inc. under an operating lease. In connection with the operation of its charter school, the School made lease payments to ASPIRA in the amount of \$480,000 for the year ended June 30, 2022.

Under the ASPIRA Staffing Agreement between ASPIRA and the School, ASPIRA created the Educational Support Services to provide academic educational services to strengthen the School's instruction. ASPIRA invoiced the School direct charge of actual salaries and benefits of these services rendered in the amount of \$1,556,813 for the year ended June 30, 2022. Additionally, ASPIRA provided custodian, maintenance, security, food services, and IT support services. ASPIRA invoiced the School these services rendered in the amount of \$456,776 for the year ended June 30, 2022. Under the Management Level Service Agreement, ASPIRA invoiced the School the charter management fees of \$1,234,893 for the year ended June 30, 2022 based on the function of the District per-pupil payments. For the year ended June 30, 2022, ASPIRA also invoiced the School \$566,500 on a per-trip fee schedule for the transportation of students with Individualized Education Program (IEP) for educational services throughout the year.

Beginning in August 2016, ASPIRA and the related 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, 2022, the School contributed \$331,502 as medical insurance premiums to the plan based on covered 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	\$ -	\$ 167,987

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
NOTES TO BASIC FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2022**

**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 EXCESS OF EXPENDITURES OVER APPROPRIATIONS IN A MAJOR FUND**

For the year ended June 30, 2022, the Governmental Funds' total expenditures exceeded total appropriations by \$2,379,696, or 27.38%.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE – BUDGET**  
**AND ACTUAL – GOVERNMENT FUNDS**  
**(UNAUDITED)**  
**YEAR ENDED JUNE 30, 2022**

	Budget		Actual Amounts	Over (Under)
	Original	Final		Final Budget
<b>REVENUES</b>				
Local Educational Agency Assistance	\$ 8,654,579	\$ 8,654,579	\$ 11,729,933	\$ 3,075,354
Other Local Sources	12,000	12,000	86,321	74,321
State Sources	6,800	6,800	8,215	1,415
Federal Sources	635,860	635,860	2,526,839	1,890,979
Total Revenues	<u>9,309,239</u>	<u>9,309,239</u>	<u>14,351,308</u>	<u>5,042,069</u>
<b>EXPENDITURES</b>				
Instruction	5,132,633	5,132,633	6,263,373	1,130,740
Student Support Services	1,000,442	1,000,442	1,245,647	245,205
Administrative Support	441,984	441,984	1,583,728	1,141,744
Pupil Health	103,963	103,963	37,518	(66,445)
Business Services and Operations	1,868,249	1,868,249	1,088,245	(780,004)
Student Transportation Services	-	-	201,603	201,603
Other Support Services	141,922	141,922	612,467	470,545
Food Services	3,272	3,272	-	(3,272)
Student Activities and Community Services	-	-	39,580	39,580
Total Expenditures	<u>8,692,465</u>	<u>8,692,465</u>	<u>11,072,161</u>	<u>2,379,696</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ 616,774</u>	<u>\$ 616,774</u>	3,279,147	<u>\$ 2,662,373</u>
Fund Balances - Beginning of Year			<u>4,600,543</u>	
<b>FUND BALANCES - END OF YEAR</b>			<u>\$ 7,879,690</u>	

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, 2022**

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

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

PSERS Schedule of Contributions (Unaudited)  
(in Thousands)

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

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

**Notes to Required Supplemental Information**

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

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

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
SCHEDULES OF PROPORTIONATE SHARE OF PSERS NET OPEB  
LIABILITY AND CONTRIBUTIONS (UNAUDITED)  
YEAR ENDED JUNE 30, 2022**

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

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

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

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

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 – 2.18% - S&P 20 Year Municipal Bond Rate.
  - Effective average salary growth of 4.50%, comprising 2.50% for inflation and 2.00% for real wage growth and for merit and seniority increases.
  - Premium Assistance reimbursement benefits capped at \$1,200 per year.
  - Assumed health care cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
  - Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
  - Participation rate:
    - Eligible retirees will elect to participate pre-age 65 at 50%
    - Eligible retirees will elect to participate post-age 65 at 70%.

See accompanying Notes to Financial Statements.

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2022  
(SEE INDEPENDENT AUDITORS' REPORT)**

Federal Grantor/ Pass-Through Grantor Program/Cluster Title	Source Code	Federal Assistance Listing Number	Pass-Through Grantor's Number	Grant Period Beginning/ Ending Date	Program or Award	Accrued or (Deferred) Revenue at July 1, 2021	Total Received for the Year	Final Federal Expenditures	Accrued or (Deferred) Revenue at June 30, 2022	Pass-Through to Subrecipients
<b>U.S. Department of Education</b>										
Pass-Through Pennsylvania Department of Education										
Title I - Improving Basic Programs	I	84.010	013-211090	7/10/20-9/30/21	\$ 413,256	\$ 79,555	\$ 79,555	\$ -	\$ -	\$ -
Title I - Improving Basic Programs	I	84.010	013-221090	7/1/21-9/30/22	521,138	-	291,325	521,138	229,813	-
Program Improvement - Set Aside	I	84.010	042-211090	3/13/2020-9/30/2022	103,549	-	46,792	103,549	56,757	-
Total Assistance Listing 84.010					1,037,943	79,555	417,672	624,687	286,570	-
Title II - Improving Teaching Quality	I	84.367	020-211090	7/10/20-9/30/21	31,638	6,122	6,122	-	-	-
Title II - Improving Teaching Quality	I	84.367	020-221090	7/1/21-9/30/22	36,276	-	20,172	36,276	16,104	-
Title III -Language Inst LEP/Immigrant Students	I	84.365	010-221090	7/1/21-9/30/22	23,996	-	14,201	23,966	9,765	-
Title IV, Part A Student Support and Academic Enrichment	I	84.424	144-211090	7/10/20-9/30/21	24,353	3,247	3,247	-	-	-
Title IV, Part A Student Support and Academic Enrichment	I	84.424	144-221090	7/1/21-9/30/22	31,064	-	20,697	31,064	10,367	-
COVID-19 Education Stabilization Fund										
COVID-19 Elementary and Secondary School Emergency Relief Fund	I	84.425D	200-201090	3/31/20-9/30/21	263,746	13,882	13,882	-	-	-
COVID-19 Elementary and Secondary School Emergency Relief Fund II	I	84.425D	200-211090	3/13/20-9/30/23	1,525,360	-	993,258	1,525,360	532,102	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief	I	84.425U	223-211090	3/13/20-9/30/24	3,085,361	-	168,292	-	(168,292)	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Homeless Children and Youth	I	84.425W	181-212016	7/1/21-9/30/24	10,327	-	530	-	(530)	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - Learning Loss	I	84.425U	225-211090	3/13/20-9/30/24	171,287	-	118,344	-	(118,344)	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - Summer Programs	I	84.425U	225-211090	3/13/20-9/30/24	34,257	-	23,668	-	(23,668)	-
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - After School Programs	I	84.425U	225-211090	3/13/20-9/30/24	34,257	-	23,669	-	(23,669)	-
Total COVID-19 Education Stabilization Fund						13,882	1,341,643	1,525,360	197,599	-
Special Education Cluster										
Pass-Through School District of Philadelphia:										
Individuals with Disabilities Act Part B	I	84.027	N/A	7/1/20-6/30/21	222,635	222,635	222,635	-	-	-
Individuals with Disabilities Act Part B	I	84.027	N/A	7/1/21-6/30/22	285,252	-	-	285,252	285,252	-
Pass-Through Pennsylvania Department of Education										
COVID-19 Special Education COVID-19 Impact Mitigation Grant	I	84.027	252-201090	7/1/20-9/30/22	5,000	333	333	-	-	-
Total Special Education Cluster						222,968	222,968	285,252	285,252	-
Total U.S. Department of Education						325,774	2,046,722	2,526,605	805,657	-
<b>U.S. Department of Health and Human Services</b>										
Medicaid Cluster										
Pass-Through Pennsylvania Department of Education										
Medical Assistance	I	93.778	N/A	N/A	234	-	234	234	-	-
Total U.S. Department of Health and Human Services - Medicaid Cluster						-	234	234	-	-
Total Federal Awards						\$ 325,774	\$ 2,046,956	\$ 2,526,839	\$ 805,657	\$ -

D - Direct Funding

I - Indirect Funding

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

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, 2022**  
**(SEE INDEPENDENT AUDITORS' REPORT)**

**NOTE 1 GENERAL INFORMATION**

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

**NOTE 2 BASIS OF PRESENTATION**

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

**NOTE 3 INDIRECT COST RATE**

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





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

Board of Trustees  
Aspira Bilingual Cyber Charter School  
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, and each major fund of the Aspira Bilingual Cyber Charter School, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Aspira Bilingual Cyber Charter School's basic financial statements, and have issued our report thereon dated December 29, 2022.

**Report on Internal Control Over Financial Reporting**

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

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

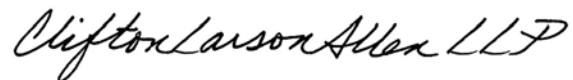
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

### **Report on Compliance and Other Matters**

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

### **Purpose of this Report**

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

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

### **CliftonLarsonAllen LLP**

Plymouth Meeting, Pennsylvania  
December 29, 2022



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

Board of Trustees  
Aspira Bilingual Cyber Charter School  
Philadelphia, Pennsylvania

**Report on Compliance for the Major Federal Program**

***Opinion on the Major Federal Program***

We have audited Aspira Bilingual Cyber Charter School's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on Aspira Bilingual Cyber Charter School's major federal program for the year ended June 30, 2022. Aspira Bilingual Cyber Charter School's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Aspira Bilingual Cyber Charter School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the major federal program for the year ended June 30, 2022.

***Basis for Opinion on the Major Federal Program***

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

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

***Responsibilities of Management for Compliance***

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

### ***Auditors' Responsibilities for the Audit of Compliance***

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

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

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

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

### **Report on Internal Control Over Compliance**

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

Board of Trustees  
Aspira Bilingual Cyber Charter School

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

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

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



**CliftonLarsonAllen LLP**

Plymouth Meeting, Pennsylvania  
December 29, 2022

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2022**

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***Section I – Summary of Auditors’ Results***

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**Financial Statements**

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

**Federal Awards**

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

***Identification of Major Federal Programs***

**Assistance Listing Number(s)**

84.425D

**Name of Federal Program or Cluster**

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

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

\$ 750,000

Auditee qualified as low-risk auditee?

\_\_\_\_\_ yes \_\_\_\_\_ x no

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2022**

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**Section II – Financial Statement Findings**

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

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**Section III – Findings and Questioned Costs – Major Federal Programs**

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

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**Section IV – Prior Audit Findings**

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



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



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

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

## Documents

The following documents are currently available:

[CAV Letter](#)

Generated Monday, June 21, 2021 at 3:58:07 PM



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.

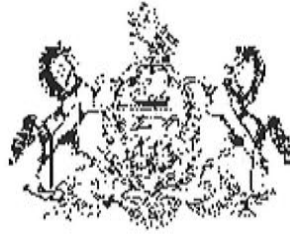
Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

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.

<b>FSA</b>	<b>In Compliance</b>	<b>Out of Compliance</b>
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

<b>IMPROVEMENT PLAN REQUIRED*</b>	<b>Yes</b>	<b>No</b>
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:

<b>Sections of the FILE REVIEW</b>	<b>In Compliance</b>	<b>Out of Compliance</b>	<b>NA</b>
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
<b>TOTALS</b>	<b>900</b>	<b>60</b>	<b>900</b>

**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.

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
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
<b>TOTALS</b>	<b>668</b>	<b>60</b>	<b>356</b>

**4. CLASSROOM OBSERVATIONS**

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

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Classroom Observations	0	0	0

**5. EDUCATIONAL BENEFIT REVIEW**

	<b>In Compliance</b>	<b>Out of Compliance</b>
Educational Benefit Review	X	

**PART II  
CORRECTIVE ACTION PROCESS**

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

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

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

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

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

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

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

# Special Education Guidebook

## Aspira Bilingual Cyber Charter School

### 2022 - 2023



# Table of Contents

[Scheduling - Procedures for Scheduling IEP and Reevaluation Meetings](#)

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

[Procedures for Creating the IEP](#)

[Interpreting and Including Evaluations/Reevaluations](#)

[Requesting Teacher Input](#)

[Drafting IEP Goals](#)

[Related Services](#)

[Demographics](#)

[I Special Considerations](#)

[II Present Levels](#)

[III Transition Services](#)

[IV Participation in State and Local Assessments](#)

[V Goals and Objectives](#)

[IEP Goals – A 5 Point IEP Goal](#)

[VI Special Education/Related Services/Supplementary Aids and Services/ Program Modifications](#)

[ESY Consideration](#)

[VII Questions for the IEP Team](#)

[VIII Penn Data Reporting](#)

[NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT/PRIOR WRITTEN NOTICE \(NOREP/PWN\)](#)

[Procedure to Initiate a Functional Behavioral Analysis \(FBA\)](#)

[Early Release Protocol for Students with Disabilities](#)

[Assistive Technologies](#)

[English Language Learners and IEPs](#)

[Amending an IEP](#)

[Adopting an IEP](#)

[Progressive Discipline](#)

[Appendix 1 Examples of Specifically Designed Instruction and Accommodations](#)

[Appendix 2 – Sample NOREPs: Graduation, Aging Out, and ESY](#)

[Appendix 3 –Examples of Behavioral Interventions](#)

[Appendix 4 – Summary of Academic Achievement and Functional Performance](#)

[Appendix 5- Progress Monitoring Template for Students not on IEP Writer](#)

[Appendix 6– ESY Checklist](#)

[Appendix 7 – Low Incidence/STAR Curricular Domains](#)



## Scheduling - Procedures for Scheduling IEP and Reevaluation Meetings

1. Send out the first invite for IEP Meeting for one month prior to the IEP Out of compliance date. This meeting should be more than three weeks prior to due date of the IEP.
  - a. Call the parent beforehand to attempt to find a date and time that works.
  - b. If the parent is not able to be reached, send home a copy of the invite with the student with instructions to bring it back signed.
  - c. IEP is due to the LEA 2 business days prior to the 1<sup>st</sup> meeting date.  
*Example:* If the IEP meeting date/time is 8:30 on a Monday, the IEP is due to your LEA at 8:30 on the prior Thursday.
2. If the parent does not show up for the 1<sup>st</sup> meeting, schedule the 2<sup>nd</sup> 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 2<sup>nd</sup> meeting, schedule a 3<sup>rd</sup> meeting another week later. Send out this invitation by certified mail.
4. If the parent does not show up for the 3<sup>rd</sup> 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 attending IEP meetings, send the last invitation by certified mail.
- Try to work with the parent as much as possible to find a time that they can come in.
- Make sure to invite advocates, BSCs, 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 re-evaluation is complete...as long as it does not go out of compliance.**



## Scheduling - 30 and 10 day Rules

### 30 Day Rule

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

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

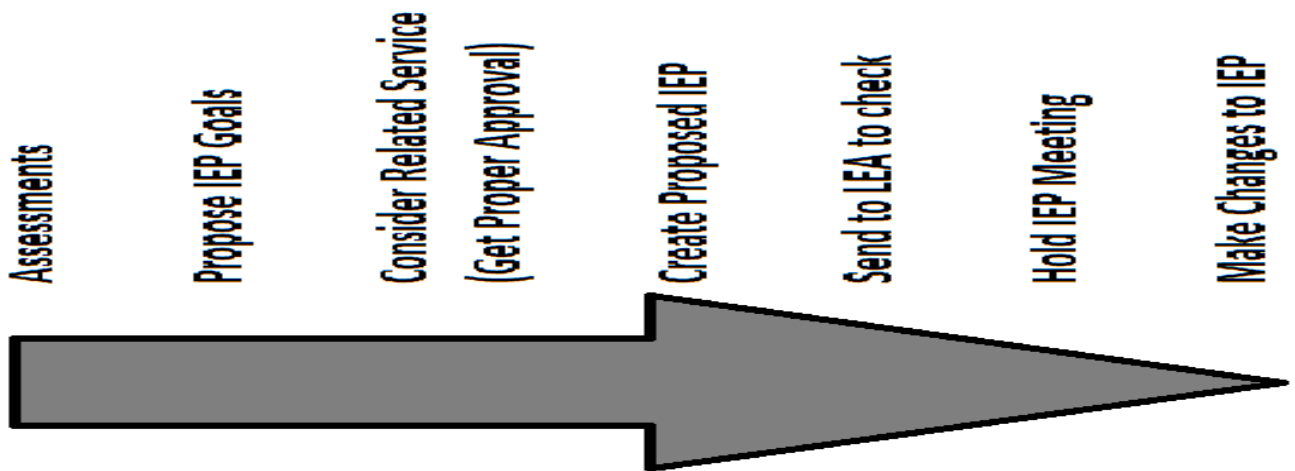
### 10 Day Rule

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

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

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

## Procedures for Creating the IEP



### Assessments

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

- Transition Assessment (1 Formal and 1 Informal)
  - Brigance Assessment (STAR)
  - Transition Planning Inventory (TPI) (High Inc)
    - Home Version or School Version
  - Student Interest Inventory
- 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:
      - CBMs
      - Baselines from FBAs
      - Attendance and Behavior Records
      - Teacher Made Assessments
      - Work rubrics
- Teacher Input
  - Have as many teachers as possible complete.
  - Teachers completing forms.
- Input from related Services

- This will need to have present levels, new goals, and a recommendation for of frequency of services.
  - Behavior Records
    - Reach out to Behavioral Specialists and you LEA for incident reports
  - Attendance Records
    - Get from PowerSchool
  - Academic Records
    - Get from PowerSchool
- 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 (STAR only and only a summary), Adaptive (STAR 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, teachers should be encouraged to participate and contribute in this process. To support this, please speak to the teacher to make the request for them to complete the form. If the teacher does not complete the form, send the Teacher an email asking them to complete the form using the language below:

Dear \_\_\_\_\_,

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

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

Sincerely,

- If the teacher still does not complete the form, please send out the message below

and Cc the Special Education Coordinator and Director of Specialized Services.

Dear \_\_\_\_\_,

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

Thank you for your work with this.

Sincerely,

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

## Drafting IEP Goals

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

## Related Services

- See the section under related services
- There must be approval from the LEA and the related service provider prior to them being 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 2 business days prior to when the IEP meeting is being held.**
- If the IEP is not completed by this time, send the LEA:
  - A draft of the document (it will be incomplete)
  - A list of the items that are missing
  - Your plan for the week with getting each of the missing items complete.

# Creating an Individual Education Plan

## Demographics

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

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

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

and/or service	provider.	<ul style="list-style-type: none"> <li>● Goals (if Appropriate)</li> <li>● SDIs</li> <li>● Related Services</li> </ul> <p>See Section VI for examples</p>
Does the student have limited English proficiency	Should be identified by the ELL Coordinator.	<ul style="list-style-type: none"> <li>● Get Input from the ELL teacher on present levels and how this affects educational outcome.</li> <li>● In Present Levels, note ELL status and how it is being addressed.</li> <li>● <b><u>The ELL Teacher or Coordinator is a mandatory participant in this meeting.</u></b></li> </ul>
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"> <li>● A Functional Behavioral Analysis and Positive Behavior Improvement Plan must be created.</li> <li>● 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.</li> </ul>

## II Present Levels

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

### II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

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



#### PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:

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

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

#### PRESENT LEVELS RELATED TO CURRENT POSTSECONDARY TRANSITION GOALS:

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

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

- List assessments that the student has taken and their results (This can be academic if they are related to their ability for transition).
- List classes, grades, and general progress related to transition.
  - 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. Student's skills deficits, if not improved, could also impact his independent living skills.

- Example for LSS:
  - o 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. 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 1<sup>st</sup> grade, a math level of 6<sup>th</sup> grade, and is an 11<sup>th</sup> grader, than math is a "relative strength"
- This can be taken from:
  - o Reevaluation
  - o Teacher Input Forms
  - o Parent Input

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

- Make sure that it relates to academic, behavioral, attendance, and social needs related to their disability.
- All of these should be addressed in goals, SDIs, or services.
- Should include what was in the last evaluation/reevaluation

### III Transition Services

**Goal:**

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

college, (student name) will plan to study early childhood education.  Ex. 2: Upon graduation, (student name) has a goal of attending a trade school to become an electrician.	employment in the area of education.  Ex. 2: Following (his or her) study at a trade school, (student name) has a goal of competitive employment in the electrical field.  Ex. 3: Upon graduation, (student name) has a goal of being employed through supported employment. (Student name) is interested in working at a fast food restaurant. (He or she) will require agency support to do so.	
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**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)

<b>Examples of Activities</b>		
<b><u>Activities to Support:</u> Post-Secondary Education</b>	<b><u>Activities to Support:</u> Employment</b>	<b><u>Activities to Support:</u> Independent Living</b>
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, STAR)</i>
Attend the transition fair <i>(9-12 grade, STAR)</i>	Learn about employer expectations (e.g., attire, punctuality, hygiene, calling out sick, job expectations,	Develop a budget/work on budgeting skills <i>(9-12 grade, STAR)</i>

	etc.) (9-12 grade, STAR)	
Attend military fair (9-12 grade)	Complete an employment/career interest inventory. (9-12 grade, STAR)	Join an extracurricular activity at school (9-12 grade, STAR)
Register with College Access (9-11 grade)	Demonstrate problem solving strategies (9-12 grade)	Practice advocating for your needs during classes, IEP meetings, etc. (9-12 grade, STAR)
Meet with counselor to review goals and credits (9-12 grade)	Practice filling out job applications (9-12 grade, STAR)	Describe and be aware of the medications you take (name, dosage, why you're taking them). (As needed)
Develop a graduation credit plan (9-12 grade)	Practice/review job interviewing skills (9-12 grade, STAR)	Learn how to access transportation in the community (9-12 grade)
Use an agenda book or calendar to keep track of assignments (9-12 grade, STAR)	Participate in a mock interview (9-12 grade)	Learn how to manage (his or her) money. (9-12 grade)
Complete and turn in assignments on time (9-12 grade)	Research 5-10 jobs that interest you and discuss what accommodations you may need (9-11 grade)	Evaluate future financial needs and how these relate to future career choices (9-12 grade)
Understand his or her disability in terms of strengths and weaknesses (9-12 grade)	Create a resume (9-12 grade)	Practice self-advocacy skills (9-12 grade)
Sign up for the PSATs (10-11 grade)	Explore job accommodations (9-12 grade)	Develop a weekly and a monthly time schedule and keep track of events in a daily/weekly planner (9-12 grade)
Sign up for SATs and advocate for accommodations that he or she will need (11-12 grade)	Learn about work incentive counseling through AHEDD (9-12 grade--students who receive SSI)	Utilize conflict resolution skills to help solve problems amongst interpersonal relationships (9-12 grade)
Attend a college visit (11-12 grade)	Identify attitudes and behaviors necessary for job success (9-12 grade)	(Student name) will explore different independent living situations, including living in a college dormitory, apartment living and living at home with family while attending college (11-12 grade)
Visit technical school or certificate program (11-12 grade, STAR)	Monitor punctuality and attendance to encourage job success (For students with excessive latenesses/absences)	If your goal is to live on your own or with a roommate, talk with your family, school, and agency supporters (12 grade)

Investigate scholarship opportunities and funding sources (11-12 grade)	Register with The Office of Vocational Rehabilitation (OVR) (11-12 grade)	Register to vote (students age 18)
Apply to colleges (12 grade)	Work on a career portfolio (12 grade)	Register with IDS (STAR/Students with IQ below 70)
Talk with your IEP team about how you can use your "Summary of Academic Achievement and Performance" after high school (12 grade)	Participate in vocational training through the use of vocational task boxes (STAR)	(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. (STAR)
Participate in community based instruction (STAR)	(Student name) will increase social skills using a social script, applied social skills scenario, and in a community environment. (STAR)	(Student name) will improve (his or her) ability to follow a recipe to completion by locating and purchasing ingredients, utilizing proper cooking utensils and equipment, and following step-by-step picture recipes as independently as possible. (STAR)
Participate in school based/community based vocational training (STAR)	Practice using money skills in a realistic setting (STAR)	Participate in daily personal maintenance routine (e.g., brushing teeth, applying deodorant, etc.) (STAR)
Participate in travel training activities. (STAR)	(Student name) will maintain a clean and neat workspace by appropriately disposing of trash, cleaning table, sweeping, and organizing personal belongings. (STAR)	Participate in domestic maintenance activities such as doing laundry. (STAR)
(Student name) will complete multi-step directions and tasks. (STAR)	(Student name) will complete applications for employment. (STAR)	Participate in community based instruction travel training, pedestrian/safety words and signs, social skills, shopping/money skills, etc. (STAR)

<b>Who are the person(s)/agency responsible?</b>
<b>Examples:</b> Student Special Education Teacher Special Education and Regular Education Teachers Case Manager School Counselor

Transition Coordinator  
OVR Counselor

\*When answering this question, think who will be supporting the student to follow through with this service or activity?

**TRANSITION GRID EXAMPLE:**

Postsecondary Education and Training Goal: <b>Timing + Student Name + Goal</b> Example: <ul style="list-style-type: none"> <li>After Graduation, Timothy will attend a 4 year college.</li> <li>After Graduation, Timothy will become enrolled in an employment training program.</li> </ul> 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	Anticipate d 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 <b>Timing + Student Name + Goal</b> Example: <ul style="list-style-type: none"> <li>After Graduation, Timothy will gain part time competitive employment.</li> </ul> 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	Anticipate d Duration	Person/ Agency Responsible
At least 1 Service and 1 Activity that will help the student reach the above mentioned goal.	Where	How often	IEP Begin Date	IEP end Date	IIEP Team Members responsible

Independent Living Goal	Measurable
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<b>Timing + Student Name + Goal</b>					Annual Goal?
Example:					Yes
<ul style="list-style-type: none"> <li>After Graduation, Timothy will live independently in the community.</li> </ul>					
Type of residence and activities in the community					
<p>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.</p>					
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

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

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:

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:

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:

accommodations:

Writing (PSSA grades 5, 8, 11)

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

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

- Student will participate in the PASA

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

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

Explain why the PASA is appropriate:

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

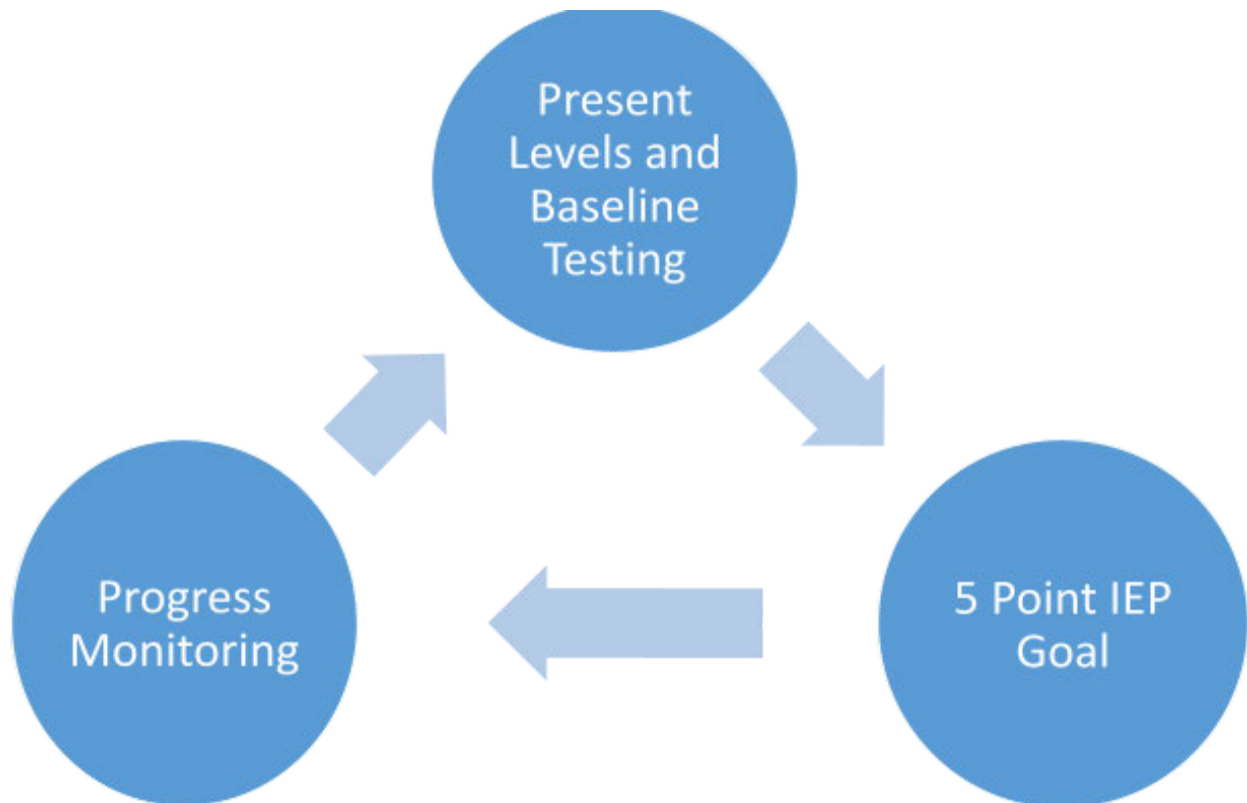
Explain why the child cannot participate in the regular assessment:

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

Explain why the alternate assessment is appropriate:

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

## V Goals and Objectives



- Step 1: Which goals should I choose?
  - Achievement: Choose whatever specific area on the assessment has a standard score under 80. There should be a goal in that area.
  - Behavioral:
    - Behavior – Goal should be supported by an FBA and focus on the **Target**

**Behavior.**

- Attendance – Every student who has more than 6 absences should have an attendance goal.
- o Related Service: any student who receives related services in the following should have an IEP goal for it:
  - Speech and Language
  - Occupational Therapy
  - Physical Therapy
  - Teacher for the Visually Impaired
  - Orientation and Mobility Training
  - Assistive Technology
- o Functional: This is mostly seen in low incidence/STAR goals and usually related to a need in one of the following areas:
  - Personal Maintenance
  - Domestic Maintenance
  - Recreation and Leisure
  - Functional Academics (Often Math or Reading Goals)
  - Vocational Skills
  - Interpersonal Communication and Social Skills
- o Assistive Technology: If the student has an assistive technology written into their IEP, it needs to have a goal related to it. Further detail is provided in the assistive technology section.

*See Appendix for more details.*

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

## IEP Goals – A 5 Point IEP Goal

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

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

### Short term objectives/benchmarks

- Required for all students who take the PASA.
  - These should be stepping stones in getting from the baseline to the Goal
  - There should be at least 1
  - DO NOT JUST PUT A PERCENTAGE TOWARDS THE GOAL.
- 
- Should address the deficits and concerns brought up in present levels.
  - Should have a math, reading, and writing goal (unless there is not deficit in one specific area)
  - If there is a behavior plan, should include the behavior goal.

### Examples

- Given a double digit multiplication problem involving only whole numbers (Condition), Jimmy (Name) will be able to correctly solve it (Action) at 100% accuracy on 8 out of 10 trials (Criteria). Baseline: 1 out of 10 problems (Baseline).
- Given a curriculum based assessment consisting of whole double or single digit numbers divided by single digit numbers (Condition), Jimmy (Name) will be able to correctly solve (Action) them on 16 out of 20 trials(Criteria). (Baseline: 3 out of 20 trials) (Baseline)
- Given a passage on a 7<sup>th</sup> grade reading level (Condition), Jane (Name) will increase (Action) her reading speed to 120 words correct per a minute(Criteria) (Baseline: 98 words correct per a minute) (Baseline)
- Given a reading passage at an 8<sup>th</sup> grade reading level (Condition), Jane (Name) will be able to answer (Action) 17 out of 20 multiple choice answers correctly (Criteria). (Baseline: 10 out of 20 multiple choice answer complete). (Baseline)
- Given a typical school day (Condition), Tommy (Name) will increase (Action) his number of days in attendance to 36 out of 40(Criteria). (Baseline: 25 out of 40). (Baseline)
- Given a typical school day (Condition), Tommy (Name) will reduce (Action) the number of acts of defiance to no more than 2 on 4 out of 5 trials(Criteria). (Baseline: Over 4 on 5 out of 5 trials). (Baseline)

### Objectives

- Objectives should clarify and give definition to the exact goal. Mastering an objective is mastering part of the IEP goal. This can be done giving an objective that:
  - Masters a needed strategy to complete the goal.
  - Describes each part of the assessment/tracker (This is especially true with workplace evaluations and rubrics).
  - Describe each area that will be assessed (This is effective in areas of writing).
  - Give benchmarks that will support the overall outcome of the goal.
  - Examples
- Given a curriculum based assessment consisting of whole double or single digit numbers divided by single digit numbers (Condition), Jimmy (Name) will be able to correctly solve (Action) them on 16 out of 20 trials(Criteria). (Baseline: 3 out of 20 trials) (Baseline)
  - Jimmy will be able to multiple single by double digits numbers less than 100.

- Jimmy will be able to divide single by single digit numbers.
- Given a passage on a 7<sup>th</sup> grade reading level (Condition), Jane (Name) will increase (Action) her reading speed to 40 words correct per a minute(Criteria) (Baseline: 26 words correct per a minute) (Baseline)
  - Jane will be able to identify all Grade Level 3 Dolch Sight Words.
- Given a typical school day (Condition), Tommy (Name) will increase (Action) his number of days in attendance to 36 out of 40(Criteria). (Baseline: 25 out of 40). (Baseline)
  - Tommy will complete an attendance contract.
  - Tommy will bring in a Doctor’s note for every day that he is sick.
- Given a typical school day (Condition), Tommy (Name) will reduce (Action) the number of acts of defiance to no more than 2 on 4 out of 5 trials (Criteria). (Baseline: Over 4 on 5 out of 5 trials). (Baseline)
  - Tommy will complete a daily tracker and have it signed by his teachers.
  - Tommy will request to see the counselor when agitated

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

- Specifically Designed Instruction
  - 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 – How to Write	How Often	Process for Approval
Curb to Curb Bus Transport	2 times Daily	Approved by LEA
Transpass	Provided Weekly	Approved by LEA
Speech and Language	30 minutes per a session, 36 sessions per annual IEP (This may increase if recommended by the Speech and Language Therapist)	Approved by Speech and Language Therapist
Occupational Therapy	30 minutes per a session, 36 sessions per annual IEP (This may increase if recommended by the Occupational Therapist)	Approved by LEA for a OT Evaluation or Approved by Occupational Therapist.
Physical Therapy	30 minutes per a session, 36	Approved by LEA for a PT

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

## ESY Consideration

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

### E. EXTENDED SCHOOL YEAR (ESY)-

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

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

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

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

#### 2. Site specific available data with any of the criteria

#### 3. Finish by making the following statement:

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

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

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

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

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

ESY Placement	Location	Frequency	Projected Beginning Date	Anticipated Duration

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

OR

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

1. Make the following statement:

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

The IEP team reviewed 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

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3. Make sure that there is an ESY Checklist in the Folder regardless of ESY recommendation.

## VII Questions for the IEP Team

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

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

### LS Itinerant

The 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 the general education curriculum (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
  - o Itinerant
  - o Supplemental
  - o Full Time
- Type of Supports
  - o Autistic Support
  - o Blind-Visually Impaired Support
  - o Deaf and Hard of Hearing Support
  - o Emotional Support
  - o Learning Support
  - o Life Skills Support

- o Multiple Disabilities Support
- o Physical Support
- o Speech and Language Support
- Location of Supports
  - o District
  - o School Building
  - o Is this the neighborhood school?

## VIII Penn Data Reporting

### ABCCS LRE PERCENTAGE BREAKDOWN

#### High Incidence – Learning Support

##### What are Special Education Classes?

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

#### STAR – AS and LSS

- Community Based Instruction (CBI) is considered to be inclusion. Currently, for CBIs, we have:
  - o Larger Community Based instruction events: 4 Hours Bi-Weekly (2 hours weekly average, 120 Minutes)
  - o Walking Community Based instruction events: 1 hour weekly (60 Minutes)
  - o Vocational Internship: 3 hours weekly (180 Minutes)
  - o Lunch: 50 Minutes per Day (250 Minutes per Week)
  - o Transition Between Classes: 21 Minutes per Day (105 Minutes per Week)
  - o Total per a week: 11.92 hours

### 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

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<p><i>For LEA Use Only:</i> Date of Receipt of Signed NOREP/PWN</p>
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\_\_\_\_\_ :  
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](http://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.  OR  This placement does not provide your child with an educational placement in the Least Restrictive Environment (LRE).
Separate instruction outside of the general education class, individually or with other students with disabilities (LRE = 79%-40%).	
Separate instruction outside of the general education class, individually or with other students with disabilities (LRE <39%).	

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Current Evaluation Report dated: [00/00/00], benchmark assessments, progress monitoring teacher observation reports, behavior reports, 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**

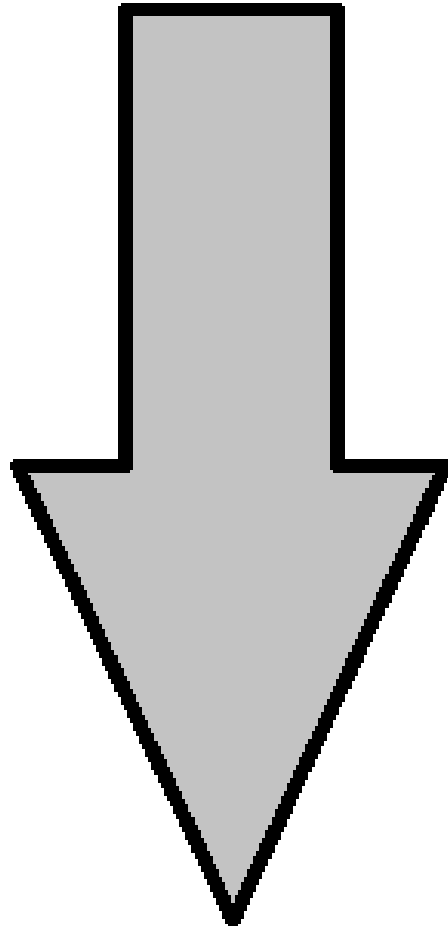
**Complete Interview Forms**  
(Parent, Student, Teacher)

**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 underlying function of targeted behaviors. The LEA would like to conduct a functional behavioral assessment to inform future IEPs and a Positive Behavior Improvement Plan.

ii. **In the proposed re-evaluation, we will use the following types of assessment tools, tests and procedure:\***

Teacher records, school records, observations, student interview, parent interview, teacher interviews.

#### 2. 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**

## **Early Release Policy for Special Education:**

Early Release is utilized when students who are seniors have accrued enough credits that they do not require a full complement of courses to graduate from high school. The Early Release program is not utilized for every student but the IEP team will make the determination if the program is appropriate for students with disabilities. Students with disabilities are deemed eligible for Early Release during their senior year when they obtain an internship or work placement and will by the end of the school year meet all of the necessary credit requirements to graduate from high school. If an internship or work placement is established, the IEP team will convene a meeting to discuss the change in the student's educational programming. Once a decision has been reached by the IEP team, a NOREP will be issued outlining the decision of the parent/guardian allowing their student to be released early from school to participate in services or activities that will further support their individualized transition plans. The parent/guardian must sign their agreement to the decision and the Early Release program cannot be agreed upon unless the parent participates in the IEP meeting. Students with

disabilities require specialized services and supports and OCHS is committed to ensuring that each student receives a quality education that meets their academic and transitional needs.

## Assistive Technologies

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

Annual IEP goals	<p>Must have at least one annual goal</p> <ul style="list-style-type: none"> <li>● Needs to be measurable.</li> <li>● Needs to be based on information in the present levels.</li> <li>● Needs to be recommended and supported by a specialist.</li> <li>● Needs to be quantitative and have a baseline.</li> </ul>
Specifically Designed Instruction	<ul style="list-style-type: none"> <li>● Include the Device</li> <li>● SDIs, accommodations, and modifications around the devices</li> </ul>
Support for School Personnel	<ul style="list-style-type: none"> <li>● Identify and list the support for school staff from the specialist in how to use this assistive technology.</li> </ul>

Additional Plan	<ul style="list-style-type: none"> <li>● For communication or audiological devices, there must be a specifically written plan for how this device will be utilized, reinforced, and supported.</li> </ul>
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Progress Monitoring	<ul style="list-style-type: none"> <li>● Progress Monitor based on the annual IEP goal.</li> </ul>
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## English Language Learners and IEPs

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

## Amending an IEP

<p><i>Amending the IEP needs to happen with every new IEP meeting. If there are no changes to programming, simply note in present levels that the meeting occurred and the content of the discussion.</i></p>	
<p><i>Steps to Amend the Document</i></p>	<ul style="list-style-type: none"> <li>● Previous IEP</li> <li>● Previous Reevaluation</li> </ul>
<p><i>Steps to Amend an IEP</i></p>	<ul style="list-style-type: none"> <li>● Create an invitation to participate for the parent and student.</li> <li>● Hold an IEP team meeting to review new data. New data can include:             <ul style="list-style-type: none"> <li>○ New Assessments such as a Functional Behavioral Assessments, new evaluation, difficulty behavior, major incident, struggling in a specific area.</li> </ul> </li> <li>● Come to a conclusion about adjustments made to this student’s individual plan.</li> <li>● Document the following the conclusion and changes that have result from this meeting.             <ul style="list-style-type: none"> <li>○ Write in a description of the meeting, conclusions reached, and sections of the IEP that have had changes made to it.</li> </ul> </li> </ul>
<p><i>Items to Document</i></p>	<ul style="list-style-type: none"> <li>● Invitation to Participate to the IEP Team Meeting</li> <li>● 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.</li> <li>● Sign In Sheet for all participants.</li> <li>● Parents signs that they have received a copy of the procedural safeguards.</li> <li>● <b>Present Levels of Performance</b> – Should document the IEP team meeting, what was discussed, and a description of conclusions.</li> <li>● Changes – should be made in the appropriate part of the IEP.</li> <li>● <b>Note – Remember that class changes need to be noted in the Transition Section</b> and may impact a student's level of placement.</li> <li>● 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.</li> </ul>



## Adopting an IEP

<p><i>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 then has the option of keeping all parts of the IEP as is or to give a 30 day period to reconvene and hold an new IEP meeting.</i></p>	
<p><i>Documents Needed</i></p>	<ul style="list-style-type: none"> <li>● Previous IEP</li> <li>● Previous Re-evaluation</li> </ul>
<p><i>Steps to Adopt the Document</i></p>	<ul style="list-style-type: none"> <li>● Create an invitation to participate for the parent and student.</li> <li>● On the front page, describe the team's action             <ul style="list-style-type: none"> <li>○ The team agrees to adopt the IEP for a period of no longer than 30 days and will reconvene to conduct a new IEP annual review. The IEP team also agrees to adopt the Re-evaluation/Evaluation Report from the previous school.</li> <li>○ The team agrees to adopt the IEP reconvene to conduct a new IEP annual review no later than 364 days from the previous Annual IEP meeting. The IEP team also agrees to adopt the Re-evaluation/Evaluation Report from the previous school.</li> </ul> </li> <li>● If we are accepting the IEP, but amending different sections (we should):             <ul style="list-style-type: none"> <li>○ Describe the amendment on the front page with the above statement.</li> <li>○ 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.</li> </ul> </li> </ul>
<p>Documents that Need to be Signed or included</p>	<ul style="list-style-type: none"> <li>● Front page with the statement of other information</li> <li>● New Team Participation Page</li> <li>● The Procedural Safeguards Signature Page</li> <li>● NOREP describing placement</li> <li>● Parent and Student Invitation</li> <li>● Pages on which amendments have been made</li> <li>● Medical Assistance Billing Form</li> </ul>

## Progressive Discipline for Staff Who Manage Compliance Documents

Action	1st Offense	2nd Offense	3rd Offense
Copy and Pasting IEP	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
IEP goes out of compliance (IEP meetings should be scheduled with the expectation that the meeting will not take place until the 3rd attempt)	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.	
Deadlines for completion of IEP components not met. Examples: <ul style="list-style-type: none"> <li>● First Meeting not scheduled at least a week and a half prior to due date.</li> <li>● Not submitting a completed draft copy of the FBA, PBSP, IEP and NOREP two business days prior to the first IEP meeting date)</li> </ul>	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Two Missed Check-ins (not showing up nor communicating that these will be missed to reschedule)	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Feedback and Corrections to SPED paperwork not completed accurately prior to meeting date.	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.
Progress Monitoring not Submitted on Time	Verbal warning	Written Warning	Corrective Action Plan that outlines supports and conditions should the CAP not be met.

<p>Not completing an assigned documentation, evaluation, intervention assigned by coordinator by assigned date.</p>	<p>Verbal warning</p>	<p>Written Warning</p>	<p>Corrective Action Plan that outlines supports and conditions should the CAP not be met.</p>
<p>Not completing appropriate testing for IEP including:</p> <ul style="list-style-type: none"> <li>● Achievement Testing (WRMT &amp; Key Math - 3)</li> <li>● Baselines for IEP goals</li> <li>● Functional Behavior Assessment (if required)</li> <li>● Formal and Informal Transition Assessments (See Google Drive)</li> <li>● Data collection from related services and their input (reach out to them at least 15 business days prior to IEP due date)</li> <li>● Data collection from teachers and their input (reach out to them at least 15 business days prior to IEP due date)</li> </ul>	<p>Verbal warning</p>	<p>Written Warning</p>	<p>Corrective Action Plan that outlines supports and conditions should the CAP not be met.</p>
<p>Not updating an IEP with 30 days of an evaluation including a functional behavioral assessment, psychoeducational evaluation, or evaluation by a related service provider</p>	<p>Written Warning</p>	<p>Corrective Action Plan that outlines supports and conditions should the CAP not be met.</p>	
<p>Not adoption an IEP within 30 days of a student's enrollment.</p>	<p>Written Warning</p>	<p>Corrective Action Plan that outlines supports and conditions should the CAP not be met.</p>	

## Appendix 1 Examples of Specifically Designed Instruction and Accommodations

### COMMUNICATION: Nonverbal

#### SDI

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

- Visual, written, picture prompts/cues
- Instruction of American Sign Language (ASL)
- Computer assisted instruction

#### ACCOMMODATIONS or MODIFICATIONS

- ◇ Communication boards/books/cards
- ◇ Communication boards/books/cards
- ◇ Picture based communication
- ◇ Switch activated devices
- ◇ Augmentative communication systems
- ◇ High technology communication devices
- ◇ Dynamic screen
- ◇ Switch accessible
- ◇ Scan accessible
- ◇ Educational interpreter
- ◇ American Sign Language (ASL)
- ◇ Communication systems
- ◇ Assistive technology

### COMMUNICATION; Listening Comprehension

#### SDI

- Modeling
- Chunking
- Written prompts
- Preview – teach – review
- Outline Skills
- Teach note taking/identification of

- relevant information
- Repeat what is heard (student)
- Visual prompts/cues
- Paraphrasing / summarizing
- Mnemonic strategies

#### ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow wait time
- ◇ Previewing questions
- ◇ Preferential seating
- ◇ Outline skills
- ◇ Paraphrasing (student or teacher)
- ◇ Slow rate of presentation
- ◇ Advance organizer
- ◇ Short statements / to the point (avoid use of abstract language)
- ◇ Adequate voice volume
- ◇ Frequent comprehension checks
- ◇ Note taking
- ◇ Reduce noise level
- ◇ Rephrase / simplify
- ◇ Repeat phrases
- ◇ Visual aids
- ◇ Assistive technology

### COMMUNICATION: Oral Expression

## **SDI**

- Modeling (peer/teacher)
- Verbal, picture, visual, written prompts/cues
- Guided repetition
- Rehearsal, use of scripts
- Time Delay Strategies
- Sentence Strips (sentence builders)
- Role playing

## **ACCOMMODATIONS or MODIFICATIONS**

- ◇ Extended response time
- ◇ Written as opposed to oral tests
- ◇ Preferential seating
- ◇ Structured environment
- ◇ Oral reading on volunteer basis
- ◇ Rehearsal, use of scripts
- ◇ Substitute display for oral report
- ◇ Sufficient wait time for student to begin responding
- ◇ Tape recorder
- ◇ Sentence strips
- ◇ Assistive technology

## **COMMUNICATION: Voice**

### **SDI**

- Model
- Vocal practice
- Social stories
- Self monitoring techniques
- Visualization techniques
- Relaxation exercises (i.e. yawn-sign)
- Visual prompts/cues
- Role playing
- Tactile stimulation
- Digital manipulation
- Direct teaching of replacement behaviors

## **ACCOMMODATIONS or MODIFICATIONS**

- ◇ Behavior management plan
- ◇ Limit amount of talking time
- ◇ Develop signal system so student will know when abusive patterns are being used
- ◇ Control environment to eliminate opportunities for vocal abuse
- ◇ Tape recorder
- ◇ Assistive technology

## **COMMUNICATION: Fluency**

### **SDI**

- Modeling
- Starter techniques
- Relaxation techniques
- Auditory cues
- Chunking of words or sentences
- Easy onset

- Prolongation
- Breathing techniques
- Counseling techniques
- Role playing
- Tactile cues

- Self-monitoring techniques
- Visualization
- Choral reading
- Choral speaking

### **ACCOMMODATIONS or MODIFICATIONS**

- ◇ Allow adequate response time
- ◇ Allow wait time
- ◇ Allow student to speak first in oral group situations
- ◇ Group presentations instead of individual
- ◇ Peer buddy
- ◇ Modeling

- ◇ Calming techniques
- ◇ Only call on student to answer questions when student volunteers
- ◇ Chunking
- ◇ Assistive technology
- ◇ Assistance with speaking task

### **COMMUNICATION: Receptive Language**

#### **SDI**

- Visual, written, picture prompts/cues
- Modeling
- System of least prompts
- Simultaneous prompting
- Time delay
- Verbal cues
- Verbal rehearsal

- Visualization
- Cloze procedures
- Direct instruction
- Auditory bombardment of language targets
- Verbal repetition
- Mnemonic strategies

### **ACCOMMODATIONS or MODIFICATIONS**

- ◇ Preferential seating
- ◇ State restate directions (repeat directions)
- ◇ Speak with slow rate of speech
- ◇ Keep directions simple
- ◇ Use gestures and visual cues
- ◇ Rephrase directions
- ◇ Establish routine to obtain student

- attention
- ◇ Use picture schedule
- ◇ Use picture cues
- ◇ Sentence strips – (sentence builders)
- ◇ Tape recorder
- ◇ Simplify directions
- ◇ Paraphrase direction

### **COMMUNICATION: Pragmatics**

#### **SDI**

- Social scripts
- Social stories
- Written prompts

- Role playing
- Modeling
- Verbal prompts

- Guided responding
- Environmental prompts
- Chaining

- Shaping
- Video self modeling

### **ACCOMMODATIONS or MODIFICATIONS**

- ◇ Monitor and provide feedback
- ◇ Peer buddy monitoring
- ◇ Providing / addressing sensory issues
- ◇ Provide opportunities for: turn taking, initiating/terminating conversation,

- commenting,  
asking questions
- ◇ Sensory diet
- ◇ Assistive technology

## **COMMUNICATION: Articulation /Phonology**

### **SDI**

- Auditory Discrimination Training
- Modeling
- Mirror training
- Oral motor exercise
- Visual prompts
- Repetitive drill / trials
- Touch prompts/cues
- Time Delay
- Minimal pair drills
- Auditory bombardment
- Guided Rehearsal
- Phoneme placement cues

- Tactile prompts/cues
- Visual prompts/cues
- Discrete phoneme production training
- Oral motor desensitization/stimulation
- Cued Speech
- Oral prompts
- Vocal Practice
- Verbal Rehearsal
- Phonemic Awareness Training
- Direct instruction
- Closed Set Training
- Open Set Training

### **ACCOMMODATIONS or MODIFICATIONS**

- ◇ Allow adequate response time
- ◇ Allow appropriate wait time
- ◇ Provide correct speech samples
- ◇ Model correct speech patterns when student makes incorrect speech patterns
- ◇ Tape recorder
- ◇ Assistive technology
- ◇ Educational Interpreter-Signed English
- ◇ Educational Interpreter-Conceptually Correct English

- ◇ Educational Interpreter-Pigeon English
- ◇ Previewing questions
- ◇ Preferential seating
- ◇ Outline skills
- ◇ Paraphrasing
- ◇ Short statements (eliminate abstract language)
- ◇ Adequate voice volume
- ◇ Frequent comprehension checks
- ◇ Reduce noise level

- ◇ Repeat directions
- ◇ Picture cues
- ◇ Content-based vocabulary
- ◇ Personal directory
- ◇ Color-coded: key words
- ◇ Structured environment

- ◇ Computer support
- ◇ Monitor and provide feedback (oral, signed, etc.)
- ◇ Step-by-step instructions

## **ACADEMICS: Basic Reading**

### **SDI**

- 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  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<p><i>For LEA Use Only:</i>          Date of Receipt of Signed          NOREP/PWN</p>
---

\_\_\_\_\_  
\_\_\_\_\_  
PARENT/STUDENT :

Dear \_\_\_\_\_

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

1. Type of action taken:

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

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

The LEA proposes that STUDENT NAME graduate with a regular diploma from Aspira Bilingual Cyber Charter High School on June 6, 2023.

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](http://www.pattan.net)):

Options Considered	Reason for Rejection
Graduating on IEP goals	Student will be graduating with a regular diploma.
Remaining at ABCCS until the age of 21	Parent rejected this option.

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Review of quarterly report cards, 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 Aspira Bilingual Cyber Charter School on June 6, 2023.

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: \_\_\_\_\_ LEA 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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

\_\_\_\_\_  
Dear

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



1. Type of action taken:

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

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

The LEA has proposed that STUDENT NAME attend the Extended School Year (ESY) program at SCHOOL NAME from June 26, 2023 to July 27, 2023, Monday 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](http://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: \_\_\_\_\_ LEA INFO \_\_\_\_\_ Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

**NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT/PRIOR WRITTEN NOTICE (NOREP/PWN) \_\_\_\_\_ School Age**

Child's Name: \_\_\_\_\_ STUDENT NAME \_\_\_\_\_

Date Sent (mm/dd/yy): \_\_\_\_\_ DATE ISSUED \_\_\_\_\_

Name and Address of Parent/Guardian/Surrogate:

\_\_\_\_\_ PARENT INFO \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_ PARENT/STUDENT \_\_\_\_\_ :

Dear \_\_\_\_\_

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

1. Type of action taken:

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

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

The LEA proposes that STUDENT NAME graduate from Oney Charter High School on June 19, 2013.

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

STUDENT NAME is 21 years of age. They no longer qualify for Special Education services under the Individuals with disabilities education act.

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

Email Address: \_\_\_\_\_

### Appendix 3 –Examples of Behavioral Interventions

#### Tier 3 Interventions – Assessment Based and High Intensity

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

#### Tier 2 Interventions – High Efficiency and Rapid Response – May require an IEP Meeting

- In School Suspension
- Accommodation Room
- Saturday Detentions
- Required Community Service or Service to the School – One instance
- Peer Mediation
- Token Economy
- Required Group Counseling Series – Different Focuses for Different Behaviors
  - Aggression
  - Social Skills
  - Role Playing Expected Behaviors

#### Tier 1 Interventions – All Settings

- Detentions
- Phone Calls Home
- Parent Meetings
- Check In's with Case Managers and the Counselor
- Required Reflective Essays on Misbehaviors
- Praise for on task positive behaviors
- Initially use non-verbal and less invasive redirection (group reminders, indirect reminders, non-verbal prompts)
- Directions should given in a specific, sequential, observable, and concrete manner.

#### Antecedent Strategies

Avoid large or noisy crowds  
 Avoid Long Delays  
 Avoid Repetitive tasks  
 Avoid Power struggles  
 Avoid Long periods of desk work  
 Avoid seating arrangement next to instigating peers  
 Avoid negative language, such as "no" or "stop"  
 Avoid reprimands  
 Avoid talking about the student's problem behavior in their presence.

#### Environmental Engineering

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

#### Provide Structure

Set Clear Expectations and Rules  
 Preview Rules and Behavioral Expectations  
 Structured Daily Schedule  
 Visual Schedule  
 Preview Schedule  
 Preferred Activities scheduled in daily routines  
 Schedule adjustment  
 Non-preferred activities scheduled among preferred activities  
 Student involved in planning  
 Planned activities for transition times

<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>

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

<p>Decreasing Inappropriate Behavior</p>
<p>Prompts</p>
<p>Redirection</p> <p>Verbal Prompt</p> <p>Visual prompt</p> <p>Gestural Prompt</p> <p>Physical Prompt</p> <p>Corrective Feedback</p> <p>Verbal rehearsal</p> <p>Rule Review</p>

Withholding access to "Pay Offs"
Extinction <ul style="list-style-type: none"> <li>● Planned Ignoring</li> <li>● Eliminate audience</li> <li>● Peering Ignoring</li> <li>● In-class time out</li> </ul>
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
<p>Academically, you are functioning at the 7<sup>th</sup> grade level in reading and math. You are fully involved in the general education curriculum and can produce work with support, accommodations and specially designed instruction. You have completed all of your graduation requirements and will be earning your high school diploma.</p>	<ul style="list-style-type: none"> <li>● Simplified directions</li> <li>● Graphic organizers</li> <li>● Extended time</li> <li>● Preferential Seating Arrangements - Front of Classroom/Reduce Distractions</li> <li>● Small Group Testing</li> </ul>	<p>Your goal is to attend a 2-year college or junior college. You need to review college catalogs, sign up to take the SAT Exam and apply to colleges of your choice.</p> <p>Career planning websites:  <a href="http://pacareerzone.org">pacareerzone.org</a>  <a href="http://pacareerstandards.com">pacareerstandards.com</a>  <a href="http://educationplanner.org">educationplanner.org</a></p> <p>You need to apply to:</p> <p>Office of Vocational Rehabilitation        444 N. 3<sup>rd</sup> Street, 5<sup>th</sup> 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"> <li>● Simplified directions</li> <li>● Graphic organizers</li> <li>● Extended time</li> <li>● Preferential Seating Arrangements - Front of Classroom/Reduce Distractions</li> <li>● Small Group Testing</li> </ul>	<p>Career planning websites:  <a href="http://pacareerzone.org">pacareerzone.org</a>  <a href="http://pacareerstandards.com">pacareerstandards.com</a>  <a href="http://educationplanner.org">educationplanner.org</a></p> <p>You need to apply to:</p> <p>Office of Vocational Rehabilitation        444 N. 3<sup>rd</sup> Street, 5<sup>th</sup> 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</p>	<ul style="list-style-type: none"> <li>● Simplified directions</li> <li>● Graphic organizers</li> <li>● Extended time</li> <li>● Preferential Seating Arrangements - Front of Classroom/Reduce Distractions</li> <li>● Small Group Testing</li> </ul>	<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>



school late.		
Independent Living Skills: N/A	N/A	N/A

**Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals**

<b>POSTSECONDARY GOALS</b>	<b>NEXT STEPS</b>	<b>OFFICE/AGENCY</b>	<b>CONTACT INFORMATION</b>	<b>REASON FOR CONTACT</b>
<p>Postsecondary Education and Training:</p> <p>Given the necessary material, Student will prepare for an appropriate two-year or junior college with teacher conferences at 80%</p>	<p>Student should to consider Community College of Philadelphia as an option.</p>	<p>Community College of Philadelphia (CCP): Center of Disability</p>	<p>1700 Spring Garden St, Room M1-22, Philadelphia, PA 19130 215-751-8050</p>	<p>Center of Disability at CCCP will effectively help Student enroll and prepare for the upcoming semester.</p>
<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. 3<sup>rd</sup> Street, 5<sup>th</sup> 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](http://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

#### ASPIRA BILINGUAL CYBER CHARTER SCHOOL

6301 N. 2nd Street, 3rd Floor  
 Philadelphia, PA 19120

#### Progress Monitoring – Report of Progress

<b>Student Name:</b>		<b>Current School Assignment:</b>	<b>ABCCS</b>
<b>ID:</b>		<b>Grade:</b>	<b>12</b>
<b>D.OB:</b>		<b>Age:</b>	<b>19</b>

\_\_\_\_\_ 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.

<b>Goal:</b>
<b>Date</b>
<b>Comments:</b>

<b>Goal:</b>
<b>Date</b>

**Comments:**

**Goal:**

**Date**

**Comments:**

**Goal:**

**Date**

**Comments:**

**Goal:**

**Date**

**Comments:**

**Goal:**

**Date**

**Comments:**

**Goal:**

**Date**

**Comments:**

## ESY Checklist

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Data Collector's Name: \_\_\_\_\_

1. Did the student receive ESY services in the past? [Review previous IEPs, section IV.(D.)]  
\_\_\_\_\_ Yes \_\_\_\_\_ No Dates: \_\_\_\_\_

### Progress on goals and consecutive IEPs

2. Do the present education levels between the student's current IEP and previous IEPs indicate progress toward goals? [Review the last and current IEPs, section II]  
\_\_\_\_\_ Yes \_\_\_\_\_ No

3. Do the goals and objectives between the student's current IEP and previous IEPs indicate progress toward the goals? [Review the last and current IEPs, section III]  
\_\_\_\_\_ Yes \_\_\_\_\_ No

4. Did the student master any of his/her goals from the previous or current IEP? [Review the last and current IEPs, section III]  
\_\_\_\_\_ Yes \_\_\_\_\_ No

5. Does the student's IEP progress report indicate progress made on current goals and objectives? [Review the current IEP, section III, or other appropriate documentation]  
\_\_\_\_\_ Yes \_\_\_\_\_ No

6. Has the student demonstrated self-sufficiency and independence from caretakers on any of his/her goals, if appropriate? [Review the current IEP, section III]  
\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable

### Progress reports maintained by therapists

7. If the student received therapy, do reports of therapist indicate the student made progress? [Consult with therapist(s) involved and check cumulative record file for reports]  
\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable

### Reports by parents

8. Are there any reports by parent(s) regarding negative changes in adaptive behaviors or in other skill areas? [Check files for letters or notes, assignment book, parent comment section or report cards, etc.]  
\_\_\_\_\_ Yes \_\_\_\_\_ No

### Medical Reports

9. Are there any medical or other agency reports indicating degenerative-type difficulties which become exacerbated during breaks in educational services? [Consult nurse and check cumulative folder]

\_\_\_\_\_ Yes \_\_\_\_\_ No

### Observation and opinions of educators

10. Has information from other school staff who work with this student been provided regarding the relevant factors (i.e., regression/recoupment, mastery, self-sufficiency, or successive interruption) that indicates any concerns in one or more of these areas? [Check report card comments, interview staff]

\_\_\_\_\_ Yes [information indicates concern]  
\_\_\_\_\_ No [information indicates no concern]  
\_\_\_\_\_ NA [no information provided]

11. Is there data indicating that successive interruptions in educational programming (e.g., winter break, summer vacation, etc.) resulted in a consistent pattern of withdrawal from the learning process? [Check baseline data, anecdotal records or interview staff]

\_\_\_\_\_ Yes \_\_\_\_\_ No

### Results of tests

12. Do the student's grades and report card indicate progress? [Check grade book, report cards, interview other staff]

\_\_\_\_\_ Yes \_\_\_\_\_ No

13. Do results of tests such as criterion-referenced tests, curriculum-based assessments, ecological life skills assessments, or other equivalent measures (e.g., portfolio assessment, end of unit tests, etc.) indicate progress? [Check report cards, cumulative folders, and other staff]

\_\_\_\_\_ Yes \_\_\_\_\_ No

### Glossary of terms

**Regression** – whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming.

**Recoupment** – whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.

**Target groups** – students with severe disabilities, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental retardation involvement and severe multiple disabilities.

**Self-sufficiency** – the ability to function as independently as possible. The goal of instruction related to basic life skills is to reduce the student's reliance on caregivers.

## Appendix 7 – Low Incidence/STAR Curricular Domains

### **CURRICULAR DOMAINS AND GOAL AREAS**

<b><u>Secondary</u></b>					
<b>Personal Maintenance</b>	<b>Domestic Maintenance</b>	<b>Recreation &amp; Leisure</b>	<b>Functional Academics</b>	<b>Vocational Skills</b>	<b>Interpersonal Communication &amp; Social Skills</b>
Assisted Eating Skills	Grocery Shopping	Spectator Activities	Sight Reading	Job Search Skills	Responding to the environment
Independent Eating Skills	General Shopping	Game Activities	Reading – Word Analysis Skills	Work Habits	Responding to Others
Toileting	Food Handling	Individual Sports	Reading Comprehension	Job Related Behavior	Following Directions/Routines
Grooming	Use of Tools and Appliances	Travel	Writing	Housekeeping and Janitorial Skills	Assuming Responsibility for Self
Dressing	Cooking	Hobbies	Mathematics	Manipulative, A & P Skills	Initiating an Interaction
Health Care	Meal Preparation	Physical Fitness	Measurement Skills	Stocking and Warehousing Skills	Indicating Preferences
	After Meal Clean-Up	Team Sports	Calendar Skills	Use of Tools and Equipment	Expressing Self to Others
	Cleaning Skills		Time Skills	Office and Clerical Skills	Helping/Requesting
	Laundry Skills		Money Handling Skills	Restaurant and Kitchen Skills	Coping with Negatives
	Sewing and Mending		Telephone Skills	Customer Service	
	Gardening			Household Repair	
	Basic Home Maintenance			Maintenance	



# ASPIRA Bilingual Cyber Charter School Professional Development

## Teaching Social Skill Building and How to Measure Progress

Date:10/6/2022

Presenter: Jennings and Davison

10:00am-12:00pm

- Introduction
- Do Now
- Social Skills Building
- Modeled Rubrics
  - Overview
  - Demonstration
  - Break out rooms in two sessions:
    - Send out a Google Form for them to pick their breakout rooms
    - Kahoot Activity
    - Line Dancing
    - Drawing Room
    - Superhero Workout
    - Cooking Room, basic recipes
    - Superhero Game Room
- Create Social Skill Rubrics
- Fall Social
  - Social Activities
  - Social Engagement
  - Progress Monitoring of Social Skills
  - Norm on Progress Monitoring of Social Skills
- Exit Ticket





## Aspira Schools of PA Professional Development Sign-In Sheet

**Date:** 10/6/22

**Session:** Teaching Social Skill Building and How to Measure Progress

**Duration:** 10:00 - 12:00

**Led by:** Lauren Davison/Chris Jennings

Attendee's Name	Email	PPID
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# ASPIRA Bilingual Cyber Charter School

## Professional Development

### Griffin Behavior System

Date 11/8/2022

Time 1:00-2:30

1. Introduction
2. Ice Breaker
3. Behavior Interventions
4. Griffin System
5. Research and Implementation
6. Modeling
7. Independent Practice and Evaluation
8. Conclusion



# ASPIRA Bilingual Cyber Charter School Professional Development Sign-In Sheet



**Date:** 11/8/22

**Session:** Griffin Ratings (STAR)

**Duration:** 90 minutes

**Led by:** Lauren Davison

**Presentation Link:** [Griffin Ratings Slides](#)

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# ASPIRA Bilingual Cyber Charter School

## Professional Development

Mental Health in the Classroom

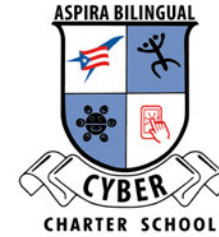
Date 5/17/2023

Time 1:15-2:15

1. Introduction
2. Ice Breaker
3. Pitfalls
4. Trauma
5. Supports for Classroom Activities
6. Group Discussion
7. Nearpod Activity
8. Lesson Plan Review
9. Closure



# ASPIRA Bilingual Cyber Charter School Professional Development Sign-In Sheet



**Date:** 5/17/2023

**Session:** Mental Health in the Classroom

**Duration:** 60 minutes

**Led by:** Andrew Paulsen & Taylor Paulsen

**Presentation Link:** [Nearpod Link](#)

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# IA & 1:1 Professional Development

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Wednesday, March 1st, 2023



**What is your role in the classroom as an IA & a 1:1?**

# The Role of the Instructional Assistant

- Assist and support the classroom teacher in implementing the educational program
- The teacher and the IA work together as a team to identify students' strengths and needs, establish instructional priorities, and carry out specific instructional tasks within the classroom, school, or community setting

# The Role of the Floater

- Assist and support the classroom teacher and instructional assistant in implementing the educational program
- The teacher, the IA, and the floater work together as a team to identify students' strengths and needs, establish instructional priorities, and carry out specific instructional tasks within the classroom, school, or community setting
- Assist the department in filling in for staff members while they are absent.

# The Role of the 1:1

- “Personal Care Assistants provide one to one support to individual students, which includes using medical equipment and augmentative and assistive technology, supporting activities of daily living, and monitoring health and behavior.”
- Remember: your job is the student you are assigned to.
- You are to encourage and support the student to be successful in the educational environment.
- The goal is to make progress in some way or another with the student every day.
  - Progress is not always huge. Progress is progress
- The ultimate goal is for the student to eventually be able to not require 1:1 assistance



# Why does a student require a 1:1 Personal Care Assistant?

- It has been determined that the student requires 1:1 assistance in order to be successful in the school environment.
- This could be for academic support, behavioral support, or both. Most times it is for both reasons.
- The student must receive Special Education services and has an Individualized Education Plan (IEP)



**How to support your student(s)  
throughout the day**

# INTAKE

## INSTRUCTIONAL ASSISTANT

- Report to cafeteria by 8:45
- Complete assigned bus duty responsibilities
- Assist students with their belongings
- Collect CBI money
- Monitor students after going through the scanners
- Positively reinforce students who may need it

**1:1**

- Support student with getting off of his or her school bus
- Ensure student gets into building safely

# Breakfast

<b>INSTRUCTIONAL ASSISTANT</b>	<b>1:1</b>
<ul style="list-style-type: none"><li>-Assist students in lunch line</li><li>-Sit amongst students. Limit large groups of adults and limit side conversations.</li><li>-Model and support appropriate eating habits</li><li>-Prompt students to engage in conversation</li><li>-Prompt students to face each other</li><li>-Converse with students</li></ul>	<ul style="list-style-type: none"><li>-Support your student with getting breakfast</li><li>-Support your student with getting utensils, napkins, etc.</li><li>-Support student (if necessary) with cutting up food and physically eating</li><li>-Sit next to your student</li><li>-Prompt your student to converse with his or her peers</li><li>-Prompt your student to clean up</li></ul>

PLEASE NO CELL PHONE USE DURING THIS TIME.

# HALLWAY TRANSITIONS

<b>INSTRUCTIONAL ASSISTANT</b>	<b>1:1</b>
<ul style="list-style-type: none"><li>-Support the students with safely walking through the halls by walking with your group to the next class</li><li>-Encourage students to go right to class</li><li>-Encourage students to walk in the hallways not run</li></ul>	<ul style="list-style-type: none"><li>-Guided walks may be necessary to ensure that student safely walks the halls</li><li>-Always keep close distance to ensure student safety</li></ul>

PLEASE NO CELL PHONE USE DURING THIS TIME.

# COMMUNITY BASED INSTRUCTION

## INSTRUCTIONAL ASSISTANT

- Supervise students at all times
- Support students in trying to be as independent as possible.
- Monitoring student safety is crucial on CBIs
- Support with progress monitoring as necessary

## 1:1

- Stay with your student at all times.
- Should you need to go to the bathroom, make sure to let someone know to stay with your student

# SCHOOL BASED OR COMMUNITY BASED VOCATIONAL TRAINING

## 1:1

- You are expected to attend work with the student.
- This is considered instructional time; therefore, you must be in close proximity with the student at all times.
- Prompt the student if they need support with task completion; however, also allow the student to try the task first before doing hand over hand.

# INSTRUCTIONAL TIME: *DURING LECTURES*

## INSTRUCTIONAL ASSISTANT

1:1

- Always be circulating the room
- Use close proximity with students who exhibit behaviors
- Redirect students appropriately and without distracting the rest of the group
- Listen for directives given to students (Be Present)
- Refrain from speaking or engaging in side bar conversations- if you must speak to another adult leave the room (*students have difficulty focusing/paying attention with multiple conversations happening*)
- If multiple IA's are in the room, spread out around the room
- If you need to sit, sit near a student who needs help
- Refrain from sitting in the back of the room

- Sit in close proximity with your student
- Be present
- Listen to the instruction, expectations so you can support your student with following through for assignments
- No side bar conversations
- If you need to redirect your student, please do so with minimal distraction



# **INSTRUCTIONAL TIME: *WHOLE GROUP/SMALL GROUP ACTIVITIES***

## **INSTRUCTIONAL ASSISTANT**

- Find students who need more support
- Allow for students to independently complete the work as much as possible
- Question students about their work to check for understanding
- Listen to teacher directions, and don't rush instruction, especially during step by step instruction
- Listen for directives given to students (Be Present)
- Minimize work if student reaches frustration level (follow or consult teacher first— examples: highlighting to write and/or tracing to cut)
- Allow for student failure
- Give students time to start themselves

## **1:1**

- Sit in close proximity with your student
- Be present and listen for teacher directives for you to support with prompting your student
- Allow for students to independently complete the work as much as possible
- Check with student throughout the activity to ensure understanding
- Positive praise and reinforcement when the student is completing his/her work

# INSTRUCTIONAL TIME: ART

## INSTRUCTIONAL ASSISTANT & 1:1

### HAND OVER HAND SUPPORT:

- What: There are multiple students who require HOH in each class. Please familiarize yourself with these students and pair up with one daily
- Why: Students are working on fine motor skills and motor planning. They are also working on following directions and task completion.
- How: Place hand on top of the student's hand and guide student and material to complete the task
  
- Supplies are limited so please be mindful that materials are purchased for the students only
- Students are working on direction following. Please support them by modeling this behavior and redirecting them

# INSTRUCTIONAL TIME: *GYM*

## INSTRUCTIONAL ASSISTANT & 1:1

- Model appropriate physical movement
- Be **actively engaged** at all times (e.g., walk with the students if they're expected to walk around the gym)
- Help position students to accomplish physical movement. Ask Coach Jas if you need support with understanding the expectations.
- Refrain from sitting and observing. We want all staff actively participating in the activities to model appropriate skills

# DISMISSAL

## INSTRUCTIONAL ASSISTANT

-Complete assigned bus duty responsibilities (see STAR handbook)

**1:1**

-Support student with getting on his or her school bus  
-Ensure student leaves the building safely

# BATHROOM BREAKS/LUNCH BREAKS

## INSTRUCTIONAL ASSISTANT & 1:1

- Should you need to use the bathroom during instructional time/at a time other than your allotted lunch break, please let the teacher know you are leaving the room.
- For all 1:1's, make sure there is someone who can support your student while you leave the room.
- We will not always have floaters to cover 1:1 breaks; however, 1:1's must take 30 minute break every Monday, Tuesday, and Thursday during instructional time. Please be sure to tag team to support the student in the 1:1's absence.
- 30 minute lunch breaks only.
- Please respect the specific break time that you were provided as it was designed to ensure that there is enough support in each classroom at all times.

# BATHROOM BREAKS/LUNCH BREAKS

## INSTRUCTIONAL ASSISTANT & 1:1

- Please utilize staff lounges (e.g. Aspire Room) for lunch breaks.
- Refrain from eating your lunch during instructional time. This is distracting to the students.
- If you're hungry (especially on a Wednesday/Fridays since breaks are later in day), please use the time where you are supervising students in the cafeteria to eat your lunch or breakfast. This is an appropriate time to model healthy eating habits.

# BUS ATTENDANTS

## Morning/Afternoon

- Address behavior concerns
- Sit with kids as necessary
- Make phone calls as necessary
- Issue consequences (if needed)



## **General Tips and Reminders**





## Important Reminders:

- Under no circumstances should you be “friends” with any students from ABCCS on any social media platform (e.g., Instagram, Facebook, Twitter, TikTok, etc.)
- No outside communication with the student at any point (e.g., no texting/calling the student’s cell phone)
- Under no circumstances should you ever have a student from ABCCS in your own personal vehicle.
- If you ever have had an interaction with either a staff member or student that makes you feel uncomfortable or witness/observe a situation with a staff member or a student that makes you feel uncomfortable, please report this to Chris, Lauren, or Jodie immediately.



# + Students leaving early/absent

- If your student is absent or leaving early, please report to Jodie as soon as possible for a reassignment. If you do not report for a reassignment, you will not be paid for the day.
- If an emergency arises and you need to leave early, you must contact both ACS/KES and Jodie to inform them of your need to leave early. An email or text to Jodie will suffice.
- Jodie: 267-918-2176 , [jodalicea@aspirapa.org](mailto:jodalicea@aspirapa.org)

# + Dress Code Policy

- Aspira of PA Schools have a **Business Dress Policy** Monday through Friday.
- Business attire means clothing that allows employees to feel comfortable at work, yet appropriate for an office environment.
- Choose business clothing that communicates professionalism
- **GUIDELINES:**
  - NO jeans, leggings/tights, sweatpants, shorts, work out attire, spandex, halter tops, crop tops, tank tops, etc.
  - You must always wear **close-toed shoes**; however, NO athletic shoes, thong sandals, or slippers
  - NO offensive, distracting, or revealing clothing
- Any staff member who does not comply with Aspira's dress code policy and whose appearance is unduly distracting or clothing is unsafe may be subject to being sent home to correct the problem. Please be aware that you will not be paid for the time that you are not present in the building to change clothes.

## + Dress Code Policy (cont.)

- At Olney, we have dress down Fridays to support the Senior Class.  
\*\*More information will be forthcoming.\*\*
- Things to know about Dress Down Days:
  - You **must pay** to dress down (typically \$3.00)
  - You will pay this money to either Jodie Alicea or Lauren Davison.
  - If you do not pay, you will be asked to change your clothing or go home to change.  
*\*\*Please keep in mind that the time it takes you to leave and come back will not be paid for ACS/KES employees.*
  - No ripped jeans, no clothing with inappropriate words/logos, no leggings, no open toed shoes, no shorts, no spaghetti strap shirts, nothing revealing





# Timesheets



NEW PROCEDURE FOR ACS STAFF:

[https://acsconsultantsinc.na2.echosign.com/public/esignWidget?wid=CBFCIBA A3AAABLblqZhBGk3v5lk74FJ1qXZTB1kyqUAq3Np0OxtcmpSftq37n8nJ6vHCvj KWaUMNVAOhqAMY\\*](https://acsconsultantsinc.na2.echosign.com/public/esignWidget?wid=CBFCIBA A3AAABLblqZhBGk3v5lk74FJ1qXZTB1kyqUAq3Np0OxtcmpSftq37n8nJ6vHCvj KWaUMNVAOhqAMY*)

## Other reminders:

- Please fill out your timesheet in its entirety! - total daily hours, total weekly hours
- Monday/Tuesday/Thursday 8:30 - 3:30, 30 min break (6.5)
- Wednesday 8:30-1:00, no break (4.5)
- Friday 8:30-2:00, no break (5.5)
- TOTAL: 29.5 hours
- Round up to the nearest quarter hour - arrive at 9:10 → 9:15
- You cannot bill prior to your assigned start time
- You cannot bill for hours you are not here, must be time you arrive at the building

# Be the Role Model

- If you're not engaged in the classroom, why should they?
  - It is our job to model appropriate behavior in the classroom at all times.
  - No cell phone policy. We ask all team members to model attentive behaviors in the classroom and cell phones can be a distraction for both the staff and students.
  - No headphones (in classroom or during transitions)

# Wait Time

- Wait time allows students to process
- Increases independence
- Reduces frustration
- Allows for accurate data collection

# Person First Language

- “People with disabilities are – first and foremost – people who have individual abilities, interests and needs.”
- People with disabilities are brothers, sisters, friends, neighbors, students, etc.
- 1 out of every 5 individuals has a disability
- “The language a society uses to refer to persons with disabilities shapes its beliefs and ideas about them.”  
Words are very powerful and we need to be cognizant of the words we use with our students.
- Examples:
  - CORRECT: student with autism, student with an intellectual disability, student in low incidence
  - INCORRECT: autistic child, low inc student, ID kid
  - SUPER INCORRECT AND OFFENSIVE: the use of the “R” word



# Communication

## DO's

- Encourage **eye contact** and body orientation toward speaking partner
- Allow time** for students to respond to questions
- Re-phrase** a question or direction if a student does not understand
- Model** correct responses following incorrect student response
- Use **gestures** when giving directions (pair verbal cues with gestures)
- Ask yes/no questions for increased understanding
- Encourage use of complete sentences
- Prompt students to request help if you see they need help

## DON'Ts

- Help students with difficult tasks without prompting them to ask for help
- Verbally prompt a student to respond without allowing wait time
- Ask too many questions in a row
- Answer or speak for a student
- Speak too quickly

# ACC Communication

## DO's

- Become familiar with student devices
- Wait 10-20 seconds before re-prompting or asking a question again
- Use gestural cues (point to buttons) when asking yes/no questions
- Help student navigate their board as needed
- Model appropriate responses

## DON'Ts

- Take the student's device away
- Turn the device off
- Keep device in desk/out of reach
- Hold device for the student
- Tell student to leave device when traveling



**What is it that we are looking to see when we conduct walkthroughs?**

## 1. Preparation

	Not Observed	More Emphasis Needed	Neutral	Fully Accomplished	
IA or 1:1 is well-prepared and able to support with academic needs.		1                      2	3	4	5
Knows lesson material in text and presentations.		1                      2	3	4	5
Problem solving techniques are consistent with the teacher and text		1                      2	3	4	5
Preps progress monitoring probes.		1                      2	3	4	5

## 2. Presentation

	Not Observed	More Emphasis Needed	Neutral	Fully Accomplished	
Friendly and professional in manner.		1                      2	3	4	5
Indicates the objectives for the day.		1                      2	3	4	5
Communicates effectively so students can follow.		1                      2	3	4	5
Goes step by step.		1                      2	3	4	5
Emphasizes key points and concepts.		1                      2	3	4	5
Uses class time effectively.		1                      2	3	4	5

### 3. Student Interaction

	Not Observed	More Emphasis Needed	Neutral	Fully Accomplished
Actively encourages student questions.		1                      2	3	4                      5
Listens to and responds to student questions.		1                      2	3	4                      5
Makes sure the class hears and understands questions		1                      2	3	4                      5
Corrects misconceptions, sees that the correct answer is brought out.		1                      2	3	4                      5
Asks questions to monitor students' understanding		1                      2	3	4                      5

Encourages students to solve problems.		1                      2	3	4                      5
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### 4. Classroom Atmosphere

	Not Observed	More Emphasis Needed	Neutral	Fully Accomplished
Establishes positive rapport and mutual respect with the students.		1                      2	3	4                      5
Class atmosphere is conducive to learning.		1                      2	3	4                      5
Maintains eye contact.		1                      2	3	4                      5
Keeps students' attention including those who are not interacting.		1                      2	3	4                      5
Indicates availability for giving individual help.		1                      2	3	4                      5



# 1:1 Logging System



# Log Expectations



- Weekly logs are due to me every Friday by 2:00 p.m.
  - Physically remove your logs from your binder. Your binder is yours to keep.
- Logs can be dropped off in Room 326 on top of Jodie's desk.
- I will review who has turned in logs every Friday.
- It is the professional expectation that you will drop off logs on your own.
- Please use black or blue pen—do not write in pencil or marker.



# Logging System



- A log must be completed each day even if you are absent or the student is absent.
- If you are absent, please write “1:1 was absent”
- If the student is absent, please write “Student was absent”
- See next slides for new logging system

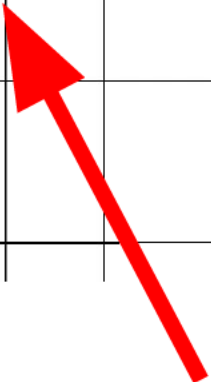




# Logging System



Service	Treatment			Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)



### Start Time/ End Time for PCA Logs:

The start times and end times should be based on the PCA's daily schedule. For example, if the PCA's hours are 8:30-3:30 with a 30-minute break from 12:00-12:30, they should write two logs per day. See below of a detailed example.

#### **EXAMPLE:**

Date: 12/21/22, Start Time: 8:30, End Time: 12:00 (write log from first half of day)

Date: 12/21/22, Start Time: 12:30, End Time: 3:30 (write log from second half of day)



# Logging System



Service		Treatment		Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)



<b>Service Type:</b>	
<b>D = Direct</b>	<b>DM = Direct Session: Make-up Session</b>
<b>DT = Direct: Telemedicine</b>	<b>DTM = Direct: Make Up Telemedicine</b>
<b>PA = Provider Absent</b>	<b>PNA = Provider Not Available</b>
<b>SA = Student Absent</b>	<b>SNA = Student Not Available</b>



# Logging System



Service	Treatment			Refer to the keys below for an explanation of the treatment codes and progress indicators		
Date	Start Time	End Time	Treatment Key (see Pg 2)	Service Type	Progress Indicator Key	Description of Service (daily notes on activity, location, and outcome)



## Progress Indicator Type

**Mn** = Maintaining

**Pr** = Progressing

**In** = Inconsistent

**Rg** = Regressing

**Ms** = Mastering



# Logging System



- Logs must be detailed. You must state what you are doing with the student.
  - How are you supporting the student throughout the day?
  - I helped Jodie exit the school van and enter into the school building. During math class, I supported Jodie by using hand over hand to count manipulatives. During reading class, I supported Jodie by answering questions using her communication device.
- “Jodie had a great day” will not suffice
- Make sure to sign your name at the top of each log sheet.
- Please mark if you or the student left early and what time in the end time section.

**THANK YOU!**



Aspira Schools of PA  
Professional Development Sign-In Sheet

**Date:** 3/1/23

**Session:** IA & 1:1 Training

**Duration:** 1:15 PM - 2:15 PM

**Led by:** Jodie Alicea, Lauren Davison, Chris Jennings

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Abraham Cruz	[REDACTED]	
Neisha Hernandez	[REDACTED]	
Tyana Johnson	[REDACTED]	
Eileen Torres (Justine)	[REDACTED]	
Lanyece Pierce	[REDACTED]	
Darlene Santos	[REDACTED]	

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# ASPIRA Bilingual Cyber Charter School

## Professional Development

CBVT

Date 8/18/2022

Time 12:00-1:15

1. Introduction
2. Ice Breaker
3. Jobs
4. Job Training
5. Progress Monitoring
6. Job Feedback and Growth
7. Exit Ticket





## Aspira Schools of PA Professional Development Sign-In Sheet

**Date:** 8/18/22

**Session:** School and Community Based Vocational Training

**Duration:** 12:00 - 1:15

**Led by:** Jodie Alicea

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# ASPIRA Bilingual Cyber Charter School

## Professional Development

CBVT

Date 9/28/2022

Time 1:15-2:15

1. Introduction
2. Warm Up
3. Transition Based Learning
4. Travel Training
5. General Expectations
6. Student Behavior at Work
7. 1st Week
8. Progress Monitoring
9. Permission Slips
10. Exit Ticket

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Aspira Schools of PA  
Professional Development Sign-In Sheet

Date: 9/28/22

Session: STAR Vocational Training PD

Duration: 1:15-2:15

Led by: Jodie Alicea

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Aspira Schools of PA  
Professional Development Sign-In Sheet

Date: 9/28/22

Session: STAR Vocational Training PD

Duration: 1:15-2:15

Led by: Jodie Alicea

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



Aspira Schools of PA  
Professional Development Sign-In Sheet

Date: 9/28/22


Session: STAR Vocational Training PD

Duration: 1:15-2:15

Led by: Jodie Alicea

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Lauren Davison	ldavison@aspirap.org	



# ASPIRA Bilingual Cyber Charter School

## Professional Development

### Building Guided and Interactive Reading

Date 3/22/2023

Time 1:15-2:15

1. Introduction
2. Ice Breaker
3. Understand the instructional value of interactive readings.
4. Passive and Active Learning
5. Theoretical Framework
6. Learn specific ways to add interactivity into readings.
  - a. Different types of interactivity when reading.
7. Build interactivity into a reading for a class you are teaching! Share our ideas and questions!
8. Closure



# ASPIRA Bilingual Cyber Charter School Professional Development Sign-In Sheet



**Date:** 3/22/23

**Session:** Building Guided and Interactive Readings

**Duration:** 1 hr.

**Led by:** Ms. Hollis

**Presentation Link:**

Attendee's Name	ABCCS Email	PPID
Jessica Krenek	jessica.krenek@cyber.aspirapa.org	██████
Yvonne Yangello	yyangello@cyber.aspirapa.org	██████
Daniel Pompile	dpompile@aspirapa.org	NA
Rahsaan Turpin, PhD.	rturpin@cyber.aspirapa.org	██████
Tom Flannery	tflannery@cyber.aspirapa.org	██████
Amy Toll	aetoll@aspirapa.org	██████
Sonia Hernandez	shernandez@cyber.aspirapa.org	██████
Travis Meyer	tmeyer@aspirapa.org	██████
Deborah King	dking@cyber.aspirapa.org	██████

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

Attendee's Name	ABCCS Email	PPID
Lina Cedeno	lcedeno@aspirapa.org	[REDACTED]
Julianne Dalton	jdalton@cyber.aspirapa.org	[REDACTED]
Megan Demchick	mdolaway@cyber.aspirapa.org	[REDACTED]
Jen Aguirre	jaguirre@cyber.aspirapa.org	[REDACTED]
Alexandria Mattheie	amattheie@aspirapa.org	[REDACTED]
Juanita Toledo	jtoledo@aspirapa.org	[REDACTED]
Dara Smith	dsmith@cyber.aspirapa.org	[REDACTED]
Jiovanna Rodriguez	jirodriguez@cyber.aspirapa.org	
Quincy May	qmay@cyber.aspirapa.org	• [REDACTED]
Maria Breen	mbreen@aspirapa.org	[REDACTED]
Sarah Klinke	sklinke@cyber.aspirapa.org	
Cassandra Whitfield	cwhitfield@cyber.aspirapa.org	[REDACTED]

# Using NWEA MAP Growth and Newsela to Drive Instruction

## Aspira Bilingual Cyber Charter School

### Course Objectives:

- Understand how MAP Growth data determines the level of content students see on Newsela
- Learn how Newsela resources and features can provide low stakes practices with instructional areas of focus
- Examine instructional supports and strategies to support skill development and growth

### Curriculum

- I. MODULE 1: NEWSELA & NWEA MAP GROWTH
  - A. Module 1 Introduction
  - B. Why Newsela and NWEA MAP Growth?
  - C. Check for Understanding
  - D. Module 1 Conclusion
- II. MODULE 2: UNDERSTANDING THE NWEA MAP GROWTH INTEGRATION
  - A. Module 2 Introduction
  - B. What is the NWEA MAP Growth Integration?
  - C. Why the NWEA MAP Growth Integration Matters
  - D. Check for Understanding
  - E. Module 2 Conclusion
- III. MODULE 3: FORMATIVE ASSESSMENT WITH NEWSELA
  - A. Module 3 Introduction
  - B. How Newsela Supports NWEA MAP Growth Data
  - C. Formative Assessments with Newsela
  - D. Annotations for Formative Assessment
  - E. Write Prompt for Formative Assessment
  - F. Quizzes for Formative Assessment
  - G. Assignment Insights
  - H. Check for Understanding
  - I. Module 3 Conclusion
- IV. MODULE 4: DESIGNING LEARNING WITH NEWSELA
  - A. Module 4 Introduction
  - B. Designing Your Lesson
  - C. Choosing the Right Content
  - D. Creating a Newsela Assignment
  - E. Check for Understanding
  - F. Module 4 Conclusion
- V. MODULE 5: CONCLUSION
  - A. Module 5 Introduction
  - B. Extend Your Learning
  - C. Final Reflection
- VI. Congratulations on Completing Your Course!
- VII. Share Your Feedback



# ASPIRA Bilingual Cyber Charter School Professional Development Sign-In Sheet



**Date:** 11/8/22

**Session:** Using NWEA Data to Drive Instruction

**Duration:** 90 minutes

**Led by:** Newsela

**Presentation Link:** [Using NWEA MAP Growth and Newsela to Drive Instruction Course, Agenda](#)

Attendee's Name	ABCCS Email	PPID
Nicole Weirich	nweirich@cyber.aspirapa.org	██████
William Maczko	william.maczko@cyber.aspirapa.org	██████
Priscilla Torres	Ptorres@aspirapa.org	
Tom Flannery	tflannery@cyber.aspirapa.org	██████
Yvonne Yangello	yyangello@cyber.aspirapa.org	██████
Deborah King	dking@cyber.aspirapa.org	██████
Jessica Krenek	jessica.krenek@cyber.aspirapa.org	██████
Karla Hawkins	khawkins@cyber.aspiraba.org	██████
Chelsea Kahana	ckahana@cyber.aspirapa.org	██████

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

<b>Attendee's Name</b>	<b>ABCCS Email</b>	<b>PPID</b>
Mark Dunyan Jr.	mdunyan@cyber.aspirapa.org	
Lina Cedeno	lcedeno@aspirapa.org	██████
Katie Di Mauro	katherine.dimauro@aspirapa.org	██████
Lisandra Mesa-Pagan	lmesa-pagan@aspirapa.org	
Michael Gismondi	michael.gismondi@cyber.aspirapa.org	██████
Amy Toll	aetoll@aspirapa.org	██████
Yisaris Quiles	yquilesaviles@cyber.aspirapa.org	██████
Anacelia Gomez	anacelia.gomez@cyber.aspirapa.org	
Julianne Dalton	jdalton@cyber.aspirapa.org	██████
Regina Lordan	rlordan@cyber.aspirapa.org	██████
JENNIFER NIEVES	jnievesechevarria@cyber.aspirapa.org	██████
Jessica Hoffman	jhoffman@cyber.aspirapa.org	██████
Jen Aguirre	jaguirre@cyber.aspirapa.org	██████
Breshay Wigglesworth	bwigglesworth@cyber.aspirapa.org	██████

# PA ABLE

## *A Savings Plan for People with Disabilities*

WEDNESDAY,  
MARCH  
22ND, 2023

---

1:15 P.M. -  
2:15 P.M.

---

Via Zoom (Click on  
Link  
Below)

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<https://aspirapa.zoom.us/j/83520911079?pwd=cXBQZVBLN1lOZmtDUjRhV1AveWZZZz0>

9

A PA ABLE account gives individuals with qualified disabilities and their families and friends, a tax-free way to save for disability-related expenses while maintaining government benefits (e.g., SSI).

- Save without jeopardizing your government benefits
- Save what you want, when you want
- Access your money easily
- Get great tax benefits

Join us virtually to learn more about this great savings program. Both parents and students are welcome!



# PA ABLE

## *Un Plan de Ahorro para Personas con Discapacidades*

MIÉRCOLES,  
22 DE MARZO  
DE 2023

DE LA 1:15  
P.M. A LAS  
2:15 P.M.

Via Zoom  
(Enlace Abajo)

<https://aspirapa.zoom.us/j/83520911079?pwd=cXBQZVBLN1l0ZmtDUjRhV1AveWZZZz0>

9

Una cuenta de PA ABLE brinda a las personas con discapacidades calificadas y sus familias y amigos una forma libre de impuestos de ahorrar para gastos relacionados con la discapacidad mientras mantienen los beneficios del gobierno (por ejemplo, SSI).

- Ahorre sin poner en peligro sus beneficios gubernamentales
- Guarda lo que quieras, cuando quieras
- Accede a tu dinero fácilmente
- Obtén grandes beneficios de taxes

Únase a nosotros virtualmente para obtener más información sobre este gran programa de ahorro. ¡Tanto los padres como los estudiantes son bienvenidos!





Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Guest	In Waiting Room	
Jodie Alicea	jodalicea @aspirapa .org	3/22/23 13:08	3/22/23 14:05	57	No	No	
Diana Fishlock -- PA ABLE Savings Program		3/22/23 13:09	3/22/23 14:05	56	Yes	No	
emarrero		3/22/23 13:16	3/22/23 14:05	49	Yes	No	
Vimaris		3/22/23 13:16	3/22/23 13:19	3	Yes	No	
Marilyn Garcia		3/22/23 13:16	3/22/23 13:23	7	Yes	No	
-Alibria ny-		3/22/23 13:17	3/22/23 13:37	21	Yes	No	
Maria Garcia		3/22/23 13:19	3/22/23 13:37	18	Yes	No	
The Billas		3/22/23 13:19	3/22/23 13:42	23	Yes	No	
ritmo's iPhone (2)		3/22/23 13:19	3/22/23 14:05	46	Yes	No	
Marilyn Sanchez		3/22/23 13:20	3/22/23 13:20	1	Yes	No	
Julio Cruz		3/22/23 13:20	3/22/23 13:29	9	Yes	No	
Maite Paredes		3/22/23 13:21	3/22/23 13:23	3	Yes	No	
iPhone (3)ana rodriguez		3/22/23 13:24	3/22/23 13:32	8	Yes	No	

Maria melissa Garcia		3/22/23 13:26	3/22/23 13:37	11	Yes	No	
Maria Garcia		3/22/23 13:37	3/22/23 13:52	16	Yes	No	
Maria melissa Garcia		3/22/23 13:42	3/22/23 13:52	10	Yes	No	



# **AHEDD's Work Incentive Counseling Services and the Impact of Work on Social Security Disability Benefits: SSDI and SSI**

ASPIRA Inc. of Pennsylvania  
November 2022



**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 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

# What will happen to my benefits when I go to work?

- Myths and misinformation about working
- Medical coverage questions
- Length of time to qualify for SSA benefits
- Overpayment concerns



**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

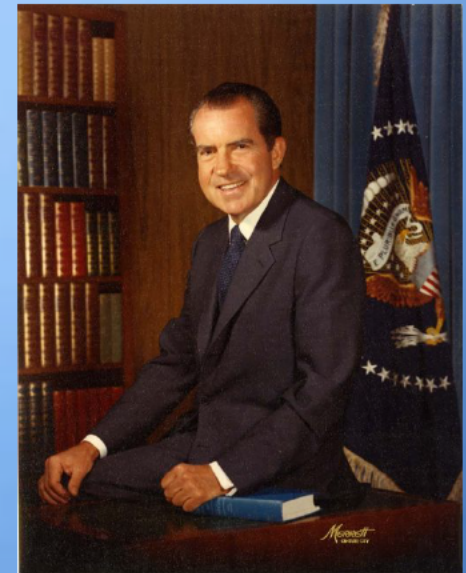
## SSDI

- 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)

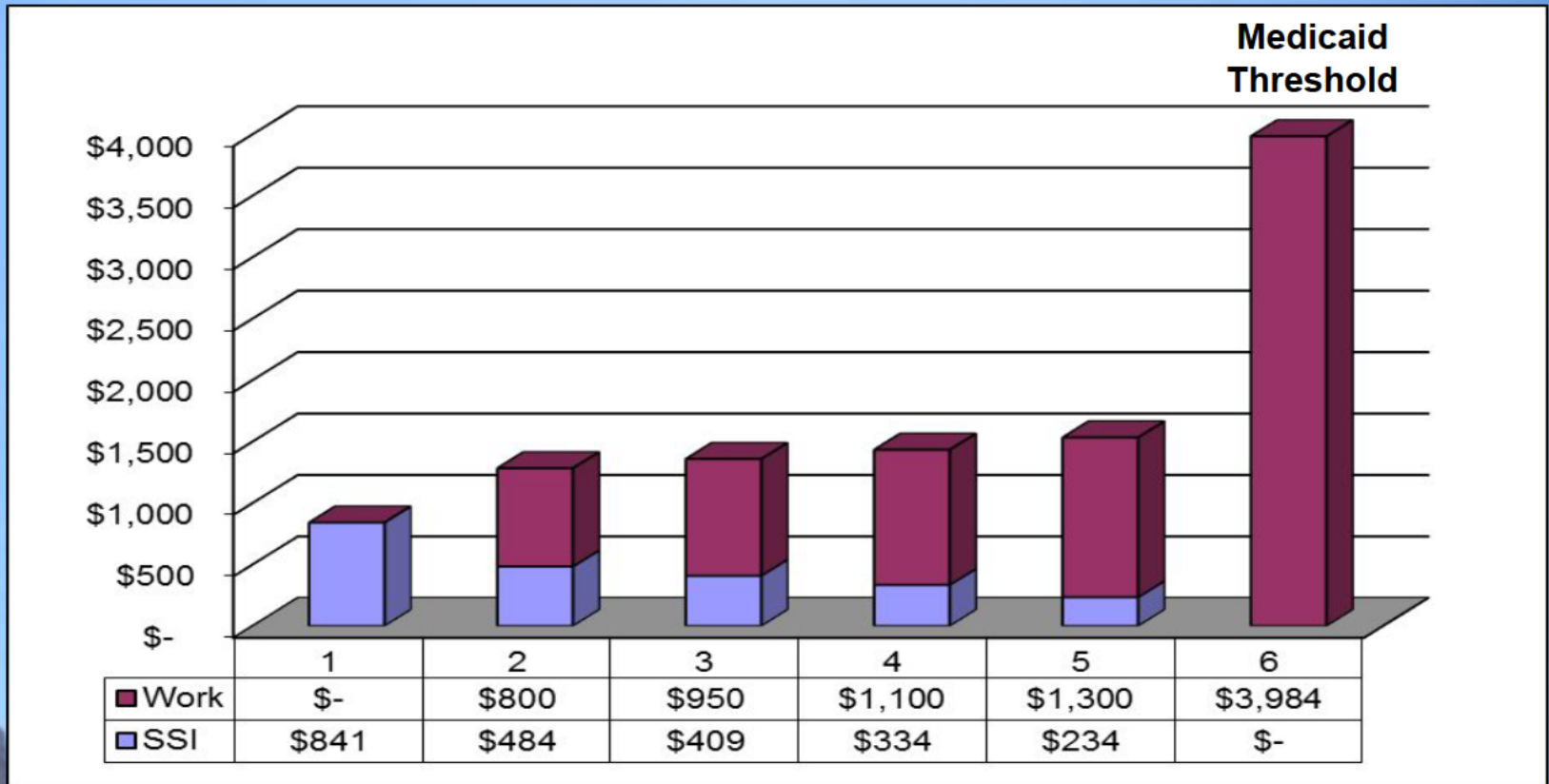
- Means tested, low income, low resource income support program
  - Available to children, adults, and elderly
- Limited Assets: < \$2,000
  - At application and ongoing
- Full Federal Benefit Rate: \$841 (CY 2022)
  - Maximum SSI payment
- Earnings below SGA for eligibility
  - Irrelevant post eligibility
- 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 2022 = \$47,813**

## 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, has resources under the \$2,000 limit, and uses Medicaid yearly.
  - The Medicaid Threshold for 2022 is \$47,813 (yearly)
    - 2020 PA Medicaid Threshold was \$38,431
  - \*Must continue to have resources < \$2,000





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**SSI**

## **Student Earned Income Exclusion (SEIE)**

- Criteria:
  - <22
  - Enrolled in school
  - SSI
  - Earning a paycheck
- Monthly exclusion of \$2,040 (CY 2022), up to a yearly maximum of \$8,230 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

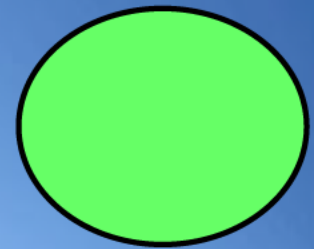
- Tax free savings accounts for individuals who became severely disabled before age 26
- Administered by the PA Treasury Department
- Direct contributions to 7 combinations of investment options offered by the PA ABLE Savings Program
- Save up to \$16,000 per year – investment grows tax free
- Total 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 = \$970 (2022)
- 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 = \$1350 (2022)
- 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



A Specialized Human Resource Organization

# Referral Form for PEW Grant Funded Work Incentive Counseling

## Eligibility:

- Age 14-30
- Receiving SSI/SSDI benefits
- WIC is free (PEW grant funded, ending March 2023)

## Contact Information:

Lori Tyndall, Vice President  
(717) 763-0968  
[Lori.Tyndall@ahedd.org](mailto:Lori.Tyndall@ahedd.org)

### Referral for Work Incentive Counseling



Date of Referral: \_\_\_\_\_

AHEDD - Michele Barbera, CNHC  
Phone: (717) 763-0968  
Fax: (717) 763-0968  
Address: 114 First Ave. Suite 200, Harrisburg, PA 17101

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_ Country: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Disability: \_\_\_\_\_ Social Accommodations Needed: \_\_\_\_\_

Representative Payee?  Yes  No Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip: \_\_\_\_\_ Country: \_\_\_\_\_  
Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Type of Benefit Received:  SSI  SSDI  Not sure

Reason for Referral:  Currently working  Job Offer 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 in a secure, password protected document per SSA regulations

# Individualized Work Incentive Counseling (benefits counseling) will help to answer questions about:

- Impact of work on cash benefits
- Health care
- Savings
- Work Incentives
- Reporting earnings requirements
- Guidance on communicating with SSA
- Other benefit programs
- Supports and services
- Overpayments



## 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



# AHEDD

*A Specialized Human Resource Organization*

## Takeaways

- Assessing what are your immediate needs within the next 3 months?
  - Understand what is going to happen with benefit check
  - Reporting earnings, new job, wages to SSA
  - Ways to save
- Continuation of Work Incentive Counseling services
  - Ticket to Work



## Contact Information

### Facilitators

- Michele Boardman, MA, CPWIC, CESP, LPC  
Employment Coordinator, (215) 885-2060 x 54018  
[michele.boardman@ahedd.org](mailto:michele.boardman@ahedd.org)
- Les Riggall, CESP, CPWIC  
Employment Specialist, (215) 885-2060 x 54020  
[Leslie.Riggall@ahedd.org](mailto:Leslie.Riggall@ahedd.org)

Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Jodie Alicea	jodalicea@aspirapa.org	11/16/2022 13:05	11/16/2022 14:07	63	No		No
Leslie Riggall		11/16/2022 13:06	11/16/2022 13:06	1	Yes		Yes
Les Riggall (Leslie Riggall)		11/16/2022 13:06	11/16/2022 14:07	62	Yes	Yes	No
Michele Boardman		11/16/2022 13:11	11/16/2022 13:12	1	Yes		Yes
emarrero		11/16/2022 13:12	11/16/2022 13:12	1	Yes		Yes
emarrero		11/16/2022 13:12	11/16/2022 14:07	56	Yes	Yes	No
Michele Boardman		11/16/2022 13:12	11/16/2022 14:07	56	Yes	Yes	No
Katrina Burton	kburton@cyber.aspirapa.org	11/16/2022 13:13	11/16/2022 13:14	1	No		Yes
Katrina Burton	kburton@cyber.aspirapa.org	11/16/2022 13:14	11/16/2022 14:07	54	No		No
Meisha Malone Carrington		11/16/2022 13:14	11/16/2022 13:15	1	Yes		Yes
Meisha Malone Carrington		11/16/2022 13:15	11/16/2022 14:07	53	Yes	Yes	No
Christel Hibbard Pond	chibbardpond@cyber.aspirapa.org	11/16/2022 13:16	11/16/2022 13:16	1	No		Yes
Christel Hibbard Pond	chibbardpond@cyber.aspirapa.org	11/16/2022 13:16	11/16/2022 13:23	8	No		No
Luz Perez Ayala		11/16/2022 13:16	11/16/2022 13:17	1	Yes		Yes
Luz Perez Ayala		11/16/2022 13:17	11/16/2022 13:18	2	Yes	No	No
Vanessa Colon		11/16/2022 13:18	11/16/2022 13:18	1	Yes		Yes
Vanessa Colon		11/16/2022 13:18	11/16/2022 13:29	12	Yes	Yes	No
Adrienne Chapman		11/16/2022 13:18	11/16/2022 13:18	1	Yes		Yes
Adrienne Chapman		11/16/2022 13:18	11/16/2022 14:07	50	Yes	Yes	No
Luz Perez Ayala		11/16/2022 13:19	11/16/2022 13:20	1	Yes		Yes
Luz Perez Ayala		11/16/2022 13:20	11/16/2022 13:22	2	Yes	Yes	No
Christel Hibbard Pond	chibbardpond@cyber.aspirapa.org	11/16/2022 13:23	11/16/2022 14:07	44	No		No
Leslinette Hernández		11/16/2022 13:24	11/16/2022 13:24	1	Yes		Yes
Leslinette Hernández		11/16/2022 13:24	11/16/2022 14:07	44	Yes	Yes	No
Jennifer Fontanez		11/16/2022 13:24	11/16/2022 13:24	1	Yes		Yes
Jennifer Fontanez		11/16/2022 13:24	11/16/2022 13:33	9	Yes	Yes	No
Joe Moses		11/16/2022 13:25	11/16/2022 13:25	1	Yes		Yes
Joe Moses		11/16/2022 13:25	11/16/2022 14:07	43	Yes	Yes	No
Ms. Wolff	ewolff@cyber.aspirapa.org	11/16/2022 13:48	11/16/2022 13:48	1	No		Yes
Ms. Wolff	ewolff@cyber.aspirapa.org	11/16/2022 13:48	11/16/2022 14:07	20	No		No
Emmy Q		11/16/2022 13:57	11/16/2022 13:57	1	Yes		Yes
Emmy Q		11/16/2022 13:57	11/16/2022 14:00	4	Yes	Yes	No
Vanessa Colon		11/16/2022 13:57	11/16/2022 13:58	1	Yes		Yes
Vanessa Colon		11/16/2022 13:58	11/16/2022 14:07	10	Yes	Yes	No





**ASPIRA BILINGUAL  
CYBER**  
CHARTER SCHOOL

**Faculty, Staff & Parents  
March 29, 2023**

# Today's Topics

- **COPPA**
- **Most popular apps among kids**
- **Your Digital Footprint**
- **“Going viral!”**
- **Cyberbullying**
- **Sexting**
- **Protecting against online predators**
- **What can we do to protect our kids?**
- **Additional resources**

# Child Online Privacy Act of 1998

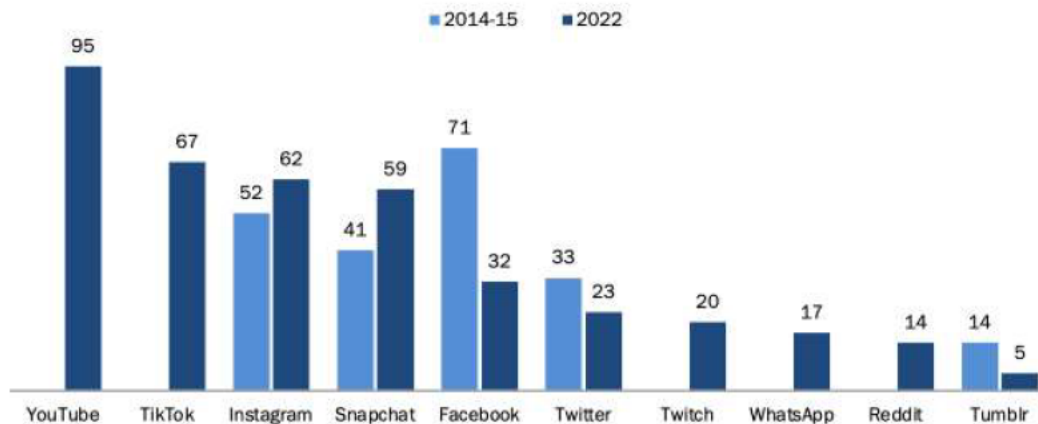


- **Regulated by the U.S. Federal Trade Commission**
- **Prohibits the collection of usage data by anyone under the age of 13.**
- **It *should* prevent underage students from using Snap, Twitter, Instagram, etc.**

# Most Popular Apps Among Kids

## Majority of teens use YouTube, TikTok, Instagram, Snapchat; share of teens who use Facebook dropped sharply from 2014-15 to now

% of U.S. teens who say they ever use each of the following apps or sites



Note: Teens refer to those ages 13 to 17. Those who did not give an answer or gave other responses are not shown. The 2014-15 survey did not ask about YouTube, WhatsApp, Twitch and Reddit. TikTok debuted globally in 2018.

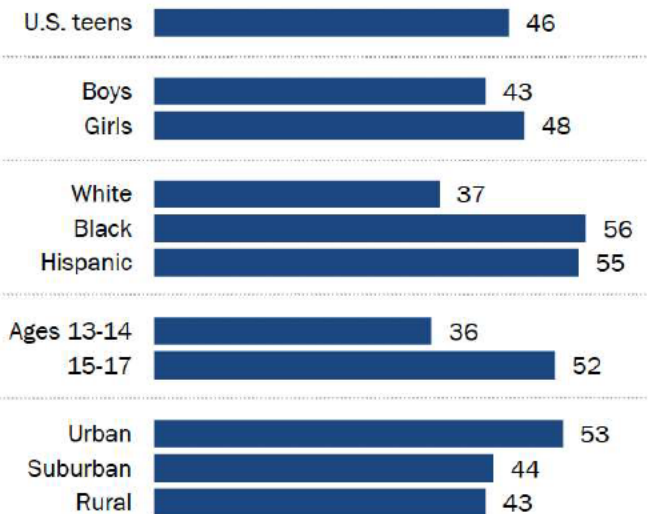
Source: Survey conducted April 14-May 4, 2022.

"Teens, Social Media and Technology 2022"

PEW RESEARCH CENTER

## Black, Hispanic teens more likely than White teens to say they are online almost constantly

% of U.S. teens who say they use the internet *almost constantly* either on a computer or a cellphone



Note: Teens refer to those ages 13 to 17. White and Black teens include those who report being only one race and are not Hispanic. Hispanic teens are of any race. Those who did not give an answer or gave other responses are not shown.

Source: Survey conducted April 14-May 4, 2022.

"Teens, Social Media and Technology 2022"

PEW RESEARCH CENTER

# What is a Digital Footprint?







# Why Your Digital Footprint is Important

 **Derek Jones**  @dukecoachdj · Aug 31, 2015

140 Characters on **Twitter** can cost you a \$60k per year education and average salary of over \$105k annually per graduate at Duke. #Ap2w

1 30 24

 **Derek Jones**  @dukecoachdj · Jul 23, 2014

If you are a prospect treat your **Twitter**, FB or Instagram account as if it were your resumé because we use them as a character reference.

5 128 79

Your personal social media profiles can potentially seriously affect your professional life. In a 2020 [survey by The Harris Poll](#), 70% of the employers who responded said they believe every company should screen candidates' social media profiles during the hiring process. Moreover, 78% of employers believe that current employees should maintain a work-appropriate social media profile.

[www.businessnewsdaily.com/2377-social-media-hiring.html](http://www.businessnewsdaily.com/2377-social-media-hiring.html)

IF YOU DON'T WANT ANYONE  
TO FIND OUT, DON'T DO IT.

# **How Images Go Viral**





# How Images (or anything else) Go Viral



• Hole #1	\$0.10	• Hole #10	\$51.20
• Hole #2	\$0.20	• Hole #11	\$102.40
• Hole #3	\$0.40	• Hole #12	\$204.80
• Hole #4	\$0.80	• Hole #13	\$409.60
• Hole #5	\$1.60	• Hole #14	\$819.20
• Hole #6	\$3.20	• Hole #15	\$1,638.40
• Hole #7	\$6.40	• Hole #16	\$3,276.80
• Hole #8	\$12.80	• Hole #17	\$6,553.60
• Hole #9	\$25.60	• Hole #18	\$13,107.20

**IF EACH DIME REPRESENTS ONE PERSON WHO SAW A POST, THAT MEANS THAT 26,214 PEOPLE SAW THE POST.**

# Six Degrees of Separation



Student



Principal



School  
Superintendent



U.S. Senator



U.S. President



King of England

# Going Viral & the Four Ps of Social Media



Parents/Family



Principal (or Employer)



Police



Predator

# CYBERBULLYING



*This is how those that do it  
feel about it.*



*This is how the victim  
feel about it.*



*This is how parents  
feel about it.*



*This is how teachers  
feel about it.*



*This is how I  
feel about it.*



*How do you  
feel about it.*

# Cyberbullying – What Is It?


**CYBERBULLYING IMPACTS EVERYTHING FROM TWEENS' SELF-ESTEEM, TO PHYSICAL HEALTH, TO SCHOOLWORK**

**GIRLS MORE SO THAN BOYS**

**Among Tweens Who Have Been Cyberbullied, Percent Who Say It Hurt Their:**

	BOYS	GIRLS
Feelings About Themselves	64	75
Friendships	20	44
Physical Health	4	22
Schoolwork	2	11

**PARENT TIP:** Establish an open line of communication with your tweens so they are comfortable turning to you in times of crisis, whether perceived or actual, and whether online or off. Be careful not to convey judgment or blame; let your tweens know you're always there to chat about anything they see or experience online.



---


**CYBERBULLYING IMPACTS EVERYTHING FROM TWEENS' SELF-ESTEEM, TO PHYSICAL HEALTH, TO SCHOOLWORK**

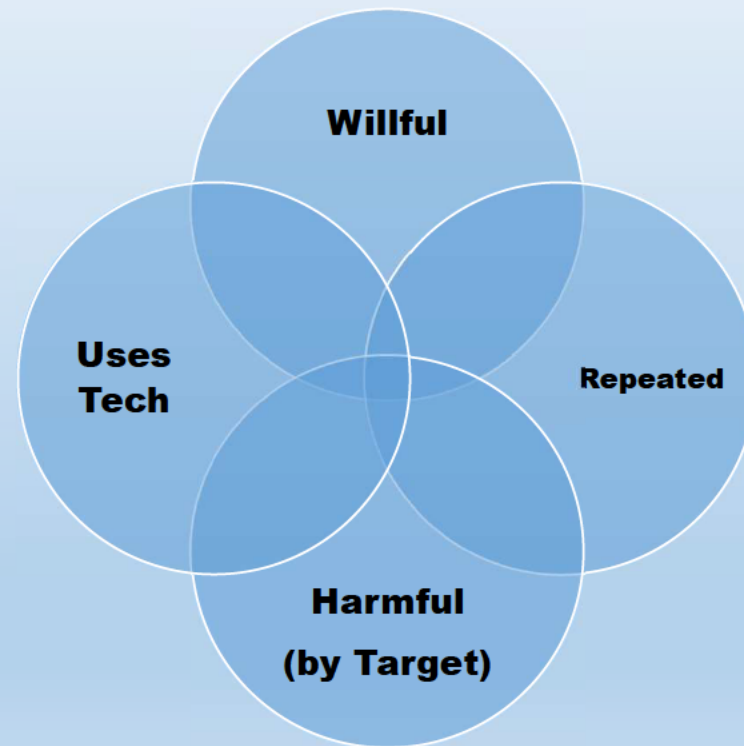
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# Cyberbullying – What Are the Signs?

- **Stops using technology**
- **Appears nervous around technology**
- **Is angry, depressed or uneasy**
- **Becomes withdrawn from friends/family**
- **Loses interest in their favorite things**
- **Changes in attire, especially when covering up more**
- **Speaks about self-harm or suicide**



# Cyberbullying – What to Tell Your Child

*"You're safe."*

*"I'm  
listening."*

*"I love you."*

*"It's not  
your fault."*



# Cyberbullying – What Not to Do

- **Don't lecture – *listen!***
- **Don't accuse or overreact**
- **Don't tell your child to ignore it**
- **Don't you ignore it, either**
- **Don't delete anything (except child porn)**
- **Don't force mediation between the children**





# What Exactly Is Sexting?



ARTS &  
ENTERTAINMENT

SCIENCE &  
TECHNOLOGY

BUSINESS &  
ENTREPRENEURSHIP

HEALTH

SOCIETY &  
CULTURE

SPORTS

CAMPUS &  
COMMUNITY

SPECIAL TOPICS

SOCIETY & CULTURE

Majority of Minors Engage in Sexting,  
Unaware of Harsh Legal Consequences

**Alarm as primary school children as young as 10 caught sexting**

**Children as young as six caught in sexting 'epidemic' as findings show more children than ever are sending naked or indecent photos**

**'She'd gone from a happy teenager to a wreck': The day my daughter was caught sexting**

**5-year-old boy investigated for sexting another child**

# Consequences of Sexting

## Legal

- **Currently a state issue**
- **Forfeiture of device**
- **Prison & Fines**
  - (Up to 20 years & \$50,000)
- **National Registry**

## Personal

- **Changes what is acceptable behavior**
- **Shame**
- **Cyberbullying, Revenge Porn & Sextortion**
- **Self-harm & Suicide**

# **Consequences of Sexting**



# Tactics of Online Predators



Trust



Romance



Bribery



Threats

# Online Predators & Our Youth

## Did You Know?

*About 70% of youngsters will  
accept “friend” requests  
regardless of whether they  
know the requester.*



Source: [www.fbi.gov/news/stories/child-predators](http://www.fbi.gov/news/stories/child-predators)

# Online Predators & Our Youth



According to the FBI's website, there are **750,000 predators online** at any given time and they all could **have a virtual key to your house** via the internet.

# Online Predators & Our Youth

## Feds cite 'explosion' in child sextortion cases, FBI, DHS issue national public safety alert



KEVIN JOHNSON, USA TODAY

December 19, 2022, 2:40 PM

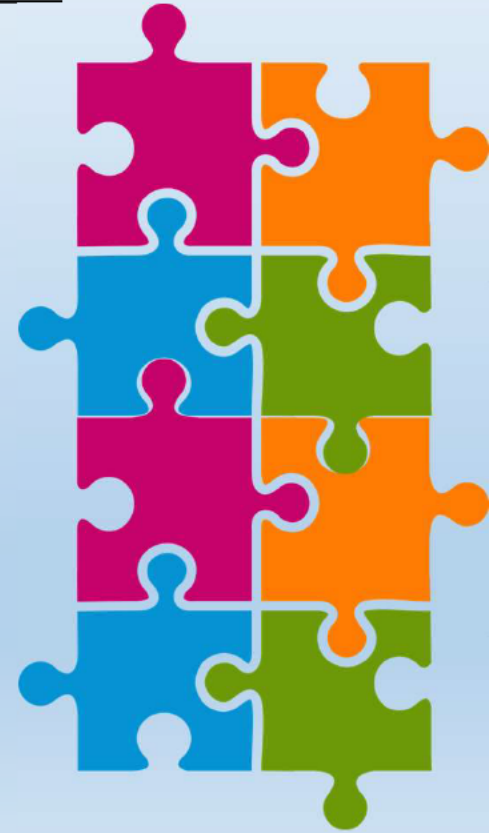
Citing an "explosion" of online sextortion cases involving children, federal authorities Monday issued an unusual national public safety alert in an attempt to intervene in increasingly aggressive schemes linked to more than a dozen suicides in the past year.

At least 3,000 victims, primarily boys, have been identified as targets in operations largely originating outside the U.S., in which children are being coerced into sending explicit images online and then extorted for money.



# What Can be Done?

- **Adjust *Safe Search* settings on all equipment for all sites**
- **Keep privacy settings to their most limited**
- **Look for the signs of trouble**
- **Stay informed/educated**
- **Take advantage of all resources**
- **Use lockout features on devices**



# What Can be Done?

- **Perform a digital audit *regularly***
- **Create alerts**
- **Teach kids to never send images to anyone**
- **Never follow links that you don't 100% know**
- **Cover webcams when not in use**
- **Watch #Being13 from CNN**
- **Look for “Ghost Apps”**

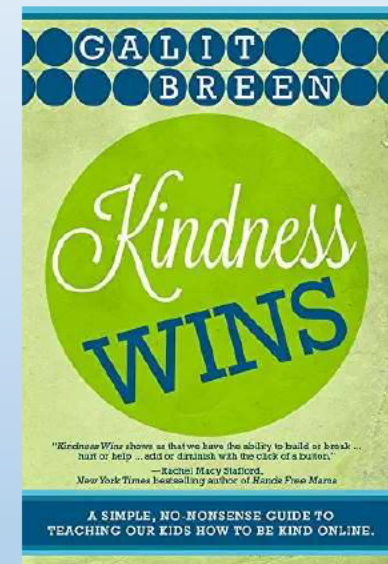
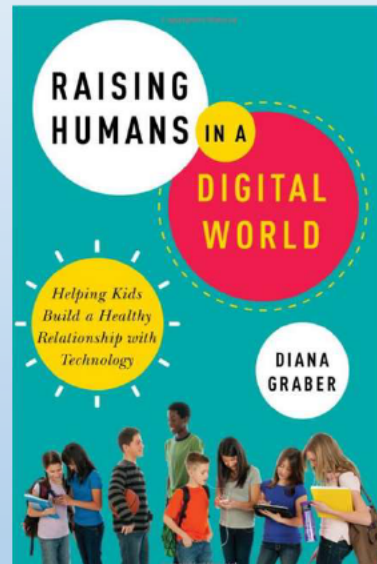
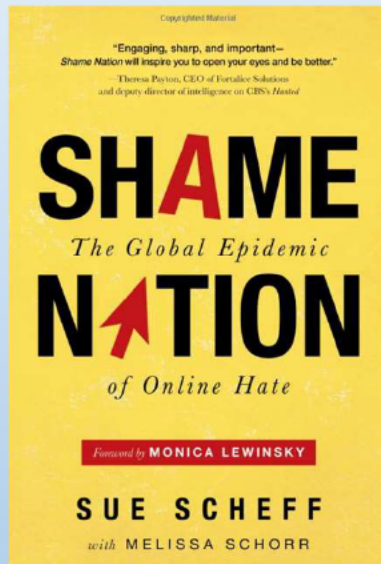


# What Can be Done?

**The two most important things that you can do is develop a rapport with your children that they are willing to talk to you about problems and to help them have a strong sense of worth and right/wrong.**



# Suggested Reading



# Additional Resources



*Thank you!*



ASPIRA Bilingual Cyber Charter School  
Parent, Staff, and Student PD on Cyber Safety

Attendance List 3/29 Pulled from Zoom Attendance

Name (Original Name)	User Email
Jodie Alicea	<a href="mailto:jodalicea@aspirapa.org">jodalicea@aspirapa.org</a>
Cyber Safety Presentation	
Paul Stelben (he/him)	<a href="mailto:pstelben@aspirapa.org">pstelben@aspirapa.org</a>
Cyber Safety Presentation	
Paul Stelben (he/him)	<a href="mailto:pstelben@aspirapa.org">pstelben@aspirapa.org</a>
Jessica Krenek	<a href="mailto:jessica.krenek@cyber.aspirapa.org">jessica.krenek@cyber.aspirapa.org</a>
Timothy Hicks	<a href="mailto:thicks@cyber.aspirapa.org">thicks@cyber.aspirapa.org</a>
Katie Hollis	<a href="mailto:katie.hollis@cyber.aspirapa.org">katie.hollis@cyber.aspirapa.org</a>
Amy Toll	<a href="mailto:aetoll@aspirapa.org">aetoll@aspirapa.org</a>
Katrina Condos	<a href="mailto:kcondos@olney.aspirapa.org">kcondos@olney.aspirapa.org</a>
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Ms. Rainey	<a href="mailto:srainey@cyber.aspirapa.org">srainey@cyber.aspirapa.org</a>
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Ms. Rainey	<a href="mailto:srainey@cyber.aspirapa.org">srainey@cyber.aspirapa.org</a>
Ms. King	<a href="mailto:dking@cyber.aspirapa.org">dking@cyber.aspirapa.org</a>
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Dr. Oakes	<a href="mailto:boakesjemieta@cyber.aspirapa.org">boakesjemieta@cyber.aspirapa.org</a>
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Mrs. Koshy	
Dr. Oakes	<a href="mailto:boakesjemieta@cyber.aspirapa.org">boakesjemieta@cyber.aspirapa.org</a>
Jessennia Colon-Velazquez	<a href="mailto:jcolon-velazquez@aspirapa.org">jcolon-velazquez@aspirapa.org</a>

ASPIRA Bilingual Cyber Charter School  
Parent, Staff, and Student PD on Cyber Safety

Attendance List 3/29 Pulled from Zoom Attendance

Mrs. Koshy	
Daphne Marcial	<a href="mailto:dmarcial@cyber.aspirapa.org">dmarcial@cyber.aspirapa.org</a>
Christel Hibbard Pond	<a href="mailto:chibbardpond@cyber.aspirapa.org">chibbardpond@cyber.aspirapa.org</a>
Lydia Deal	<a href="mailto:lydia.deal@olney.aspirapa.org">lydia.deal@olney.aspirapa.org</a>
Michael Schoenblum	<a href="mailto:michael.schoenblum@aspirapa.org">michael.schoenblum@aspirapa.org</a>
Miranda Freberg	<a href="mailto:mfreberg@olney.aspirapa.org">mfreberg@olney.aspirapa.org</a>
Yisaris Quiles	<a href="mailto:yquilesaviles@cyber.aspirapa.org">yquilesaviles@cyber.aspirapa.org</a>
Lucas Rosendall	
Christopher Jennings	<a href="mailto:cjennings@aspirapa.org">cjennings@aspirapa.org</a>
Lina Cedeno (Thea Sobral)	
A	
Mrs. Aguirre	<a href="mailto:jaguirre@cyber.aspirapa.org">jaguirre@cyber.aspirapa.org</a>



# ASPIRA Bilingual Cyber Charter School

## Professional Development

IEP Writing and Progress Monitoring

Date 11/30/2022

Time 1:15-3:15

1. Introduction
2. Ice Breaker
3. Academic and Functional Present Levels
4. Teacher Feedback
5. IEP Goals
  - a. Assessment
  - b. Development
  - c. SMART Goals
  - d. Objectives
6. Progress Monitoring
  - a. Tools
  - b. Conclusion



## Aspira Schools of PA Professional Development Sign-In Sheet

**Date:** 11/30/22

**Session:** STAR Team Meeting

**Duration:** 1:15 - 2:05

**Led by:** Lauren Davison/Chris Jennings

Attendee's Name	Email	PPID
Elizabeth Wolff	ewolff@cyber.aspirapa.org	██████
Lindsay Romeo	lromeo@cyber.aspirapa.org	██████
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Andrew Paulsen	apaulsen@cyber.aspirapa.org	██████

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

# ASPIRA Bilingual Cyber Charter School

## Professional Development

Educating Students with Disabilities

Date 10/5/2023

Time 1:15-2:15

1. Introduction
2. Warm Up
3. RtII Process
  - a. Process
  - b. Roles
  - c. Responsibilities
4. Participating in the IEP Process
5. Think Pair Share
6. How to Write Teacher Feedback for the IEP
7. Present Levels
8. SDIs



## Aspira Schools of PA Professional Development Sign-In Sheet

**Date:** 10/05/22

**Session:** RTII and Implementing the IEP, HS

**Duration:** 2:15-3:15

**Led by:** Travis Carson, Christopher Jennings

Attendee's Name	Email	PPID
Jacob Melman	<a href="mailto:jmelman@cyber.aspirapa.org">jmelman@cyber.aspirapa.org</a>	██████
Deborah King	<a href="mailto:dking@cyber.aspirapa.org">dking@cyber.aspirapa.org</a>	██████
Meisha Malone Carrington	<a href="mailto:mmalonecarrington@cyber.aspirapa.org">mmalonecarrington@cyber.aspirapa.org</a>	██████
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Holly Younger	hyounger@cyber.aspirapa.org	██████
Elsie Garcia	egarcia@cyber.aspirapa.org	██████

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<b>Attendee's Name</b>	<b>Email</b>	<b>PPID</b>
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**MEMORANDUM OF UNDERSTANDING  
AS RECOMMENDED IN  
PA. BULLETIN DOC. NO. 12-1339, JULY 2012  
BETWEEN**

**THE PIDLADELPHIA POLICE DEPARTMENT**

**AND**

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL**

**Ma:I 26, 2023**

---

**I. Introduction**

**A. Parties**

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

- **Philadelphia Police Department  
400 N. Broad Street, Philadelphia PA 19130**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

- **Aspira Bilingual Cyber Charter School  
6301 N. 2<sup>nd</sup> 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**

**I.** 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)(S) 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

- I. 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):
    1. Section 908 (relating to prohibited offensive weapons).
      - a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).
      - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
    - ii. Section 912 (relating to possession of weapon on school property).
      - a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
      - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.
    - iii. Chapter 25 (relating to criminal homicide).
    - iv. Section 2702 (relating to aggravated assault).
    - v. Section 2709.1 (relating to stalking).

- vi. Section 2901 (relating to kidnapping).Section 2902 (relating to unlawful restraint).
  - vii. Section 3121 (relating to rape).
  - viii. Section 3122.1 (relating to statutory sexual assault).
  - ix. Section 3123 (relating to involuntary deviate sexual intercourse).
  - x. Section 3124.1 (relating to sexual assault).
  - xi. Section 3124.2 (relating to institutional sexual assault).
  - xii. Section 3125 (relating to aggravated indecent assault).
  - xiii. Section 3126 (relating to indecent assault).
  - xiv. Section 3301 (relating to arson and related offenses).
  - xv. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
  - xvi. Section 3502 (relating to burglary).
  - xvii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
  - xviii. Section 5501 (relating to riot).
  - xix. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. §§ 780-101-780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

## B. Discretionary Notification

- I. 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 8, 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.

II. 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:
- I. 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 11B 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
- I. 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 118 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 11B.

##### **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 11B. 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.

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*O"u'.l.,l,,e,tU.)A. "'* School Entity  
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\_\_\_\_\_  
Chief Law Enforcement Authority

Philadelphia Police Department  
\_\_\_\_\_  
Law Enforcement Authority






# PPD MOU -Signed by Deputy

Final Audit Report

2023-06-30

Created:	2023-06-30
By:	Lyza Rosario (lyrosario@aspirapa.org)
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-  Document created by Lyza Rosario (lyrosario@aspirapa.org)  
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**AGREEMENT BETWEEN  
ASPIRA Bilingual Cyber Charter School AND  
Pequenos Pasos de ASPIRA**

MEMORANDUM OF UNDERSTANDING  
Between

ASPIRA Bilingual Cyber Charter School (LEA)

And

Pequenos Pasos de ASPIRA (Head Start Agency)

This Memorandum of Understanding is for the purpose of coordinating mutually beneficial activities of the parties involved to provide effective services for children and families served. This agreement shall be in effect throughout the LEA's charter and will be reviewed annually for necessary updates.

**PURPOSE**

The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start. In order to meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requiring local educational agencies (LEAs) receiving Title I funds to:

1. Establish channels of communication between school staff and Head Start staff;
2. Receive and transfer children's records, enrollment, parent communication;
3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
5. Link LEA educational services with Head Start agency services.

**Required Activities**

Activity 1: Communications will occur between ASPIRA Bilingual Cyber Charter School contact and Pequenos Pasos de ASPIRA contact on a quarterly basis to discuss issues of activity implementation.

Specifics of local communications between school building staff and the respective head Start program sending students to each specific school building is detailed in our coordinated transition plan (attached).

Activity 2: Staff at Pequenos Pasos de ASPIRA will assure they compile records of children transitioning into ASPIRA Bilingual Cyber Charter School and seek parent consent to transfer these records. Records will be shared with ASPIRA Bilingual Cyber Charter School no later than the 15<sup>th</sup> day of May. ASPIRA Bilingual Cyber Charter School will receive, file, and utilize the files shared with them. The ASPIRA Bilingual Cyber Charter School will assure the kindergarten teacher who will be responsible for a transferring child has access and utilizes the information shared with them from the Head Start agency.

Activity 3: Director Paula Schroeder of Pequenos Pasos de ASPIRA will coordinate an annual meeting with families and Principal Sean London of ASPIRA Bilingual Cyber Charter School and staff to discuss the developmental and other needs of individual children. A district wide event will occur annually and local meetings between school building staff and the respective Head Start program sending students to each specific school building will occur as detailed in our coordinated transition plan (attached).

Activity 4: The ASPIRA Bilingual Cyber Charter School and Pequenos Pasos de ASPIRA program staff will actively participate in the two Transition Round Tables that occur annually and are implemented through the County Level Transition Team. In addition, ASPIRA Bilingual Cyber Charter School's Principal, Sean London

and Pequeños Pasos de ASPIRA's Director Paula Schroeder will actively participate in the planning team for these events.

Activity 5: The ASPIRA Bilingual Cyber Charter School and Pequeños Pasos de ASPIRA will coordinate efforts to ensure that families have the necessary information to access high-quality early childhood care and education. Pequeños Pasos de ASPIRA will collaborate and coordinate with public and private entities to improve the availability of quality services to Head Start children and their families. In addition, the ASPIRA Bilingual Cyber Charter School will offer school spaces for Head Start family events, and, if feasible, to expand Head Start services into specific school buildings.

**Signatures indicating agreement:**

ASPIRA Bilingual Cyber Charter School Representative:


Sean London

Sean London (Jan 4, 2023 08:26 EST)

Date:

Jan 4, 2023

Pequeños Pasos de ASPIRA (Head Start Agency) Representative:



Erika Medina (Jan 4, 2023 08:57 EST)

Date:

Jan 4, 2023











# Cyber -Pequenos -Headstart Transition MOU -22-23 v1

Final Audit Report

2023-01-04

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### **Esperanza College of Eastern University Dual Enrollment Articulation Agreement**

The Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion or an associate degree. Dual Enrollment, an articulated acceleration mechanism between Esperanza College of Eastern University and a High School, shall serve to shorten the time necessary for students to complete the requirements associated with the conference of a degree, broaden the scope of career options available to students, and increase the depth of study available for a particular subject by offering co-sponsored college credit courses.

This document serves as a Dual Enrollment articulation agreement between Esperanza College of Eastern University and Aspira Bilingual Cyber Charter School for the academic school year 2022-2023.

1. The High School will inform parents and students of the Dual Enrollment option by including information in the high school student handbook and curriculum guide.
2. Students can indicate interest by selecting Dual Enrollment as an option during pre-registration. Parents will sign the form for students to indicate approval. It is the responsibility of the high school to provide proper advisement to the Dual Enrollment students.
3. Dual Enrollment student eligibility requirements:
  - a. Earned a 3.0 grade point average on a 4.0 scale as documented in an official high school transcript
  - b. Student must be enrolled in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade
  - c. Student recommendation from the High School Principal or Guidance Counselor
  - d. Successful completion of the Pennsylvania Keystone testing for their grade level
  - e. Mature behavior conducive to participating in college level courses successfully
4. The high school student is responsible for submitting all required paperwork to the high school counselor or principal.
5. The high school student will complete an Esperanza College application selecting dual enrollment as the program and an additional form indicating their course selection.
6. Dual enrollment students enroll in no more than two courses a semester.
7. Dual enrolment student must pass all Esperanza College courses with a C or better to enroll in courses the following semester.
8. Dual Enrollment students that need to withdraw from a Dual Enrollment college class must contact their high school counselor and send an email from their official college email ([xxxx@eastern.edu](mailto:xxxx@eastern.edu)) to the Esperanza College Registrar's office ([esperanzaregistrar@eastern.edu](mailto:esperanzaregistrar@eastern.edu)) requesting to be removed from the class for processing.
9. All costs related to the college course(s) including textbooks, course fees, etc.... are the responsibility of the High School, parent or and/or student.

10. Esperanza College makes all teaching staff decisions for Dual Enrollment classes taught. Dual Enrollment classes must follow Esperanza College departmental syllabi and grading policy.
11. Grades and college credit earned by students admitted to the Dual Enrollment program shall be recorded on the college transcript.
12. Classes must meet for a total of 42 hours for a 3-credit course or 56 hours for a 4-credit course.
13. Transportation for any student receiving Dual Enrollment instruction at Esperanza College campus shall be provided by the student or the parent of such students or the High School.

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High School Official and Title (Print)

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Signature

Date:

**Dr. Gladys Ramirez-Wrease, Dean**

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Esperanza College Dean (Print)

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Signature

Date:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ACCEPTED FOR  
COMMUNITY COLLEGE OF PHILADELPHIA**

\_\_\_\_\_  
Dr. David Thomas  
Vice President, Strategic Initiatives  
and Community Engagement

\_\_\_\_\_  
Donald Generals, Ed.D, President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ACCEPTED FOR  
School Name Here Authorized Individual**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Title**

**Date:** \_\_\_\_\_

The billing address is:

Addendum

**Aspira Bilingual Cyber Charter High School**

Re: Student Enrollments Fall 2022 and Spring 2023

The attached agreement is for the 2023-2024 fiscal year. Beginning in September 2022, for both the fall 22 and spring 23 terms, Aspira Bilingual Cyber Charter High School and Community College of Philadelphia began enrolling Aspira students in dual enrollment courses as part of the Advanced at College Program at the College. These students were enrolled under the same terms and conditions as outlined in the attached agreement.





# Aspira Bilingual Cyber CS

6301 N. 2<sup>nd</sup> Street Philadelphia, PA 19120

## Board Affirmation Statement

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 27 day of July, 2023

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Cyber CS 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



# Aspira Bilingual Cyber CS


6301 N. 2<sup>nd</sup> Street Philadelphia, PA 19120

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 27 day of July, 2023

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Cyber CS 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.




# Aspira Bilingual Cyber CS

6301 N. 2<sup>nd</sup> Street Philadelphia, PA 19120

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 27 day of July, 2023

By:  (Signature of Board President)


Roger Zepernick (Print Name)

Aspira Bilingual Cyber CS 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 27 day of July, 2023

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Cyber CS 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.




# Aspira Bilingual Cyber CS

6301 N. 2<sup>nd</sup> Street Philadelphia, PA 19120

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 27 day of July, 2023

By:  (Signature of Board President)


Roger Zepernick (Print Name)

Aspira Bilingual Cyber CS 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 27 day of July, 2023

By:  (Signature of Board President)

Roger Zepernick (Print Name)

Aspira Bilingual Cyber CS Board of Trustees